

**True North Rochester Preparatory
CHARTER SCHOOL**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:
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INTRODUCTION

The Directors of Operations prepared this 2016-17 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
James Barger	Trustee

Patrick Pastore has served as the Principal of the Middle School since 2013, Jaimie Brillante has served as the Principal of the Elementary School since 2012, and David McBride has served as Principal of the High School since 2014.

INTRODUCTION

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	92	86	89	80		95	96	67	57					662
2013-14	90	91	90	86	79	93	88	78	55					750
2014-15	89	89	89	84	85	87	90	79	56	39				787
2015-16	87	89	85	90	92	89	87	83	65	78	31			842
2016-17	88	88	89	91	90	87	89	77	74	93	76	27		989

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

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

Fourth Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2014-15	2011-12	2011	n/a	n/a	n/a
2015-16	2012-13	2012	n/a	n/a	n/a

HIGH SCHOOL COHORTS

2016-17	2013-14	2013	n/a	n/a	n/a
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TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	n/a	n/a	n/a
2015-16	2012-13	2012	n/a	n/a	n/a
2016-17	2013-14	2013	n/a	n/a	n/a

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	n/a	n/a	n/a
2015-16	2011-12	2011	n/a	n/a	n/a
2016-17	2012-13	2012	n/a	n/a	n/a

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

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.

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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 3rd through 8th grade in April 2017. 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).

2016 17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	90	0	0	0	1	91
4	86	0	0	0	3	90
5	86	0	0	0	1	87
6	89	0	0	0	0	89
7	75	0	0	1	1	77
8	72	0	0	1	1	74
All	498	0	0	2	7	508

RESULTS

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

Performance on 2016 17 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	55.5%	90	58%	78
4	51.2%	86	55%	77

³ 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.

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5	30.6%	86	32%	66
6	36%	89	40%	77
7	38.7%	75	40%	65
8	41.9%	73	44%	63
All	42.5%	499	45%	426

EVALUATION

Rochester Prep fell short of meeting the first Absolute measure of its accountability plan. The school had 42.5% of students scoring proficient or advanced, or 32.5 percentage points below the stated goal.

Before and during the 2016-17 school year, Rochester Prep made improvements to its scopes and sequences to increase alignment with the Common Core Learning standards. Rochester Prep also made changes to its interval assessment program to increase their alignment 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 most schools in the state. Like all other schools in the state and the region, Rochester Prep saw a decline its test scores.

While, as evidenced by the table below, the Rochester Prep ELA program improved in 2016-17, 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. 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.

ADDITIONAL EVIDENCE

As evidenced below, Rochester Prep has shown year-to-year growth in ELA proficiency, maintaining a high level of performance.

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English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	78	49.4%	79	58%	78
4	37%	82	64.6%	79	55%	77
5	23%	65	42%	81	32%	66
6	19%	59	33.8%	68	40%	77
7	17%	58	30.6%	62	40%	65
8	35%	54	26.6%	64	44%	63
All	26.8%	396	42.3%	433	45%	426

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 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 PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. 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 200.⁴

RESULTS

A table displaying the calculation of Rochester Prep's Performance Level Index for the 2016-2017 school year appears below.

English Language Arts 2016 17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
426	21.8	45.5	33.1	14.3

$$\begin{array}{r}
 \text{PI} = 45.5 + 33.1 + 14.3 \\
 \text{PI} = 92.9 \\
 \text{PI} = 92.9 + 47.4 \\
 \text{PI} = 140.3
 \end{array}$$

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

Rochester Prep exceeded the Annual Measurable Objective. Rochester Prep achieved a PLI of 140.3, and the Annual Measurable Objective PLI target was 111.

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.⁵

RESULTS

Rochester Prep students in at least their second year outscored the Rochester City School District's aggregate performance by 37 percentage points (45% vs 8%) on the 2016-17 grade 3, 4, 5, 6, 7, and 8 ELA exams.

2016 17 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	58%	78	10%	2042
4	55%	77	8%	2090
5	32%	66	6%	1755
6	40%	77	5%	1613
7	40%	65	7%	1388
8	44%	63	9%	1349
All	45%	426	8%	10237

EVALUATION

Rochester Prep exceeded the measure of comparative district proficiency in ELA during the 2016-2017 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 37 percentage points (45% vs 8%) overall.

