



True North Rochester Preparatory Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Directors of Operations prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Geoffrey Rosenberger	Chair	Finance, Development, Academic, Facilities
Rebecca Sumner	Vice Chair	Academic, Finance, Development
Ronald Zarella	Treasurer	Finance, Development, Facilities
James Ryan	Trustee	Development, Finance, Facilities
Joshua Phillips	Trustee	n/a
Ebony Miller-Wesley	Trustee	Academic, Finance
Carlos Caballada	Trustee	n/a
Langston McFadden	Trustee	n/a

Danielle (Bleecker) Hinman has served as the Principal of the Elementary School since 2019.

Patrick Pastore has served as the Principal of the Middle School since 2013.

Edward Eckert has served as the Principal of the High School since 2018.

SCHOOL OVERVIEW

True North Rochester Preparatory Charter School (“Rochester Prep”) first opened in 2006 with the Brooks Campus Middle School serving grades 5-8. In 2010, the Jay Street Elementary School was opened, serving grades K-4. Finally, Rochester Prep High School opened in 2014, serving grades 9-12 and allowing students to truly have a continuous path from kindergarten to college. In the 2020-21 school year, these 3 schools served 1,319 students. Rochester Prep operates under the Uncommon Schools Charter Management Organization, which also operates two other charters in Rochester, True North Rochester Preparatory Charter School – West Campus and Rochester Prep Charter School 3.

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

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

Rochester Prep’s school design includes seven core components:

1. Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Rochester Prep students, therefore, is tied to mastering this fundamental skill. In 2019-20, Rochester Prep provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1- grade, and for at least 30 minutes each night starting in 2- grade.
- Students write in every class and use the Writer’s Workshop method to cultivate creativity and voice.

Grades 5-8

- Scholars have two hours and a half hours of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.

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- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- mClass tested every student 2 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula address five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

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

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

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Rochester Prep teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

3. Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of

continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Rochester Prep administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually. Rochester Prep teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Rochester Prep also utilized the information to target content- and skills-driven tutoring and small-group instruction. Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

4. Make More Time. To provide students with a comprehensive, college preparatory education, Rochester Prep has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Additionally, the Rochester Prep school year starts approximately 2 weeks earlier than other public school districts in the area and ends 1-2 weeks later. In the 2020-21 school year, we began instruction on 8/31/20 and ended on 6/11/2021 due to COVID related staffing and childcare needs. We will be returning to our usual extended school year in the 2021-22 school year.

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

5. Emphasis on College. For too many at-risk students, college only exists in the abstract. For Rochester Prep students, freshman year of college will be a natural extension of their educational experience at Rochester Prep.

Rochester Prep students begin talking about college on the first day of school as their homerooms are named after the alma maters of their teachers and Historically Black Colleges and Universities (HBCUs). Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Our College Access Team at the High School spends individual time with each student from freshman year forward to discuss college plans, application process, and financial aid, and ensures that students are in the best possible position to matriculate to and succeed in college. There is also an alumni support network in the regions where Uncommon Schools operates (Rochester, Albany, NYC, New Jersey, and Boston) that allows Rochester Prep graduates to receive personalized support while they are in college.

6. Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2019-20, Rochester Prep created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

7. Insist on Family Involvement. Rochester Prep's educational program is structured so that families must be involved in their child's academic pursuits. In 2019-20, our families:

- picked up their child's report card in person at the school one time, and had virtual report card conferences during the COVID-19 closure;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and emails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

In compliance with state and local health department mandates, Rochester Prep began the 2020-21 school year with fully remote instruction. During Spring and Summer 2020, we distributed Chromebooks to students who did not have an internet enabled device at home, and wifi Hotspots to students who did not have internet access. By October of 2020, each Rochester Prep student had received a Chromebook from the school so that they did not need to share a device with a parent or sibling to complete their schoolwork. Uncommon Schools and Rochester Prep are now committed to continually providing a Chromebook for every student so that students can develop digital literacy skills, or easily switch back to remote learning should the need ever arise again in the future.

