

**TRUE NORTH ROCHESTER  
PREPARATORY CHARTER SCHOOL –  
WEST CAMPUS**

**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

**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.**

## 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	Total
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
2016-17	91	111	104	103		90	90	86	87	762

## 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.

## ENGLISH LANGUAGE ARTS

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 [X] through [Y] 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 <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	99	0	0	0	0	103
4						
5	88	0	0	1	0	90
6	87	0	0	0	1	90
7	79	0	0	0	0	86
8	82	0	0	0	0	87
All	435	0	0	1	1	456

### 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	61.6%	99	62%	99
4	n/a	n/a		

<sup>1</sup> 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.

## ENGLISH LANGUAGE ARTS

5	18.2%	88	20%	10
6	35.6%	87	20%	71
7	68.4%	79	40%	65
8	65.9%	82	69%	70
All	49.7%	435	48%	315

### EVALUATION

Rochester Prep fell short of meeting the first Absolute measure of its accountability plan. The school had 49.7% of students scoring proficient or advanced, or 25.3 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.

# ENGLISH LANGUAGE ARTS

## 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					62%	99
4						
5	0%	6	38.5%	13	20%	10
6	15%	71	32.4%	74	20%	71
7	21%	72	28.0%	82	40%	65
8	37%	59	47.2%	53	69%	70
All	23.1%	208	34.7%	222	48%	315

### 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.<sup>2</sup>

### 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
435	15%	34%	37%	12%

$$\begin{array}{r}
 \text{PI} = 34 + 37 + 12 = 93 \\
 \text{PLI} = 12 + 93 = 142
 \end{array}$$

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# ENGLISH LANGUAGE ARTS

## EVALUATION

Rochester Prep exceeded the Annual Measurable Objective. Rochester Prep achieved a PLI of 142, 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.<sup>3</sup>

## RESULTS

Rochester Prep students in at least their second year outscored the Rochester City School District's aggregate performance by 40 percentage points (48% vs 8%) on the 2016-17 grade 3, 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	62%	99	10%	2042
4			8%	2090
5	20%	10	6%	1755
6	20%	71	5%	1613
7	40%	65	7%	1388
8	69%	70	9%	1349
All	48%	315	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 (48% vs 8%) overall.

<sup>3</sup> 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](#).



## 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 but one over the past three years, 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		6.6%		8%	62%	10%
4		5.1%		8%		8%
5	0%	4.3%	38.5%	5%	20%	6%
6	15%	4.5%	32.4%	6%	20%	5%
7	21%	2.9%	28.0%	5%	40%	7%
8	37%	3.8%	47.2%	6%	69%	9%
All	23.10%		34.7%	6.7%	48%	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.

## ENGLISH LANGUAGE ARTS

### RESULTS

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

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	<b>79.3</b>	<b>90</b>	<b>16</b>	<b>24.3</b>	<b>-8.3</b>	<b>-0.56</b>
6	<b>84.9</b>	<b>89</b>	<b>28</b>	<b>22.3</b>	<b>5.7</b>	<b>0.36</b>
7	<b>74.4</b>	<b>91</b>	<b>29</b>	<b>26.3</b>	<b>2.7</b>	<b>0.16</b>
8	<b>82.0</b>	<b>57</b>	<b>44</b>	<b>29.1</b>	<b>14.9</b>	<b>0.90</b>
All	<b>80.0</b>	<b>327</b>	<b>27.8</b>	<b>25.2</b>	<b>2.6</b>	<b>0.15</b>

#### School's Overall Comparative Performance:

*Slightly higher than expected*

### 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 slightly higher than expected in ELA.

### ADDITIONAL EVIDENCE

The 2015-2016 school year was the 5<sup>th</sup> of Rochester Prep West Campus' operation. Below is a year to year comparison between the Effect Sizes.

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14			255	14.2	11.9	0.22
2014-15	5-8	81.6%	311	21.2	18.8	0.16
2015-16	3,5-8	80%	327	27.8	25.2	0.15

#### Goal 1: Growth Measure<sup>4</sup>

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## ENGLISH LANGUAGE ARTS

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.<sup>5</sup>

### 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 17.5 percentage points.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	n/a	50.0
5	68.5	50.0
6	71.6	50.0
7	63.0	50.0
8	66.8	50.0
All	<b><u>67.5</u></b>	50.0

### EVALUATION

Rochester Prep met the Mean Growth Percentile measure. As a school Rochester Prep bettered the statewide margin by 17.5 percentile points. Rochester Prep achieved higher results than the statewide median in grades 5 through 8.

### ADDITIONAL EVIDENCE

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

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<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

# ENGLISH LANGUAGE ARTS

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	n/a	n/a	n/a	50.0
5	58.9	60.1	68.5	50.0
6	51.8	65.3	71.6	50.0
7	61.6	63.3	63.0	50.0
8	n/a	59.5	66.8	50.0
All	57.1	62.3	67.5	50.0

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Rochester Prep fell short of two 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.)	Not 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 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 5<sup>th</sup> 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 5<sup>th</sup> 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.