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

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ADDITIONAL EVIDENCE

The table below illustrates the comparatively higher levels of performance for Rochester Prep students in at least their second year compared to the local district as a whole. In all cases, Rochester Prep students in at least their second year outperformed the local district cohorts.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	27%	6.6%	49.4%	8%	58%	10%
4	37%	5.1%	64.6%	8%	55%	8%
5	23%	4.3%	42.0%	5%	32%	6%
6	19%	4.5%	33.8%	6%	40%	5%
7	17%	2.9%	30.6%	5%	40%	7%
8	35%	3.8%	26.6%	6%	44%	9%
All	26.8%	4.7%	42.3%	6.7%	45%	8%

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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

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RESULTS

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

2015-16 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	95.4	90	47	25.7	21.3	1.16
4	94.3	90	60	24.7	35.3	1.99
5	95.6	90	39	18	21.0	1.38
6	85.4	87	30	22.2	7.8	0.50
7	83.1	83	27	22.4	4.6	0.29
8	91.4	64	27	24.9	2.1	0.13
All	91.0	503	39.1	22.9	16.2	0.96

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The currently available comparative performance Effect Size data for 2015-2016 show that Rochester Prep did meet and exceed the comparative performance measure. Rochester Prep students scored higher than expected to a large degree in ELA.

ADDITIONAL EVIDENCE

The 2015-2016 school year was the 10th of Rochester Prep's operation. This is the seventh time we can make an official year to year comparison between the Effect Sizes.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	87.4%	481	25.2	18.3	.49
2014-15	3-8	87.2%	473	25.1	17.3	0.64
2015-16	3-8	91.0	503	39.1	22.9	0.96

Goal 1: Growth Measure⁶

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

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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.

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.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁷

RESULTS

The data below shows that Rochester Prep’s mean growth for the 2015-2016 ELA Exam exceeded the state wide median in all grades. Overall, Rochester Prep exceeded the statewide median by 10.5 percentage points.

2015 16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	67.7	50.0
5	57.3	50.0
6	58.3	50.0
7	63.6	50.0
8	54.4	50.0
All	<u>60.5</u>	50.0

EVALUATION

Rochester Prep met the Mean Growth Percentile measure. As a school Rochester Prep bettered the statewide margin by 10.5 percentile points. Rochester Prep achieved higher results than the statewide median in grades 4 through 8.

ADDITIONAL EVIDENCE

The table below shows that year over year Rochester Prep exhibits Mean Growth Percentile above the Statewide Median.

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

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

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Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	63.9	44	67.7	50.0
5	66.9	45.4	57.3	50.0
6	56.3	58.1	58.3	50.0
7	50.5	70.2	63.6	50.0
8	57.5	60.5	54.4	50.0
All	59	54.9	60.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Rochester Prep fell short of one of the applicable absolute measures in the Accountability Plan Progress Report.

However, for every grade level, Rochester Prep students outperformed their Rochester City School District counterparts, and outperformed the RCSD on the aggregate as well. Also, Rochester Prep students in at least their second year reached higher proficiency levels than similar students in local K-8 schools in the Rochester City School District in all grade levels, and outperformed these schools on the aggregate 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
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 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 state's unadjusted median growth percentile. (Using 2015-16 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

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

Observation & Feedback

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

Expansion

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

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education

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Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).⁸ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

We do not yet have a Fourth Year Accountability Cohort so this table cannot be filled.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	n/a	n/a
2012	n/a	n/a
2013	n/a	n/a

EVALUATION

We do not yet have a Fourth Year Accountability Cohort.

ADDITIONAL EVIDENCE

The below table shows the current percent who passed the Regents ELA test in 2016-17.

English Regents Passing Rate with a score of 75 or Level 4 (Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014					32	37.5%
2015					81	44.4%
2016					89	29.2%

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR

⁸ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

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fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS

We do not yet have a Fourth Year Accountability Cohort.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	n/a	n/a
2012	n/a	n/a
2013	n/a	n/a

EVALUATION

We do not yet have a Fourth Year Accountability Cohort so no evaluation can be made.

ADDITIONAL EVIDENCE

We do not yet have a Fourth Year Accountability Cohort so no evaluation can be made.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2016-17 English language arts AMO of **178**.