In late Fall 2020, Rochester Prep reopened for hybrid learning. General education students in grades K-8 physically came to campus 2 days per week, and 9-12 grade students attended 1 day per week. SPED and ELL students of all grade levels came in-person 4 days per week. All students participated in synchronous and asynchronous learning on the days that they were not physically in the school building. Parents also had the choice to keep their children fully remote for the 2020-21 school year.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

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School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	88	88	89	91	90	87	89	77	74	93	76	27		989
2017-18	89	91	88	90	86	92	92	90	76	123	84	68	30	1099
2018-19	91	78	89	94	91	93	90	86	78	132	109	71	62	1164
2019-20	93	93	88	95	92	93	93	90	87	138	122	85	65	1234
2020-21	98	92	95	94	97	102	93	31	102	149	121	107	78	1319

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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 SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

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
2018-19	2015-16	2015	62	0	62
2019-20	2016-17	2016	73	3	70
2020-21	2017-18	2017	85	2	83

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) 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. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: 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 are deceased.

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	62	0	62
2019-20	2016-17	2016	72	0	72
2020-21	2017-18	2017	85	2	83

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	0	0	0
2020-21	2016-17	2016	1	0	1

PROMOTION POLICY

Rochester Prep has promotion requirements which are consistent with the State Commissioner's Part 100.5 Diploma Requirements. The promotion policy is broken down by school.

Elementary School:

A student must earn promotion by demonstrating mastery of the essential knowledge and skills. Students may not be promoted if they are performing significantly below grade-level standards. Promotion decisions will be based on a student's grades, standardized test scores, attendance, homework completion record and other measures. Rochester Prep looks thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions.

A student may be retained if he or she misses more than 10 days in a school year, has significant behavior problems that result in a lot of missed instruction time, or if the student has persistent trouble completing homework assignments.

Rochester Prep Elementary School's retention policy for the 20-21 school year was not affected and they were able to maintain the current structures in making promotion decisions.

Middle School:

- Students will be promoted if they pass all core academic classes (English, Science, History and Math) with a 70% or higher and have less than 10 absences
- Students will automatically be considered for retention if they fail one or more classes
- Students will automatically be considered for retention if they are absent 10 or more times throughout the school year
- Final decisions for promotion or retention are made by the principal

Rochester Prep Middle School's promotion policy for the 20-21 school year was adjusted to account for the transition to remote learning in March 2020. The promotion and retention policies still maintain our high bar for academic achievement and remote work completion, while also being fair and mindful of the additional challenges of remote learning compared to Q1-Q3.

- The passing grade was lowered from 70% to 65% to support students who are not benefiting from daily in-person instruction.
- For final grades, averages will reflect the higher of their Q1-Q3 average or their Q1-Q4 average. Students who performed strongly from Q1-Q3 will not be disadvantaged by lower Q4 performance.
- Students will be considered for retention if they fail 2+ courses for the year. Failure for a course means that a student fails both the Q1-Q3 AND the Q1-Q4 averages or do not achieve a 70% remote learning work completion rate.

High School

- Students who receive a final failing grade (below a 70) for a class, do not receive credit for that class. The final grade is based on individual quarter grades and a comprehensive final exam.
- When a student fails a single core course (English, Math, Science, History, Spanish), they may be required to make up the course through a summer program or an alternative method approved by the school.
- When a student fails two or more core courses, they will be required to repeat the grade. In subjects that require less than four years of credit (electives, digital art, college prep, physical education), students must make up the class in a subsequent school year.

Rochester Prep High School's promotion policy for the 20-21 school year was adjusted to account for the transition to remote learning in March 2020. The adjustments made match the aligned policies from previous years and also takes into account learning taking place remotely.