## 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 [3<sup>rd</sup> and 5<sup>th</sup>] through [7<sup>th</sup>] 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 <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	98	0	0	1	0	103
4	n/a	0	0	0	0	
5	86	0	0	1	0	90
6	84	0	0	1	2	90
7	79	0	0	0	0	86
8	n/a	0	0	0	0	87
All	347	0	0	3	2	456

<sup>6</sup> 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	90%	88	90%	98
4	n/a			
5	29%	25	40%	10
6	39%	33	41%	70
7	56%	44	57%	65
8	n/a			
All	55%	190	65%	243

## 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 one grade level met the absolute measure.

## 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 36.9% to 65% over the past three years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					90%	98
4						
5	17%	6	38%	13	40%	10
6	44%	71	45%	74	41%	70
7	32%	72	49%	82	57%	65
8	N/A	0	N/A	0		
All	36.9%	149	46%	169	65%	243

# 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.<sup>7</sup>

## 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 139, 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
347	16	29	30	25

$$\begin{array}{r} \text{PI} \\ = \\ 29 \\ + \\ 30 \\ + \\ 25 \\ \hline \text{PLI} \\ = \\ 84 \\ + \\ 55 \\ \hline 139 \end{array}$$

## EVALUATION

Rochester Prep exceeded the Annual Measurable Objective by 30 points. Rochester Prep achieved a PLI of 139, 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.

<sup>7</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.



## 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.<sup>8</sup>

## 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	90%	98	14	2068
4			8	2117
5	40%	10	9	1756
6	41%	70	6	1580
7	57%	65	5	1359
8				
All	65%	243	8.8	8880

## EVALUATION

Rochester Prep’s aggregate proficiency for students tested and in at least their second year was 65% 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 56.2 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.

<sup>8</sup> 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		12.7%		11%	90%	98
4		8.8%		11%		
5	17%	7.4%	38%	5%	40%	10
6	44%	6.7%	45%	7%	41%	70
7	32%	3.8%	49%	4%	57%	65
8		0.8%		1%		
All	36.90%	7.4%	46%	7.2%	65%	243

### 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 meaningful degree." Rochester Prep's overall effect size was 0.41, above the desired effect size of 0.3.

# MATHEMATICS

## 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						
4						
5	79.3	89	18	28.7	-10.7	-0.61
6	84.9	87	39	24.5	14.5	0.71
7	74.4	91	46	24.1	21.9	1.13
8						
All	79.5	267	34.4	25.8	8.6	0.41

### School's Overall Comparative Performance:

*Higher than expected to a meaningful degree*

## EVALUATION

Rochester Prep met the total of the aggregate Effect size of 0.3. The schools' effect size for mathematics performance was 0.41.

## 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	5-7	100%	254	30.8	17	0.87
2014-15	5-7	82.4	252	34.2	24.2	0.54
2015-16	5-7	79.5	267	34.4	25.8	0.41

### Goal 2: Growth Measure<sup>9</sup>

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.

<sup>9</sup> 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.<sup>10</sup>

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

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	n/a	50.0
5	58.1	50.0
6	75.8	50.0
7	71.9	50.0
8	n/a	50.0
All	<b>68.9</b>	50.0

## EVALUATION

Rochester Prep achieved a school wide average of 68.9 for its mean unadjusted growth percentile. This is 18.9 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.

Mathematics Mean Growth Percentile by Grade Level and School Year

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
4				50.0
5	84.5	74.0	58.1	50.0
6	78.2	73.8	75.8	50.0
7	<b>73.3</b>	<b>53.8</b>	71.9	50.0
8				50.0
All	78.8	68.1	68.9	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 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 5<sup>th</sup> 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 5<sup>th</sup> 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.

## 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 4<sup>th</sup> and 8<sup>th</sup> 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

This is not applicable.

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

### EVALUATION

This is not applicable.

### ADDITIONAL EVIDENCE

This is not applicable.

Science Performance by Grade Level and School Year

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

	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

This is not applicable.

### 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8				
All				

## 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					
	2014-15		2015-16		2016-17	
	Charter	District	Charter	District	Charter	District



## SCIENCE

	School		School		School	
4						
8						
All						

### SUMMARY OF THE SCIENCE GOAL

There is not yet a 4<sup>th</sup> grade class and 8<sup>th</sup> grade does not take this exam so we cannot complete the comparative section at this time.

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

### ACTION PLAN

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

## NCLB

### Goal 4: NCLB

The school will make Adequate Yearly Progress.

#### Goal 4: 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 in the 2011-2012 school year.

NCLB Status by Year

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