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

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The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

We do not yet have a Fourth Year Accountability Cohort so the APL cannot be calculated.

English Language Arts Accountability Performance Level (APL) For the 2013 High School Accountability Cohort									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
n/a	[?]	[?]	[?]	[?]					
	PI	=	[?]	+	[?]	+	[?]	=	[?]
					[?]	+	[?]	=	[?]
							APL	=	[?]

EVALUATION

We do not yet have a Fourth Year Accountability Cohort so the APL cannot be calculated.

ADDITIONAL EVIDENCE

We do not yet have a Fourth Year Accountability Cohort but of the cohorts that have not yet reached their fourth year, 29.2-44.4% percent have passed the exam already.

Goal 1: Comparative Measure

Each year, the Accountability Performance Level (“APL”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

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

RESULTS

We do not yet have a Fourth Year Accountability Cohort so there are no results to share.

English Regents Accountability Performance Level (APL)¹¹

¹¹ For an explanation of the procedure to calculate the school’s APL, see page 31.

ENGLISH LANGUAGE ARTS

of Fourth Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011				
2012				
2013			N/A	N/A

EVALUATION

We do not yet have a Fourth Year Accountability Cohort so no evaluation can be made yet.

ADDITIONAL EVIDENCE

We do not yet have a Fourth Year Accountability Cohort so no evaluation can be made.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹²

Rochester Prep does not yet have a fourth year cohort to report on so outcomes cannot be determined yet.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	n/a
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	n/a
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	n/a
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	n/a

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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 2017. 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.

2016 17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	90	0	0	0	1	91
4	88	0	0	1	1	90
5	87	0	0	0	0	87
6	88	0	0	1	0	89
7	75	0	0	2	0	77
8						
All	428	0	0	4	2	434

¹³ 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.

MATHEMATICS

RESULTS

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.

Performance on 2016 17 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	82.2	90	82.9	76
4	72.2	90	75.4	69
5	37.5	88	43.1	72
6	36.0	86	42.2	64
7	51.8	83	61.8	55
8				
All	56.3	437	61.6	336

EVALUATION

Rochester Prep did not meet the absolute measure of 75% proficient on the NYS Math exam in 2016-17. However, the overall percent proficiency of those in at least their second year continues to improve and two grade levels met the absolute measure when only one did last year.

ADDITIONAL EVIDENCE

As discussed above, overall, there is an upward trajectory in the performance levels as students spend more time at our schools. The below table shows this year over year progress as well, going from 52.5 to 61.6% 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					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	68	78	84	79	82.9	76
4	68	82	72	79	75.4	69
5	40	65	41	81	43.1	72
6	44	57	40	67	42.2	64
7	32	59	58	62	61.8	55
8						
All	52.5	341	60	368	61.6	336

MATHEMATICS

Goal 2: 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 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 PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. 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 200.¹⁴

RESULTS

A table displaying the calculation of Rochester Prep’s Performance Level Index for the 2016-17 school year appears below. The State Education Department has recalibrated the AMO to align with the new Mathematics 3-8 testing program. Rochester Prep’s results in this section of the Accountability Plan Progress Report is a PLI of 146.9, well above the AMO.

Mathematics 2016 17 Performance Level Index (PLI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
428	11.7	29.7	32.9	25.7					
	PI	=	29.7	+	32.9	+	25.7	=	88.3
					32.9	+	25.7	=	58.6
							PLI	=	146.9

EVALUATION

Rochester Prep exceeded the Annual Measurable Objective by 35.9 points. Rochester Prep achieved a PLI of 146.9, and the Annual Measurable Objective PLI target was 109.

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.

¹⁴ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

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.¹⁵

RESULTS

Of students in at least their second year, all of Rochester Prep's grade levels outperformed the same grades in the local school district, the Rochester City School District.

2016 17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	82.9	76	14	2068
4	75.4	69	8	2117
5	43.1	72	9	1756
6	42.2	64	6	1580
7	61.8	55	5	1359
8				
All	61.6	336	8.8	8880

EVALUATION

Rochester Prep's aggregate proficiency for students tested and in at least their second year was 61.6% on the New York State Mathematics exam in 2016-17. The comparative aggregate performance of the Rochester City School District was 8.8%. Thus, Rochester Prep outperformed the district by 52.8 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 grade levels, Rochester students in at least their second year outperformed the local district in Math over the past three years.