- To pass the year, a student must a grade for the course >70 and pass the final exam
- A student's year-end grade will be the higher of:
 - The average of Q1-Q3 grades; OR
 - The average of Q1-Q4 grades
- Students must pass a final exam for each course at the end of the year
 - Any student who earns above an 85 average for their Q1-Q4 grades will be exempt from taking the exam
 - Students will have multiple attempts to pass the final exam

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- Students will be retained if they fail 3+ courses for the year. Failure for a course means that a student fails both the Q1-Q4 exams and the Q1-Q4 averages, regardless of their performance on the final exam.
- Students who fail 1-2 classes for the year will attend Summer Academy. A student will be retained if they:
 - Attend Summer Academy and fail to pass any of their Summer Academy course(s). Students must pass all of their Summer Academy courses to be promoted.

Each school within Rochester Prep identifies any student with extenuating challenges and proposes end of year options on a case by case basis.

GOAL 1: HIGH SCHOOL GRADUATION

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100% of students will graduate from Rochester Prep High School.

Goal 1: Leading Indicator

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 the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

The table below shows the percent of students in first and second year cohorts that earned the required number of credits in 2020-21. Rochester Prep met the absolute measure of percent promoted.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	123	96.7%
2020	130	91.5%

ADDITIONAL EVIDENCE

Our school continues to meet and exceed this measure year over year. Since our high school opened to 9th graders in the 2014-2015 school year, we have exceeded this measure. Students who fail ELA or Math are encouraged to attend our Summer Academy where they have the opportunity to recover course credit and be promoted to the next grade level. We ensure that students receive transportation and other support to attend Summer Academy so that they can gain the proficiency needed to move on to the next grade level. Students who fail a core course and do not successfully complete Summer Academy or do not have a 90% attendance rate at Summer Academy are not promoted.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data table that directly addresses the measure. Provide a narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The table below shows the percentage of students in their second year passing three or more Regents exams by cohort. Due to the COVID-19 public health crisis, students were exempted from Regents exams, but only earned the exemption if they had passed the corresponding course and would have been eligible to sit for the exam had it been offered. In the 2020-21 school year, we exceeded the 75% measure with 81.3% of second year students being exempted from three or more Regents exams. Even though our students did not have the opportunity to show what they had learned on the actual exams, the high number of students who performed well enough in their classes to qualify for the exams demonstrates that the school program is properly supporting student development.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	124	74.8%
2018	2019-20	111	89.2%
2019	2020-21	123	81.3%

Goal 1: Absolute Measures

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 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

Rochester Prep has met this measure every year since our first graduating cohort. The 2020-2021 school year was our 4th year of 12th grade instruction. Our 4th year graduation rate has increased steadily each of the past 3 years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	62	85.5%
2016	2019-20	72	88.9%
2017	2020-21	85	90.5%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	0	N/A
2015	2019-20	0	N/A
2016	2020-21	1	100%

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

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

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Goal 1: 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 comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Rochester Prep has consistently met the comparative graduation rate measure since our first graduating cohort. The 2017 cohort at Rochester Prep surpassed the Rochester City School District's graduation rate by over 22 percentage points. Nearly 91% of our 2017 cohort graduated in 4 years, while only 68% of RCSD's did the same.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	62	85.5%	2086	63%
2016	2019-20	72	88.9%	1984	68%
2017	2020-21	85	90.5%	1984	68%

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a

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pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Rochester Prep High School does not offer alternative pathways to graduation.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our 4th year with a graduating cohort, Rochester Prep High School achieved its High School graduation goal and met all associated measures.

Type	Measure	Outcome
Leading Indicator	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
Leading Indicator	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.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
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.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

Rochester Prep High School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character

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- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum was updated and modified to work with remote and hybrid instruction during school year 2020-21 and we look forward to embarking upon a fully in-person curriculum during the 2021-22 school year. Our school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Testing early and often allows us to closely monitor student progress and create targeted interventions on specific subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in and complete a 4-year college education.

Students in grades eleven and twelve attend college readiness classes. Juniors meet weekly for classes and seniors meet two times per week. Through these classes, students explore college options, learn about financial aid and specialized programs, and receive assistance on all aspects of the college application process. Outside of college readiness class, students engage in programming including but not limited to college campus trips, in person and virtual visits with admissions

representatives at Rochester Prep, mock admissions interviews with college representatives, and trips to college fairs.

The college prep team offers family information nights covering topics ranging from financial aid to application strategies. After high school graduation, each student also is assigned an alumni success coach who supports students through college graduation, assisting with student life on campus, financial aid, and advising. The college team also offers SAT and Regents tutoring to students as needed.

Rochester Prep students also take advantage of our partnership with the Rochester Institute of Technology. Students may complete a capstone research project advised directly by RIT faculty, working with faculty and students on campus at RIT.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

The effects of remote learning and the COVID-19 crisis can be seen in the college preparation indicators for our 2017 student cohort. While nearly 70% of our students did achieve at least 1 college preparation indicator, the achievement rate for each individual indicator trails previous

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years. The 2016 cohort saw 39% of students achieve a 3 or higher on an AP exam and 66% of students achieve the SAT CCR benchmarks. Rochester Prep fell short of the 75% measure.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement Exam with a score of 3 or higher	76	29	38.2%
SAT CCR Benchmark achieved in Evidence Based Reading & Writing	76	40	52.6%
SAT CCR Benchmark achieved in Math	76	20	35.5%
Overall	77	53	68.8%

ADDITIONAL EVIDENCE

While Rochester Prep did not meet the absolute measure, we believe that our lack of growth was due to the effects of COVID-19 learning loss and adapting to remote learning. In all other years, student performance in these indicators has shown improvement. Despite this setback for the 2017 cohort, they out performed the 2015 graduating cohort, which had 30% of students pass at least 1 Regents exam with a score of 3 or higher and 47% of students achieve the CCR Benchmark on their SATs.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

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METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Rochester Prep did not meet the measure and saw a drop in the number of graduates who matriculated into a two or four year program. Anecdotally, many students noted public-health related concerns as a reason for delaying enrollment this year. These numbers are based on reports from the National Student Clearinghouse. We work individually with all of our students to ensure that they apply to multiple colleges and respond to their college acceptance letters. We hold an annual Signing Day when students are able to publicly announce which university they have committed to or are planning to commit to. College attendance and completion is part and parcel of our culture. We assist students in making matriculation decisions based on a variety of factors, and provide alumni support, including in-person support for students who attend college in an area where Uncommon Schools operates (Rochester, Troy, Boston, NYC, Northern New Jersey, and Southern New Jersey).

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	57	49	85.9%
2016	2019-20	65	58	89.2%
2017	2020-21	77	50	64.9%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Rochester Prep did not meet the college preparedness nor matriculation rate measure this year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A

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Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met
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ACTION PLAN

Rochester Prep High School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum was updated and modified to work with remote and hybrid instruction during school year 2020-21 and we look forward to embarking upon a fully in-person curriculum during the 2021-22 school year. Our school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Testing early and often allows us to closely monitor student progress and create targeted interventions on specific subjects.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

75% of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English Language Arts examination for grades 3-8. Due to the shift to remote learning in March 2020, the goal is for 75% of students to attain proficiency on our internal assessments.

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 created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

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 three 50-minute long literacy blocks 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 three literacy blocks.

In the middle grades (5-8) rather than separating reading and writing, students have a 2-hour English class. This aligns more closely to the Common Core Learning Standards, whereby students' written work must be based on a text they have read.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

METHOD

Rochester Prep uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. Given that a portion of our school year was delivered remotely and that a sizable portion of our students chose to remain fully remote even after in-person instruction resumed, Rochester Prep administered 1 of the typical 6 internally-

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developed interval assessments for ELA in both Middle school and none in Elementary School. The interval assessments in ELA are 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 shared so that teachers and administrators can develop action plans based on 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.

After the interval assessments were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes.

Students in grades 3-8 also took the NYS ELA assessments, although score data is not available at the time of this report.