¹⁵ 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](#).

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	68	12.7	82	11	82.9	14
4	68	8.8	72	11	75.4	8
5	40	7.4	38	5	43.1	9
6	44	6.7	36	7	42.2	6
7	32	3.8	52	4	61.8	5
8						
All	52.5	7.4	56.3	11	61.6	8.8

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.

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In the 2015-16 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 1.6, above the desired effect size of 0.3.

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2015-16 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	95.4	90	82	28.2	53.8	2.45
4	94.3	90	72	26.6	45.4	2.27
5	95.6	88	38	20.4	17.6	0.91
6	85.4	86	36	24.3	11.7	0.57
7	83.1	83	52	19.4	32.6	1.75
8						
All	90.9	437	56.3	23.9	32.5	1.60

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

Rochester Prep met the total of the aggregate Effect size of 0.3. The schools' effect size for mathematics performance was 1.6.

ADDITIONAL EVIDENCE

Below is a table summarizing past years' effect sizes, showing an increase in the effect size year over year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-8	87.4	483	46.1	23.5	1.25
2014-15	3-7	87.4	417	47.2	24.1	1.35
2015-16	3-7	90.9	437	56.3	23.9	1.6

Goal 2: Growth Measure¹⁶

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.

¹⁶ 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 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 (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.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁷

Rochester Prep outperformed the statewide average for Mean Growth Percentile across all grade levels except grade 5.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	52.4	50.0
5	35.8	50.0
6	70.0	50.0
7	81.2	50.0
8		50.0
All	59.0	50.0

EVALUATION

Rochester Prep achieved a school wide average of 59 for its mean unadjusted growth percentile. This is 9 percentile points higher than the statewide average.

ADDITIONAL EVIDENCE

Year over year, as evidenced by the table below, Rochester Prep consistently shows a higher Mean Growth Percentile than the statewide average, with the only exception being in 5th grade, one year.

Mathematics Mean Growth Percentile by Grade Level and School Year

¹⁷ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	77.3	56.8	52.4	50.0
5	85.6	58.8	35.8	50.0
6	83.2	74.2	70.0	50.0
7	81.7	78	81.2	50.0
8	75			50.0
All	80.9	66.6	59.0	50.0

SUMMARY OF THE MATHEMATICS GOAL

Rochester Prep fell short of the applicable absolute measure of 75% proficiency.

However, Rochester Prep achieved all of its other goals. (its absolute goals, its three comparative goals in 15-16, and its growth goals as outlined in the Accountability Plan Progress Report.

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
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district 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 state's unadjusted median growth percentile.	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

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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 from the previous year's NYS Math exam, internal 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 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.

Expansion

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

HIGH SCHOOL MATHEMATICS

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully

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meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).¹⁸ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

We do not yet have a Fourth Year Accountability Cohort so this table cannot be filled.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	n/a	n/a
2012	n/a	n/a
2013	n/a	n/a

EVALUATION

We do not yet have a Fourth Year Accountability Cohort so no evaluation can be made.

ADDITIONAL EVIDENCE

Below is a table showing Mathematics Regents Passing Rates from the 16-17 school year by Cohort. Two out of the three cohorts below have already met the goal. Starting in 2015, Rochester Prep 8th graders have taken or will take Algebra 1 and a significant percent pass in 8th grade. Therefore, when we start reporting on Fourth Year Cohorts, we are confident the Mathematics Regents Passing Rate will be much better than the numbers reflected below.

Mathematics Regents Passing Rate with a score of 80 or Level 4(Common Core) by Cohort and Year

Cohort	2014-15	2015-16	2016-17
--------	---------	---------	---------

¹⁸ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁹ Based on the highest score for each student on the Mathematics Regents exam

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Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014					32	31.3%
2015					84	72.6%
2016					89	86.5%

METHOD

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

RESULTS

We do not yet have a Fourth Year Accountability Cohort so the year over year comparison cannot be made.

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011		
2012		
2013		

EVALUATION

We do not yet have a Fourth Year Accountability Cohort so an evaluation cannot be made.

ADDITIONAL EVIDENCE

All Rochester Prep 8th graders take the Algebra 1 Regents Examination. In 2016-17, 93% of 8th graders who took the test passed it.