During remote learning, students used Google Classroom for ELA instruction. This consisted of watching pre-recorded videos and reading whole-class novels at the middle school level with daily deliverables. Teachers held office hours and tutored small groups of students. Students with support services continued to receive specialized instruction.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally developed

RESULTS AND EVALUATION

Below is a table summarizing student performance on the 2020-21 interval assessments in ELA. 61% of students attained proficient or advanced status on the second assessment administration.

Grade Level	K	1	2	3	4	5	6	7	8
% Proficient or Advanced	N/A	N/A	N/A	N/A	N/A	55%	64%	60%	64%

Rochester Prep typically would closely analyze the Regents performance data for its 8th grade students but was not able to in the absence of testing this year. Rochester did not achieve the absolute measure of 75% proficiency on ELA interval evaluations. We are eager to have the opportunity to assess all students on our regular schedule in the 2021-22 school year so that we can have more robust data about student performance and target our classroom teaching methods to meet student needs.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the absence of state testing, Rochester Prep compared student performance on the internally developed ELA interval assessments with that of other schools in the Uncommon Schools network.

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The table below outlines the percentage of Rochester Prep students achieving proficient or advanced status on interval assessment administration compared to the overall Uncommon Schools average. With the exception of 5th grade, Rochester Prep students outperformed their peers in ELA proficiency.

Grade Level	5	6	7	8
Rochester Prep % Proficient or Advanced	55%	64%	60%	64%
Uncommon Schools % Proficient or Advanced	57%	62%	57%	65%

Rochester Prep did not reach the goal of 75% of students achieving a proficient or advanced rating on the internal assessments.

ACTION PLAN

Rochester Prep is continuing to improve ELA performance for its students. Our action steps relate to Remediation, Observation & Feedback, and Expansion.

Remediation: 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 (as available), 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.

Continuity: Part of the school's action plan is to create a strong, continuous K-12 program for our students. Rochester Prep now has a full range of grade levels from K-8, meaning that we no longer have a large influx of students entering 5th grade from different schools. Our students have a stronger continuity of education and we are seeing that the developmental steps gained in the elementary grades lead to stronger performance and higher proficiency in the middle grades. We will continue to align our instructional approaches and performance metrics across grade spans so that we can better analyze student performance and respond to both individual and collective needs. This will continue into high school when the students from Rochester Prep Brooks Campus Middle School transition to Rochester Prep High School, which follows the same teaching methods.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

In the 2020-2021 school year, we did not meet the absolute measure of 65% of students obtaining a Level 4 or higher on their Regents English examination and saw a 49.1% decrease from the previous year’s 4th year cohort. We anticipate that we will see growth with our return to full in-person learning for our students, as well as an anticipated larger cohort size sitting for the Regents exam this school year.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	84	0	27	32.1%
2016	2019-20	89	3	35	40.6%
2017	2020-21	88	1	18	20.5%

ADDITIONAL EVIDENCE

In addition to the graduating cohort, we typically would have had 2 other cohorts take the Regents ELA examination this year. Without that opportunity, our data regarding percentage of students who have already attained Level 4 or higher is skewed lower than normal. We anticipate that performance levels for upcoming cohorts will continue to show growth as the past cohorts have.

Percent Achieving at Least Level 4 by Cohort and Year

	2018-19	2019-20	2020-21

² Based on the highest score for each student on the English Regents exam

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Cohort Designation	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	114	18.4%	124	16.9%	85	20%
2018	124	17.7%	135	15.5%	109	18.3%
2019			134	N/A	123	N/A
2020					130	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 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 English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

In the 2018-2019 school year, our Fourth Year Cohort met the absolute measure of 80% of students scoring a Performance Level 3 or higher. In 2020-2021, our Fourth Year Cohort did not meet the performance measure by 9.8%.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	81	0	68	84%
2016	2019-20	89	3	66	76.7%
2017	2020-21	85	1	59	70.2%

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ADDITIONAL EVIDENCE

In addition to the graduating cohort, we typically would have had 2 other cohorts take the Regents ELA examination this year. Without that opportunity, our data regarding percentage of students who have already attained Level 3 or higher is skewed lower than normal. We anticipate that performance levels for upcoming cohorts will continue to show growth as the past cohorts have.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	114	58%	124	53%	85	69.4%
2018	124	50%	135	45%	109	52.2%
2019			134	N/A	123	N/A
2020					130	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

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Goal 3: Growth Measure

Each year, 50 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 at Performance Level 4 and 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 AND EVALUATION

This information was not available at the time of completing this report.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	0	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Goal 3: Growth Measure

Each year, 75 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 at least partially meet Common Core expectations (currently scoring at Performance Level 3 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 graduation.

RESULTS AND EVALUATION

This information was not available at the time of completing this report.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

The 2017 cohort of Rochester Prep High School is the school's fourth-ever graduating cohort. With the return to full in-person instruction this school year, we anticipate that future cohorts will have the added benefit of having been enrolled in Rochester Prep for longer periods of time, attaining higher levels of academic achievement along the way that will prepare them for high school level examinations. True North Rochester Preparatory Charter School is moving to a position where it will not enroll large numbers of students in Middle School and will mostly be enrolling new students at the Elementary School level. This continuity of education will lead to more positive results at the high school level in the future.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our middle-grade students receive at least 90 minutes of math instruction per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Rochester Prep's Mathematics program emphasizes both strong computational procedures and problem-solving skills. At the elementary level 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.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Internally developed**

Rochester Prep typically uses data from the following assessments to ensure student proficiency in Mathematics:

- (1) Criterion-referenced New York State exams in Mathematics
- (6) Internally developed Interval Assessments in Mathematics
- (1) Internally developed Final Examination in Mathematics

During the 20-21 academic year, Rochester Prep was only able to use the internally developed Interval Assessments in Mathematics due to the COVID pandemic and shifts to remote & hybrid learning. Rochester Prep administered 1 of these Interval Assessments once students were able to

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return to school in a hybrid setting in February. These assessments were created to reflect the school’s scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Rochester Prep also utilized the information to target content- and skills-driven tutoring throughout the day in school beginning in March (due to closure for COVID).

During remote and hybrid learning Rochester Prep continued to have consistent Math instruction where remote scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Remote students were also able to attend live remote instruction. Students in our hybrid learning model were able to participate in both our traditional in-person instruction, and our remote offerings. Teachers provided weekly feedback on submitted written assignments. Both instructional models designed data driven instruction based on trends from the previous week’s lesson. Teachers determined the objective and tailored the lesson based on trends from the assignments submitted.

RESULTS AND EVALUATION

Based on data from the limited Interim Assessments administered in 2020-2021, we have not made progress towards our goals. Administering tests in a hybrid setting presented unique challenges with attendance and administering exams online for the first time. We will continue to work towards a higher percentage of students meeting this metric for School Year 2021-2022.

Grade Level	K	1	2	3	4	5	6	7	8
% Proficient or Advanced	86%	69%	64%	53%	65%	66%	56%	57%	46%

ADDITIONAL EVIDENCE

Due to COVID, this data was not collected in 2019-2020 and 2020-2021. We look forward to being able to compare next year’s results with the previous three years’ to see a continued trajectory of growth.

Percent of Students Enrolled in At Least their Second Year Achieving Proficiency		
2017-2018	2018-2019	2019-2020

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	% Proficient or Advanced	Number Tested	% Proficient or Advanced	Number Tested	% Proficient or Advanced	Number Tested
Grades 3-8	65%	357	66.4%	336	N/A	N/A

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the absence of state testing, Rochester Prep compared student performance on the internally-developed Mathematics interval assessments to that of other schools in the Uncommon Schools network. In all grade levels except for 3rd, Rochester Prep students scored considerably higher than their peers at other Uncommon Schools in New York State. Most notably 4th graders scored 6 points higher, 5th graders scored 10 points higher, and 7th graders scored 9 points higher. 3rd graders are the only group that scored lower than their peers by 2%.