Goal 2: Absolute Measure

²⁰ Based on the highest score for each student on the Mathematics Regents exam

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2016-17 mathematics AMO of **165**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

We do not have a 2013 High School Accountability Cohort so this table cannot be completed.

Mathematics Accountability Performance Level (APL) For the 2013 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
n/a				
	PI	[?]	[?]	[?]
		+	+	
			[?]	[?]
				APL
				[?]

EVALUATION

We do not have a 2013 High School Accountability Cohort so no evaluation can be made.

ADDITIONAL EVIDENCE

All Rochester Prep 8th graders take the Algebra 1 Regents Examination. In 2016-17, 93% of 8th graders who took the test passed it.

Goal 2: Comparative Measure

MATHEMATICS

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

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

RESULTS

We do not have Accountability Cohorts for these years so the table cannot be completed.

Mathematics Accountability Performance Level (APL)
of Fourth Year Accountability Cohorts by Charter School and School District²¹

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011				
2012				
2013			N/A	N/A

EVALUATION

We do not have Accountability Cohorts for these years so no evaluation can be made.

ADDITIONAL EVIDENCE

All Rochester Prep 8th graders take the Algebra 1 Regents Examination. In 2016-17, 93% of 8th graders who took the test passed it.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL²²

We cannot discuss outcomes against the below stated measures as we do not have a fourth year accountability cohort. However, as mentioned above, all Rochester Prep 8th graders take the Algebra 1 Regents Examination and in 2016-17, 93% of 8th graders who took the test passed it so we are encouraged that we will meet these measures as Rochester Prep High School produces fourth year cohorts.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core	n/a

²¹ See page 39 above for an explanation of the APL.

²² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	n/a
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	n/a
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	n/a

ACTION PLAN

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

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

Furthermore, our teachers 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.

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 and middle school students rise to the high 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 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 2017. 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

Results have not been released so we cannot complete this section at this time.

Charter School Performance on 2016 17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

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

EVALUATION

Results have not been released so we cannot complete this section at this time.

ADDITIONAL EVIDENCE

Results have not been released so we cannot complete this section at this time.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency

SOCIAL STUDIES

	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8						
All						

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.

RESULTS

Results have not been released so we cannot complete this section at this time.

2016-17 State Science Exam Charter School and District Performance by Grade Level

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

EVALUATION

Results have not been released so we cannot complete this section at this time.

ADDITIONAL EVIDENCE

Results have not been released so we cannot complete this section at this time. Rochester Prep's previous year's info has been input, showing 98 and 99 percent proficiency over the previous two years.

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
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SOCIAL STUDIES

	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	98		99			
8						
All	98		99			

SUMMARY OF THE SCIENCE GOAL

Results have not been released so we cannot complete the comparative section at this time. However, the absolute measurement of 75 percent proficiency for students in at least their second year was achieved.

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.	Achieved
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.	n/a

ACTION PLAN

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

HIGH SCHOOL SCIENCE

Goal 3: Absolute Measure

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

METHOD

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

RESULTS

We do not have a 2013 Fourth Year Accountability Cohort so this cannot be completed.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²³

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

EVALUATION

We do not have a 2013 Fourth Year Accountability Cohort so this cannot be completed.

ADDITIONAL EVIDENCE

Even though we do not yet have a fourth year cohort, the table below shows the upcoming cohorts have already met the absolute measure of 75% passing.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014					32	100%
2015					84	91.7%
2016					89	88.8%

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

We do not have a 2013 Fourth Year Accountability Cohort so this cannot be completed.

²³ Based on the highest score for each student on any science Regents exam

SOCIAL STUDIES

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

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

EVALUATION

We do not have a 2013 Fourth Year Accountability Cohort so this cannot be completed.

ADDITIONAL EVIDENCE

We do not have a 2013 Fourth Year Accountability Cohort so this cannot be completed.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate mastery of skills and knowledge in Social Studies.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

We do not have a 2013 Fourth Year Accountability Cohort so this cannot be completed.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁴

Cohort	Number in	Percent
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²⁴ Based on the highest score for each student on a science Regents exam

SOCIAL STUDIES

Designation	Cohort	Passing with a score of 65
2011		
2012		
2013		

EVALUATION

We do not have a 2013 Fourth Year Accountability Cohort so this cannot be completed.

ADDITIONAL EVIDENCE

The table below shows results for the high school cohorts that are not yet in their fourth year.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						
2014					32	71.9%
2015					84	28.6%
2016					89	n/a

Goal 4: Comparative Measure

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

METHOD

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

RESULTS

We do not yet have a fourth year cohort so this cannot be completed.

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

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

SOCIAL STUDIES

EVALUATION

We do not yet have a fourth year cohort so this cannot be completed.

ADDITIONAL EVIDENCE

The interim performance above shows that cohorts not yet in their fourth year are well on their way to meeting the absolute measure goal, with the 2014 cohort already at 71.9%.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

We do not yet have a fourth year cohort so this cannot be completed.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

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

EVALUATION

We do not yet have a fourth year cohort so this cannot be completed.

ADDITIONAL EVIDENCE

The interim performance of cohorts not yet in their fourth year is shown below.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013						

²⁵ Based on the highest score for each student on a science Regents exam

SOCIAL STUDIES

2014					32	28.1%
2015					84	28.6%
2016					89	n/a

Goal 4: Comparative Measure

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

METHOD

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

RESULTS

We do not yet have a fourth year cohort so this comparison cannot be completed.

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

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

EVALUATION

We do not yet have a fourth year cohort so this evaluation cannot be completed.

ADDITIONAL EVIDENCE

The above tables for results for cohorts not yet in their fourth year show that they are on their way to achieving the absolute measure goals for social studies.

GOAL 5: NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

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 school requiring a local assistance plan.

METHOD

Because *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. The report cards 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

The 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

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

GOAL 6: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

All students will complete high school.

Goal 6: Absolute Measure

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

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

APPENDIX B: SUPPLEMENTARY TABLES

RESULTS

The table below shows the percent of students in first and second year cohorts that earned the required number of credits in 2016-17.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	84	97.6
2016	89	100%

EVALUATION

Rochester Prep met the absolute measure of percent promoted. Only 2 students of the 2015 cohort were not promoted and the entire 2016 cohort was promoted.

ADDITIONAL EVIDENCE

Rochester Prep has a strong performance in this measure.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

RESULTS

The table below shows the percent of students in their second year passing three Regents exams by cohort.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013		
2014	32	37.5%
2015	84	20.2%

APPENDIX B: SUPPLEMENTARY TABLES

EVALUATION

The 2014 Rochester Prep cohort has 37.5% of students passing three Regents and the 2015 cohort has 20.2% already passing three Regents. This was based on performance level rather than scaled score.

Goal 6: Absolute Measure

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.²⁶ Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

We do not have a fourth year cohort yet.

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

Cohort Designation	Number in Cohort	Percent Graduating
2011		
2012		
2013		

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

Cohort Designation	Number in Cohort	Percent Graduating
2010		
2011		
2012		

EVALUATION

We do not have a fourth year cohort so no evaluation can be made.

²⁶ The state's guidance for the 4+1 graduation pathway can be found here:

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

APPENDIX B: SUPPLEMENTARY TABLES

ADDITIONAL EVIDENCE

While we have no graduation rates yet, the younger cohorts are showing promise with high promotion rates and strong performance on many of the Regents exams.

Goal 6: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison²⁷. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

We do not have a fourth year cohort or district data.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011				
2012				
2013				N/A

EVALUATION

We do not have a fourth year cohort or district data.

ADDITIONAL EVIDENCE

While we have no graduation rates yet, the younger cohorts are showing promise with high promotion rates and strong performance on many of the Regents exams.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Since Rochester Prep has not yet had a fourth year cohort, a summary of the High School Graduation Goal is speculative. Based on the promotion rates and Regents passing rates outlined in the previous tables, we are confident that the first and all following Rochester Prep cohorts will meet the goal of exceeding the graduation rate of our comparison district.

²⁷ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

APPENDIX B: SUPPLEMENTARY TABLES

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	n/a
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	n/a

ACTION PLAN

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

Common Core

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

Remediation

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

Observation & Feedback

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

APPENDIX B: SUPPLEMENTARY TABLES

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.

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 and middle school students rise into the high school, Rochester Prep expects to continue to see compounded growth in proportion to the numbers of years in our schools.