Rochester Prep did not meet the absolute measure of 75% of students achieving a proficient or advanced proficient rating on the internal assessments.

ACTION PLAN

Over the course of the past school year Uncommon Schools has made continuous changes to its program to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: refining the Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-4 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising Interval Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA, even in a hybrid learning environment. We know that with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we continued to provide both real-time feedback and consistent feedback on written work submissions via teacher- led sessions on Zoom and comprehensive feedback on graded assignments. As a network, implemented small group instruction into the remote learning day. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collects these data and works with our principals and Assistant Superintendent to implement data-driven worksheets based on where our students need the most practice.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

53.6% of the 2017 fourth-year cohort scored at least a Level 4 on a Regents Mathematics. This is significant growth over the previous two years, which saw 43.6% and 28.4% of students scoring at least Level 4. We did not meet the absolute measure but continue to make considerable growth in this measure.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	81	0	23	28.4%
2016	2019-20	89	2	38	43.6%
2017	2020-21	85	1	45	53.6%

ADDITIONAL EVIDENCE

Our 2017, 2018, and 2019 cohorts are on a positive path to see at least 65% of students achieve a Level 4 or higher. We look forward to our students having the opportunity to take more Regents

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics examinations to achieve this measure and their current achievement levels already exceed that of past 4-year cohorts.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	122	54.9%	124	54%	85	52.9%
2018	135	60%	135	59%	109	64.2%
2019			134	47%	123	48.7%
2020					130	N/A

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

95.2% of Rochester Prep students in the 2017 Fourth Year Accountability Cohort achieved at least a Level 3 on a Regents Mathematics examination. This well exceeds the 80% absolute measure.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

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2015	2018-19	81	0	69	85.2%
2016	2019-20	89	2	82	94.25
2017	2020-21	85	1	80	95.2%

ADDITIONAL EVIDENCE

We have already met the 80% absolute measure for all four cohorts and are eager to see these numbers increase as our students have the opportunity to take more Regents Mathematics examinations in the coming years.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	122	95.1%	124	93.5%	85	94.1%
2018	135	92.6%	135	91.8%	109	90.8%
2019			134	87.3%	123	88.6%
2020					130	N/A

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

This information was not available at the time of the report submission.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

This information was not available at the time of the report submission.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Only the first two absolute measurement goals can be considered at this time. Rochester Prep did not meet the goal of 65% of students in the High School Accountability Cohort meeting or exceeding a Level 4 on a Regents Mathematics exam but did meet the second absolute measure of 80% of students meeting or exceeding Level 3 on a Regents Mathematics exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

³ Based on the highest score for each student on the mathematics Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
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ACTION PLAN

We are aggressively pursuing Regents Mathematics proficiency. As mentioned previously, 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 continues to produce 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 were once again exposed to regular "Cross Regional Professional Development," where they work with, learn and share best practices with instructional leaders from all Uncommon Schools.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Each year, 75% percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district. The cancellation of state exams, the goal is the same with performing at proficiency on Rochester Prep's internal interim assessments.

BACKGROUND

The science curriculum at Rochester Prep has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Rochester Prep continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

METHOD

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

During the shift to fully remote learning in March 2020, Rochester Prep Elementary students continued to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Reading	2 days a week, students watch a video and complete a task. 3 days a week, students complete passage practice tasks.
Math	2 days a week, students watch a video and complete a task. 3 days a week, students complete mixed review/problem-solving.

Students at Rochester Prep Middle school continued Science instruction 5 days a week in which the students completed an assigned science task.

RESULTS AND EVALUATION

Based on data from the interval assessments administered in 2020-2021, Rochester Prep did not meet the absolute measure of 75% of students achieving proficiency in science. We saw a decrease in science proficiency from the previous year due to COVID learning loss, but we are looking forward to the results in the coming year.

Grade Level	5	6	7	8
% Proficient or Advanced	58%	75%	75%	45%

In the absence of state testing, Rochester Prep compared student performance on the internally developed Science interval assessments with that of other schools in the Uncommon Schools network. Rochester Prep students performed on par compared to the other Uncommon Schools regions.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Based on the results of the internally-developed interim assessments, Rochester Prep did not meet the goal of 75% of students achieving proficiency.

ACTION PLAN

Rochester Prep plans to do the following things to ensure that students continue to progress in this measure:

- Implement the Reading Taxonomy and Science Taxonomy techniques in all Science classes to continue to improve teaching practices in these classes
- Continue to prepare our 8th grade students for the Living Environment Regents in June
- Continue to use fourth, fifth and sixth grade science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade
- Encourage collaboration between science and literacy teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class during non-fiction lessons. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts. In addition, Science and Writing teachers will continue to collaborate to give students practice in research and non-fiction writing.
- Provide professional development and common planning time dedicated to collaboration between science, math, and literacy teachers to ensure that the science curriculum continues to reinforce essential math and reading comprehension skills. The class schedule was created with these periods in mind. Each of these teachers has at least one period a week that they can meet with their counterpart to discuss these skills. As mentioned previously we will also be using our PD time as a staff to focus on this. Observations, lesson review and video will be used to help provide feedback to our teachers on this topic.

HIGH SCHOOL SCIENCE

Goal 5: 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 **exam(s)**. 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Rochester Prep High School has surpassed the absolute measure with 88.3% of our fourth-year cohort students achieving a 65 or higher on a Regents Science examination. Our students begin taking Science Regents exams in 8th grade, which gives them the opportunity to demonstrate proficiency early and often before their graduation.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	81	0	76	93.8%
2016	2019-20	89	0	74	83%
2017	2020-21	88	2	76	88.3%

ADDITIONAL EVIDENCE

Students in the 2017 and 2018 cohorts have met the absolute measure with greater than 75% of students passing a Science Regents exam. Students in the 2019 cohort have only had one exam administration opportunity, and over 72% have passed. The 2020 cohort has not yet had an opportunity to take a science Regents. We are fully confident that the 2019 and 2020 cohorts will see similar achievement outcomes in science when they are given the opportunity to take these exams.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	122	86.1%	124	84.6%	88	86.3%
2018	135	86.7%	135	85.9%	109	88%
2019			134	72.3%	123	72.3%
2020					130	n/a

Goal 5: Comparative Measure

⁴ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the percent of 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.

The calculation of this measure is not required for 2020-21.

SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Students in the 2016 and 2017 cohorts only had the opportunity to sit for the US History Regents in Spring 2019. We have not administered the US History Regents since then. We believe that if they had more opportunities to take this exam, they would have performed on par with the 2015 cohort. Rochester Prep did not meet the absolute measure for high school social studies achievement.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	56	0	47	84%
2016	2019-20	89	0	64	71.2%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	88	1	53	60.9%
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EVALUATION

The 2017 fourth year cohort was short of the absolute measure by 14%. This is due to the fact they missed two possible administration periods of this exam due to COVID.

ADDITIONAL EVIDENCE

In 2017, Rochester Prep administered the US History Regents starting in 9th grade. In 2018, the policy changed and we began administering the exam to 10th graders and higher. This means that students in the 2018 cohort and beyond have not had the opportunity to take the US History Regents exam due to COVID test cancellations. We plan to administer the US History Regents to all 10th through 12th graders in the 21-22 school year.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	121	57%	124	55.6%	88	60%
2018	n/a	n/a	n/a	n/a	109	n/a
2019			n/a	n/a	123	n/a
2020					130	n/a

Goal 6: 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.

The calculation of this measure is not required for 2020-21.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Rochester Prep has been deemed to be in Good Standing in school year 2020-2021.

ADDITIONAL EVIDENCE

Rochester Prep has been deemed to be in Good Standing for each of the past 3 years and beyond.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing