

**Leadership Prep Brownsville  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

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Frances Leighton and Katie Dulay, Director of Operations prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

| Current Board Members  |   |                          |                     |   |   |
|--|---|--------------------------|---------------------|---|---|
| Trustee Name and Email Address   | Position on the Board (e.g., officers or constituent representatives) | Committee Affiliation(s) | Voting member (Y/N) | Area of Expertise, and/or Additional Role at School (parent, staff member etc.) | Number of Terms Served and Length of Each     |
| Carrie Abramson<br><a href="mailto:carrieculpabramson@yahoo.com">carrieculpabramson@yahoo.com</a>      | Trustee   | Governance               | Yes                 | Finance   | Renewed for 3 <sup>rd</sup> term on June 2012 |
| Caroline Curry<br><a href="mailto:carolinecurry@gmail.com">carolinecurry@gmail.com</a>                 | Treasurer   | Finance                  | Yes                 | Finance   | 3 terms                                       |
| Ben Esner<br><a href="mailto:benesner@gmail.com">benesner@gmail.com</a>                                | Trustee   | None                     | Yes                 | Program/Org Management  | 3 terms                                       |
| Michael Hall<br><a href="mailto:Myhall99@gmail.com">Myhall99@gmail.com</a>                             | Secretary   | Governance               | Yes                 | Finance   | 3 terms                                       |
| Matthew Klein<br><a href="mailto:mkleinnyc@gmail.com">mkleinnyc@gmail.com</a>                          | Trustee   | None                     | Yes                 | Program   | 3 terms                                       |
| Arvind Krishnamurthy<br><a href="mailto:arvindmrk@gmail.com">arvindmrk@gmail.com</a>                   | Chair   | Finance, Joint HS        | Yes                 | Finance   | Elected 2008-2009                             |
| Dyrnest Sinckler<br><a href="mailto:dsinckler@restorationplaza.org">dsinckler@restorationplaza.org</a> | Trustee   | Finance                  | Yes                 | Finance   | 3 terms                                       |
| Jeff Wetzler<br><a href="mailto:Jeff.wetzler@teachforamerica.org">Jeff.wetzler@teachforamerica.org</a> | Trustee/Vice Chair  | Executive                | Yes                 | Organization Management   | Elected June 2013                             |
| John Kim<br><a href="mailto:jkim@kelso.com">jkim@kelso.com</a>   | Trustee   | None                     | Yes                 | Finance   | Elected June 2013                             |
| Blonka Winkfield<br><a href="mailto:Blonka@gmail.com">Blonka@gmail.com</a>                             | Trustee   | None                     | Yes                 | Organization Management   | Elected June 2013                             |

|   |         |      |     |                         |                        |
|---|---------|------|-----|-------------------------|------------------------|
| Julie Jackson<br><a href="mailto:jjackson@uncommonschoools.org">jjackson@uncommonschoools.org</a> | Trustee | None | Yes | Organization Management | Elected September 2013 |
| Nadine Augusta<br><a href="mailto:Ndavis320@me.com">Ndavis320@me.com</a>                          | Trustee | None | Yes | Program                 | Elected June 2013      |
| Total members joining the board in the 2014-2015 school year                                      |         |      |     |                         | 0                      |
| Total members departing the board during the 2014-2015 school year                                |         |      |     |                         | 0                      |

**Celestina de la Garza has served as principal of the Elementary Academy since 2014.  
Mark Stulberg has served as principal of the Middle Academy since 2013.**

## ININTRODUCTION

### Organizational Information

Leadership Preparatory Brownsville Charter School (Leadership Prep) opened in August of 2009 with 116 students in Kindergarten and First Grade. A new class of Kindergarteners will enroll each year until the school reaches its full capacity of 650 students in grades K through 8. The school's mission, despite the students' young age, is to prepare them to enter into, excel within, and graduate from college by providing them with the academic skills, background knowledge, and character traits required to achieve at the highest levels. Through academic achievement, Leadership Prep scholars also prepare to serve as leaders in their communities.

### STUDENT POPULATION

Enrollment is based on random lottery, with preference given to students who live in Leadership Prep Brownsville's community school district (23) and students who qualify for Free and Reduced Price Lunch. Ninety-eight percent of students attending Leadership Prep live in the Central Brooklyn neighborhood, where the school is located, and 1.4% live in Queens.

In 2014-2015 based on our BEDS Day enrollment of 572 students, Leadership Prep Brownsville's K-6 student population was the following:

|                           |                                |            |
|---------------------------|--------------------------------|------------|
| Gender                    | 50% Male                       | 50% Female |
| Free & Reduced Lunch      | 88.1%                          |            |
| Special Ed                | 13.5%                          |            |
| Race                      | 89% Black/<br>African American | 10% Latino |
| English Language Learners | 3%                             |            |

Elements of Leadership Prep's academic design include: increased learning time through an extended day and school year, high expectations academically and behaviorally for all students, research-based curricula that have a clear emphasis on skill development, a strong focus on literacy skills in the early grades, and frequent use of assessment to inform instruction.

### Teach Until They Learn

Leadership Prep Charter School provides its students with every possible opportunity to learn. This means that Leadership Prep not only has a longer school day that begins at 7:10 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 185 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days.

In the Elementary Academy, each day consists of over 3 hours of literacy instruction, 60-100 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, fitness, dance and music. In addition, all 3<sup>rd</sup> and 4<sup>th</sup> grade students received additional small group tutoring from their teachers.

In the Middle Academy, each day consists of more than 2 hours of literacy instruction, 90 minutes of literacy instruction, 1 hour of both science and history instruction, 30 minutes of small-group guided

reading instruction and a daily advisory session. Students participate in fitness and other extracurricular activities during an end-of-the-day enrichment session.

Even as students leave for the day, the learning continues. Each student, including each Kindergarten student, takes home at least 20 minutes of homework every evening. 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.

### **Character Development**

Leadership Prep holds students to high standards in behavior and community involvement. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code.

Additionally, routines and rituals constantly reinforce Leadership Prep's expectations, core values, and mission. This process begins before students even enter the building. Every morning, the Principal, Director of Operations, and/or Dean of Students meets students outside the school's front door to greet each student by name and shake each student's hand as the student crosses the threshold. This reminds students to conduct themselves with self-respect, dignity, and love.

Each week ends with a Friday Community Meeting in the Elementary Academy and the Middle Academy. Each Community Meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Leadership Prep. Classes perform memorized poems related to school values, individual students present knowledge they acquired during the week, teachers highlight exceptional academic work, and each meeting closes with the presentation of the Value Valedictorian, an award given to a scholar exemplifying the school's values.

### **Faculty**

In the Elementary Academy, one Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In the Middle Academy, each teacher teaches a specialized subject area, with one teacher in each classroom. In 2013-14, every staff member held a Bachelor's Degree and 100% either held or were working towards a Master's Degree.

### **Family Involvement**

Leadership Prep understands that family involvement is a key variable in the success of our students. We strive to engage families in their child's education from the very beginning of our recruitment process and we continue this outreach in several ways during the school year:

- Prior to the beginning of the school year, multiple Family Orientation meetings are held to introduce families to the culture of Leadership Prep. Upon enrollment, families meet one-on-one with our Dean of Students and Families and sign a Family & School Covenant in which families and the school pledge to support and engage one another in the joint effort of raising Leadership Prep Scholars.
- Monthly phone calls home from teachers, frequent parent/family conferences, report cards (once per quarter) which parents/guardians are required to pick up in person, and school events keep parents/families apprised of and engaged in their children's performance.

- Leadership Prep Brownsville’s Families For Achievement meetings focus on various aspects of the curriculum such as literacy or math and give families the opportunity to better understand what skills their children are learning each day.
- Parents/families at Leadership Prep Brownsville have consistently expressed overwhelming satisfaction with the school. In the most recent annual DOE surveys, 96% of parents/families expressed overall satisfaction with the school.

**School Enrollment by Grade Level and School Year**

| School Year | K  | 1  | 2  | 3  | 4  | 5  | 6  | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| 2009-10     | 57 | 57 |    |    |    |    |    |   |   |   |    |    |    | 114   |
| 2010-11     | 87 | 58 | 59 |    |    |    |    |   |   |   |    |    |    | 204   |
| 2011-12     | 87 | 86 | 58 | 46 |    |    |    |   |   |   |    |    |    | 277   |
| 2012-13     | 87 | 87 | 83 | 57 | 40 |    |    |   |   |   |    |    |    | 354   |
| 2013-14     | 85 | 89 | 86 | 81 | 57 | 78 |    |   |   |   |    |    |    | 476   |
| 2014-15     | 90 | 81 | 89 | 75 | 74 | 80 | 83 |   |   |   |    |    |    | 572   |

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

All students at Leadership Prep Brownsville will be proficient readers and writers of the English language.

### **Background**

Literacy is the core academic skill on which all future learning is based. For this reason, Leadership Prep's academic program focuses on literacy during the elementary and middle years. The Leadership Prep reading program aggressively accelerates students through a program that addresses the five components of early literacy highlighted by the U.S. government's blue-ribbon Reading First panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The school uses three strong, complementary, research-based programs— Direct Instruction (Reading Mastery), Riverdeep Destination Reading, and Reading Comprehension instruction based on the Urban Education Exchange's Concepts of Comprehension – that incorporate these five elements and are used concurrently to provide a rigorous reading education. In the Elementary Academy, Leadership Prep classes are split into three groups of 8-10 students based on reading skill. Each day, students receive 80-minutes of Reading Mastery instruction, 40 minutes of instruction using the Riverdeep Destination Early Reading program and 40 minutes of teacher-generated Reading Comprehension instruction based on the Concepts of Comprehension. In the Middle Academy, students receive 90 minutes of reading instruction daily, including a Guided Reading meeting with a student-to-teacher ratio of approximately 6:1. Guided Reading groups are based on students' reading skill level, as assessed by the Leveled Reading Assessment.

Leadership Prep Elementary Academy administered the STEP™ (Strategic Teaching and Evaluation of Progress), a standardized developmental literacy assessment developed by the University of Chicago Urban Education Institute (UEI) four times over the course of the 2013-14 school year. This assessment is tightly aligned with scientifically established milestones in reading development, to follow the progress of pre-kindergarten through third grade students. Upon entering the school (September 2013), 100% of Leadership Prep's Kindergarteners were below grade level in key skills of reading as reflected by their STEP scores.

The school re-administered the STEP assessment throughout the academic year and by June 2015 Leadership Prep scholars made enormous progress.

Kindergarten 2014-2015 STEP Growth:

- 96% of K students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- K students grew an average of 4 STEP levels

In September 2014, 0% of our Kindergarten students were at or above the end of year benchmark in reading. By June 2015, 61% of our Kindergarten students achieved the grade level benchmark and an additional 10% exceeded the grade level benchmark in reading.

First Grade 2014-2015 STEP Growth:

- 53% of 1<sup>st</sup> grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)

- 21% of 1<sup>st</sup> grade students grew 4 STEP levels or more

In September 2014, 0% of our first graders were at or above the end of year benchmark in reading. By June 2015, 22% of our first graders achieved the grade level benchmark and an additional 27% exceeded the grade level benchmark in reading.

Second Grade 2014-2015 STEP Growth:

- 23% of 2<sup>nd</sup> grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)

In September 2014, 14% of our second graders were at or above the second grade end of year benchmark in reading. By June 2015, 29% of our second graders achieved the grade level benchmark and an additional 24% exceeded the grade level benchmark in reading.

While these results suggest that Leadership Prep’s core reading program is effective in moving most students to mastery and beyond, they also highlight the reality that there are some students who need more help to reach mastery. The school is committed to providing additional reading instruction to at-risk students through an intervention program headed by a Learning Support Coordinator and Learning Support Teacher. In addition to serving at-risk students, the Learning Support Teacher/Reading Specialist provides academic supports for all general education students who require intervention using a variety of programs and curricula, including the school’s core reading program.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>1</sup>

**Method**

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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



**2014-15 State English Language Arts Exam  
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested <sup>2</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| 3     | 69           | 0                       | 0   | 0      | 69             |
| 4     | 72           | 0                       | 0   | 0      | 72             |
| 5     | 79           | 0                       | 0   | 0      | 79             |
| 6     | 79           | 0                       | 0   | 0      | 79             |
| All   | 299          | 0                       | 0   | 0      | 299            |

**Results**

The 2014-2015 school year was Leadership Prep Brownsville’s fourth year administering the NYS ELA exam. The school administered the New York State Testing Program Common Core English language arts assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade, and roughly 36% of Leadership Prep Brownsville’s students enrolled in their second year scored at proficiency on the 2014-2015 NYS ELA Exam.

**Performance on 2014-15 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade<br>s | All Students |               | Enrolled in at least their<br>Second Year |               |
|------------|--------------|---------------|---|---------------|
|            | Percent      | Number Tested | Percent                                   | Number Tested |
| 3          | 45%          | 69            | 45%                                       | 69            |
| 4          | 40%          | 72            | 39%                                       | 71            |
| 5          | 22%          | 79            | 23%                                       | 44            |
| 6          | 22%          | 79            | 30%                                       | 56            |
| All        | 32%          | 299           | 34%                                       | 240           |

**Evaluation**

In the second year of the administration of the NYS Common Core exam in English Language Arts, Leadership Prep Brownville did not meet this measure. It is still the school’s goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

We believe that the steps we have been taking this summer will help to increase student performance on the exam in the coming year.

- This summer we continued to adapt our curriculum to Common Core standards for the 2015-2016 school year and increased our alignment in Informational Reading as well as Social Studies and Science. Over the 2014-15 school year we focused on improving our teaching practice and

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<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year.

- At the Elementary Academy, our goal for the 2015-16 school year is to ensure that we are meeting benchmark goals on our STEP reading assessments and ELA Interim Assessments. Teachers will begin meeting at lunch in October to compare data, ensure that standards are met and share best practices.
- At the Middle Academy, we have restructured our approach to literacy. Students now receive English Language Arts instruction during one 2-hour block every day. Classes with students receiving intervention services will have 2 teachers present for the guided and independent practice portions of the lesson, providing more small-group support. This replaces our approach from last year, in which students received one hour of reading instruction from a dedicated reading teacher, and one hour of writing instruction from a dedicated writing teacher. A careful analysis of the common core reiterated that students are almost always asked to write about what they read, and that a more integrated approach to ELA was necessary to move our students to higher levels of achievement.

### **Additional Evidence**

In the school's 3<sup>rd</sup> year taking the Common Core exam, we saw gains in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade scores. Leadership Prep Brownsville's third grade increased by 4 percentage points, by 11 percentage points in 4<sup>th</sup> grade and by 5 points in 5<sup>th</sup> grade. While the results are still below the school's goal, this growth suggests that the interventions programs and curriculum changes we put into place last year have resulted in progress towards the goal.

Additionally, in comparison to the city and district, Leadership Prep Brownsville's results were promising. 3<sup>rd</sup> results were over three times higher than the surrounding district and six percentage points higher than NY State White students in 3<sup>rd</sup> grade. 4<sup>th</sup> and 5<sup>th</sup> grade's results were three times higher than the surrounding district, and 6<sup>th</sup> grade was 7 percentage points higher than the surrounding district.

We are disappointed that we did not meet our goal this year; however, we have seen promising growth and comparison data. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the Common Core exams.

## English Language Arts Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|---------|---------------|
|       | 2011-12  |               | 2012-13 |               | 2013-14 |               | 2014-15 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 35%  | 46            | 32.1%   | 56            | 41.1%   | 73            | 45%     | 69            |
| 4     |  |               | 22.5%   | 40            | 28.3%   | 46            | 39%     | 71            |
| 5     |  |               |         |               | 17.9%   | 28            | 23%     | 44            |
| 6     |  |               |         |               |         |               | 30%     | 56            |
| All   | 35%  | 46            | 28.1%   | 96            | 32.7%   | 147           | 34%     | 240           |

### Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>3</sup>

### Results

Leadership Prep Brownsville scored 113.5 on the ELA Performance Index. This PLI exceeds the 2014-15 English language arts AMO of 97 by 16.5 units. The percentage of students scoring a level 3 increased by 5 percentage points, and the percentage scoring at level 4 increased from 6 to 6.5.

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

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
| 240              | 22  | 42.5    | 29      | 6.5     |

$$\begin{aligned}
 \text{PI} &= 42.5 + 29 + 6.5 = 78 \\
 & \quad \quad \quad 29 + 6.5 = 35.5 \\
 \text{PLI} &= 113.5
 \end{aligned}$$

### Evaluation

<sup>3</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### **Goal 1: Comparative Measure**

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

### **Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

### **Results**

In our fourth testing year, Leadership Prep Brownsville students in at least their second year outperformed peers in Community School District 23 on the second administration of the Common Core English Language Arts exam by an average of 22 percentage points.

- In 3<sup>rd</sup> grade, 45% of Leadership Prep Brownsville's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced, compared to 13% of District 23 3<sup>rd</sup> graders.
- In 4<sup>th</sup> grade, 39% of Leadership Prep Brownsville's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced, compared to 11% of District 23 4<sup>th</sup> graders.
- In 5<sup>th</sup> grade, 23% of Leadership Prep Brownsville's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 8% of District 23 5<sup>th</sup> graders.
- In 6<sup>th</sup> grade, 30% of Leadership Prep Brownsville's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 15% of District 23 6<sup>th</sup> graders.

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<sup>4</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2014-15 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency                             |                  |                       |                  |
|-------|--|------------------|-----------------------|------------------|
|       | Charter School<br>Students In At Least 2 <sup>nd</sup><br>Year |                  | All District Students |                  |
|       | Percent  | Number<br>Tested | Percent               | Number<br>Tested |
| 3     | 45%  | 69               | 13%                   | 746              |
| 4     | 39%  | 71               | 11%                   | 734              |
| 5     | 23%  | 44               | 8%                    | 798              |
| 6     | 30%  | 56               | 15%                   | 855              |
| All   | 34%  | 240              | 12%                   | 3,133            |

**Evaluation**

Leadership Prep Brownsville students outperformed their peers in District 23 in ELA in all four of its testing grades. Specifically, 3<sup>rd</sup> graders outperformed their peers by a margin of 32 points, with more than 3 times as many students from Leadership Prep Brownsville scoring Proficient or Advanced compared to the district. In 4<sup>th</sup> grade, the margin was 28 points with more than three as many Leadership Prep Brownsville students scoring Proficient or Advanced as seen in District 23. In 5<sup>th</sup> grade, Leadership Prep Brownsville outperformed their peers in District 23 by 16 points and had nearly three times as many students scoring Proficient or Advanced. In 6<sup>th</sup> grade, twice as many students scored Proficient or Advanced as compared to their peers in District 23.

**Additional Evidence**

As this is Leadership Prep Brownsville’s fourth testing year, comparative data is available for third, fourth and fifth grade. As seen in the table, Leadership Prep Brownville’s third graders outperformed their district peers in all three years. In 2012-2013, 2013-2014, and 2014-2015 Leadership Prep Brownsville’ had two to three times as many students performing Proficient or Advance.

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

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are<br>at Proficiency Compared to Local District Students |                   |                   |                   |                   |                   |
|-------|--|-------------------|-------------------|-------------------|-------------------|-------------------|
|       | 2012-13  |                   | 2013-14           |                   | 2014-15           |                   |
|       | Charter<br>School  | Local<br>District | Charter<br>School | Local<br>District | Charter<br>School | Local<br>District |
| 3     | 32.1%  | 11%               | 41%               | 13%               | 45%               | 13%               |
| 4     | 22.5%  | 10.6%             | 28%               | 12%               | 39%               | 11%               |
| 5     |  |                   | 18%               | 10%               | 23%               | 8%                |
| 6     |  |                   |                   |                   | 30%               | 15%               |
| All   | 28.1%  | 10.8%             | 29%               | 11.6%             | 34%               | 12%               |

**Goal 1: Comparative Measure**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

**Results**

Leadership Prep Brownsville’s results for 2013-14 contain 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade. The actual percentage of students at proficiency was 28.7%, 9 percentage points above the predicted proficiency of 19.7%. Therefore, Leadership Prep Brownsville had a positive aggregate Effect Size of 0.67 with an overall comparative performance that was higher than expected to a meaningful degree.

**Comparative Performance Analysis  
New York State 2013-14 English Language Arts (ELA) Examination**

| Grade      | Percent of Economically Disadvantaged Students | Number of Students Tested | Percent of Students at Proficiency |             | Difference between Actual and Predicted | Effect Size |
|------------|--|---------------------------|------------------------------------|-------------|---|-------------|
|            |  |                           | Actual                             | Predicted   |   |             |
| 3          | 85.0   | 83                        | 41                                 | 21.6        | 19.4                                    | 1.43        |
| 4          | 87.7   | 52                        | 27                                 | 21.1        | 5.9                                     | 0.43        |
| 5          | 91.0   | 79                        | 17                                 | 16.7        | 0.3                                     | 0.02        |
| <b>All</b> | <b>87.9</b>                                    | <b>214</b>                | <b>28.7</b>                        | <b>19.7</b> | <b>9.1</b>                              | <b>0.67</b> |

|  |
|--|
| <b>School’s Overall Comparative Performance:</b>   |
| <b>Higher than expected to a meaningful degree</b> |

**Evaluation**

With an Effect Size of 0.67, Leadership Prep Brownsville met the measure for the 2013-14 school year. With an effect size of 1.43 in 3<sup>rd</sup> grade and 0.43 in 4<sup>th</sup> grade, our school exceeded the 0.3 effect size benchmark in 3<sup>rd</sup> and 4<sup>th</sup> grade for the 2013-14 school year.

**Goal 1: Growth Measure<sup>5</sup>**

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>6</sup>

**Results**

Leadership Prep Brownsville’s 4<sup>th</sup> and 5<sup>th</sup> graders had a mean growth percentile of 53.5 and 56 respectively, meaning that both groups of scholars improved year-to-year more than the statewide median of 50. The 5<sup>th</sup> grade cohort had a mean growth percentile that is 2.5 points higher than 4<sup>th</sup> grade.

**2013-14 English Language Arts Mean Growth Percentile by Grade Level**

| Grade | Mean Growth Percentile |                  |
|-------|------------------------|------------------|
|       | School                 | Statewide Median |
| 4     | 52.8                   | 50.0             |
| 5     | 55.3                   | 50.0             |
| All   | 54.3                   | 50.0             |

<sup>5</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>6</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## Evaluation

Leadership Prep Brownsville met the measure by having an overall mean growth percentile that is greater than the state median of the 50<sup>th</sup> percentile. This is consistent in the 4<sup>th</sup> and 5<sup>th</sup> grade cohort.

### Summary of the English Language Arts Goal

In its fourth year of state testing, Leadership Prep Brownsville’s ELA results demonstrate that the school experienced growth from the 2013-2014 to the 2014-2015 school year; however, we have not yet met all of the school’s goals. Leadership Prep Brownsville achieved all but one of the relevant ELA goals based on our state exam results. The school achieved the comparative goal of having a significantly higher percentage of students performing at or above Level 3 relative to the district and scored higher than the school’s predicted level of performance in 2013-14. However, we have not yet achieved the school’s absolute goal of 75% of scholars scoring proficient or advance. We know that last year’s efforts have been effective in certain ways, but we still have a long way to go in terms of absolute performance. The rigorous Common Core Standards will provide us with an opportunity to work harder to improve student performance in ELA.

| Type        | Measure  | Outcome         |
|-------------|--|-----------------|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.   | Did Not Achieve |
| Absolute    | Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.   | Achieved        |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.   | Achieved        |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.) | Achieved        |
| Growth      | Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.   | Achieved        |

### Action Plan

During the 2014-2015 school year, Leadership Prep will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading program, particularly because of its success in building the core



decoding and fluency skills of students and to utilize the Riverdeep Destination Reading computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

Leadership Prep supplements this core reading program for struggling readers through its Reading Intervention program and staffing which allows Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading.

Leadership Prep Brownsville revised our daily schedules to allow for up to 50 more minutes of small-group instruction during the day which will be supplemented by more extensive small group instruction, tutoring programs for testing grades, and shared literacy resources across Uncommon Schools.

Leadership Prep will also continue to implement professional development programs targeted towards ELA instruction. In preparation for the 2014-15 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Leadership Prep will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion

Finally, the school continues to be energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Leadership Prep Brownsville will further adapt its curriculum to be better prepared to address the increased rigor of the Common Core standards.

Our narrative reading continues to be aligned with Common Core last year, and last year we began incorporating daily informational reading blocks as well as assessment rounds that are also common core aligned. In addition, teachers and instructional leaders are working to continue to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam continues to increase.

Interim Assessments have also been redesigned to be more aligned with Common Core. For example passages will be more rigorous and the questions will require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading will be Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards.

Leadership Prep remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all of our students become proficient readers and writers.

## MATHEMATICS

### **Goal 2: Mathematics**

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### **Background**

Leadership Prep employs a rigorous, fast-paced math program that is designed to carry all students through a minimum of one year of high school algebra by the time they complete eighth grade.

Previously, Leadership Prep Brownsville used the Saxon Math program. However, in the fall of 2012, the school moved away from Saxon towards implementing teacher-created math lessons which utilize the Investigations math curriculum. Leadership Prep Brownsville made this change in curriculum to increase the rigor of instruction and to incorporate Common Core.

Investigations is a curriculum that allows scholars to deep dive into mathematical conceptual understanding. Through the use of cognitively guided instruction children have the opportunity to explore using a variety of different strategies. Some of these strategies are:

- Base tens
- Pictures
- Algorithms

The Investigations curriculum allows students to draw upon their own knowledge and understanding to experiment with strategies that further their mathematical conceptual understanding.

In February 2014, scholars at Leadership Prep Elementary began receiving 100 minutes of math instruction each day, while scholars at Leadership Prep Middle receive 90 minutes of math instruction daily. The math program in K-2 includes a 20 minute Math Meeting which begins each day as well as a lesson and practice for 55 minutes.

Leadership Prep's math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school is committed to meeting its accountability plan goals related to mathematics as listed below:

### **Goal 2: Absolute Measure**

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

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade in Spring 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

| Grade | Total Tested | Not Tested <sup>7</sup> |     |        | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|----------------|
|       |              | IEP                     | ELL | Absent |                |
| 3     | 69           | 0                       | 0   | 0      | 69             |
| 4     | 72           | 0                       | 0   | 0      | 72             |
| 5     | 79           | 0                       | 0   | 0      | 79             |
| 6     | 78           | 0                       | 0   | 1      | 79             |
| All   | 298          | 0                       | 0   | 1      | 299            |

**Results**

The 2014-2015 school year was Leadership Prep Brownsville’s fourth year administering the NYS Math exam. The school administered the New York State Testing Program Common Core math assessment to students in 3<sup>rd</sup> and 6<sup>th</sup> grade in Spring 2015. Roughly 68% of Leadership Prep Brownsville’s students enrolled in their second year scored at proficiency on the 2014-2015 NYS Math Exam. This is 10 percentage points higher than in 2013-2014.

**Performance on 2014-15 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade s | All Students |               | Enrolled in at least their Second Year |               |
|---------|--------------|---------------|--|---------------|
|         | Percent      | Number Tested | Percent                                | Number Tested |
| 3       | 84.1%        | 69            | 84.1%                                  | 69            |
| 4       | 90.3%        | 72            | 90.1%                                  | 71            |
| 5       | 39.2%        | 79            | 43.2%                                  | 44            |
| 6       | 50.6%        | 79            | 55.4%                                  | 56            |
| All     | 66.1%        | 298           | 68.2%                                  | 240           |

**Evaluation**

In the second year of the administration of the NYS Common Core exam in Mathematics, Leadership Prep Brownsville did not meet this measure in all three tested grades. While more than 75 percent of

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<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

our third and fourth grade scholars were proficient in math, our fifth and sixth grade students did not meet this measure. It is still the school's goal to see that at least 75% of tested students in all grades perform at proficiency on the Common Core Math exam, and we are looking forward to implementing a higher level of rigor in our Mathematics instruction going forward to better prepare our students to meeting this bar.

**Additional Evidence**

In our third year with more rigorous Common Core aligned exams, Leadership Prep Brownsville's third, fourth and fifth grade results increased this year relative to last year in terms of students at proficiency. In 3<sup>rd</sup> grade, our proficiency grew from 76.7% to 84%; in 4<sup>th</sup> grade, we grew from 70% to 90%; and in 5<sup>th</sup> grade, we grew from 28.5% to 43%.

We attribute this increase in third and fourth grade proficiency to focusing on improving our lead teacher's content knowledge and increasing the number of opportunities that teachers had each week to compare student data and share best practices.

We will continue to implement changes to our curriculum to meet the more rigorous standards of Common Core and strengthen our intervention programs for our lowest students as outlined in the action plan section below. Additionally, we intend to increase the amount of written work happening during math instruction across all grades and include more independent practice with each lesson.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school's instructional program.

**Mathematics Performance by Grade Level and School Year**

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency |               |         |               |         |               |
|-------|--|---------------|---------|---------------|---------|---------------|
|       | 2012-13  |               | 2013-14 |               | 2014-15 |               |
|       | Percent  | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3     | 30.4%  | 56            | 76.7%   | 73            | 84.1%   | 69            |
| 4     | 20%  | 40            | 69.5%   | 46            | 90.1%   | 71            |
| 5     |  |               | 28.5%   | 28            | 43.2%   | 44            |
| 6     |  |               |         |               | 55.4%   | 56            |
| All   | 26%  | 96            | 58.3%   | 147           | 68.2%   | 240           |

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to

determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>8</sup>

## Results

Leadership Prep Brownsville scored 134 on the Math Performance Index.

### Mathematics 2014-15 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level |         |         |         |
|------------------|---|---------|---------|---------|
|                  | Level 1                                       | Level 2 | Level 3 | Level 4 |
| 298              | 13%   | 22%     | 31%     | 35%     |

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 22 & + & 31 & + & 35 & = & 78 \\
 & & & & 31 & + & 35 & = & \underline{56} \\
 & & & & & & \text{PLI} & = & 134
 \end{array}$$

## Evaluation

Leadership Prep Brownsville scored 134 on the Math Performance Index and exceeded the 2014-15 mathematics AMO of 94 by 40 units. Again, we attribute the higher performance of Leadership Prep’s third and fourth graders to the 100 minutes per day dedicated to math instruction during the 2014-15 school year as well as the increased content knowledge of teachers and focus on data.

### Goal 2: Comparative Measure

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

## Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>9</sup>

## Results

<sup>8</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>9</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

In our fourth testing year, Leadership Prep Brownsville students in at least their second year outperformed peers in Community School District 23 on the second administration of the Common Core Math exam by an average of 54 percentage points.

- In 3<sup>rd</sup> grade, 84.1% of Leadership Prep Brownsville’s students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 19.4% of District 23 3<sup>rd</sup> graders.
- In 4<sup>th</sup> grade, 90.1% of Leadership Prep Brownsville’s students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 11.2% of District 23 4<sup>th</sup> graders.
- In 5<sup>th</sup> grade, 43.2% of Leadership Prep Brownsville’s students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 11.7% of District 23 5<sup>th</sup> graders.
- In 6<sup>th</sup> grade, 55.4% of Leadership Prep Brownsville’s students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 15.9% of District 23 6<sup>th</sup> graders.

**2014-15 State Mathematics Exam  
Charter School and District Performance by Grade Level**

| Grade | Percent of Students at Proficiency                       |               |                       |               |
|-------|--|---------------|-----------------------|---------------|
|       | Charter School Students In At Least 2 <sup>nd</sup> Year |               | All District Students |               |
|       | Percent  | Number Tested | Percent               | Number Tested |
| 3     | 84.1%  | 69            | 19.4%                 | 748           |
| 4     | 90.1%  | 71            | 11.2%                 | 742           |
| 5     | 43.2%  | 44            | 11.7%                 | 801           |
| 6     | 55.4%  | 56            | 15.9%                 | 862           |
| All   | 68.2%  | 240           | 14.6%                 | 3,153         |

**Evaluation**

Leadership Prep Brownsville students outperformed their peers in District 23 in Math in all four of its testing grades. Specifically, 4<sup>th</sup> graders outperformed their peers by a margin of 79 points, with 8 times as many students from Leadership Prep Brownsville scoring Proficient or Advanced compared to the district. In 3<sup>rd</sup> grade, the margin was 64 points, and more than four times as many Leadership Prep Brownsville students scored Proficient or Advanced as seen in District 23. In fifth grade, the margin was 30, and more than three times as many Leadership Prep students scoring Proficient or Advanced as in District 23. Lastly, in sixth grade, the margin was 40, and more than three times as many Leadership Prep students scoring Proficient or Advanced as in District 23. This demonstrates that Leadership Prep Brownsville continues to be a viable option for students in District 23.

**Additional Evidence**

As this is Leadership Prep Brownsville’s fourth testing year, comparative data is available for third, fourth and fifth grades. As seen in the table, all Leadership Prep Brownville scholars have outperformed their district peers each year in all of our grades. It is notable that this gap continues to widen with the more rigorous common core exams.

Leadership Prep Brownsville students continue to outperform the district average for math across all grades. The school hopes to bring more students to proficiency using the new Common Core standards during the 2015-16 school year in order to provide a viable program that is truly preparing students for college level mathematics.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

**Mathematics Performance of Charter School and Local District  
by Grade Level and School Year**

| Grade | Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students |                |                |                |                |                |
|-------|---|----------------|----------------|----------------|----------------|----------------|
|       | 2012-13   |                | 2013-14        |                | 2014-15        |                |
|       | Charter School  | Local District | Charter School | Local District | Charter School | Local District |
| 3     | 30.4%   | 12.9%          | 76%            | 17%            | 84.1%          | 19.4%          |
| 4     | 20%   | 9%             | 70%            | 12%            | 90.1%          | 11.2%          |
| 5     |   |                | 29%            | 13%            | 43.2%          | 11.7%          |
| 6     |   |                |                |                | 55.4%          | 15.9%          |
| All   | 26%   | 10.9%          | 58.3%          | 14%            | 68.2%          | 14.6%          |

**Goal 2: Comparative Measure**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

The chart below displays how Leadership Prep Brownsville students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. Leadership Prep Brownsville's results for 2013-14 contain only 3<sup>rd</sup> - 5<sup>th</sup> grade. The actual percentage of students at proficiency was 56.5% compared to a predicted 28%. Therefore, Leadership Prep Brownsville had a positive aggregate Effect Size of 1.54 with an overall comparative performance that was higher than expected to a large degree.

### 2013-14 Mathematics Comparative Performance by Grade Level

| Grade | Percent of Economically Disadvantaged Students | Number of Students Tested | Percent of Students at Proficiency |           | Difference between Actual and Predicted | Effect Size |
|-------|--|---------------------------|------------------------------------|-----------|---|-------------|
|       |  |                           | Actual                             | Predicted |   |             |
| 3     | 85.0   | 84                        | 75                                 | 30.6      | 44.4                                    | 2.46        |
| 4     | 87.7   | 52                        | 67                                 | 28.7      | 38.3                                    | 1.95        |
| 5     | 91.0   | 79                        | 30                                 | 24.8      | 5.2                                     | 0.29        |
| All   | 87.9   | 215                       | 56.5                               | 28.0      | 28.5                                    | 1.54        |

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

## Evaluation

The school's aggregate Effect Size was 1.54 and therefore exceeded 0.3. The Effect Size was much larger in 3<sup>rd</sup> and 4<sup>th</sup> grade (2.46 and 1.95 respectively). It did not exceed 0.3 in 5<sup>th</sup> grade; however, it was still positive.

## Additional Evidence

In 2013-2014, Leadership Prep Brownsville had its largest effect size of 1.54. Students outperformed the predicted outcome in Mathematics by over 25 points.

### Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch/ Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---|---------------|--------|-----------|-------------|
| 2011-12     | 3      | 89.5%   | 46            | 56.5   | 43.2      | 0.71        |
| 2012-13     | 3-4    | 91.6%   | 97            | 26.8   | 21.8      | 0.33        |
| 2013-14     | 3-5    | 87.9%   | 215           | 56.5   | 28.5      | 1.54        |



**Goal 2: Growth Measure<sup>10</sup>**

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>11</sup>

Leadership Prep Brownsville’s mean growth percentile in Mathematics was 70.7 in 2013-14, surpassing the 50.0 benchmark. In fourth grade, Leadership Prep’s mean growth percentile was 77.1 in 2013-14; in fifth grade, it was 66.3.

**2013-14 Mathematics Mean Growth Percentile by Grade Level**

| Grade | Mean Growth Percentile |                  |
|-------|------------------------|------------------|
|       | School                 | Statewide Median |
| 4     | 77.1                   | 50.0             |
| 5     | 66.3                   | 50.0             |
| All   | <u>70.7</u>            | 50.0             |

**Evaluation**

The school’s overall mean growth percentile is 70.7 which is greater than the state median of the 50<sup>th</sup> percentile. This was true for both 4<sup>th</sup> and 5<sup>th</sup> grade.

<sup>10</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

<sup>11</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

**Additional Evidence**

In 2013-14, Leadership Prep Brownsville outperformed the statewide median by over 20 points; however, this was not true in 2012-2013, when the mean growth percentile was 42.9.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

| Grade | Mean Growth Percentile |         |         |                  |
|-------|------------------------|---------|---------|------------------|
|       | 2011-12 <sup>12</sup>  | 2012-13 | 2013-14 | Statewide Median |
| 4     |                        | 42.9    | 77.1    | 50.0             |
| 5     |                        |         | 66.3    | 50.0             |
| All   |                        | 42.9    | 70.7    | 50.0             |

**Summary of the Mathematics Goal**

In its fourth year of state testing, Leadership Prep Brownsville’s Math results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Brownsville achieved four of the five relevant Math goals based on results of the 2013-14 and 2014-15 state exams. The school did achieve the comparative goal of having a significantly higher percentage of students performing at or above Level 3 relative to the district. The school did also surpass the .3 effect size to a large degree. The school achieved the absolute goal in 3<sup>rd</sup> and 4<sup>th</sup> grade but not 5<sup>th</sup> and 6<sup>th</sup>.

We know that we still have a way to go in terms of absolute performance and that the rigorous Common Core Standards provide us with an opportunity to work even harder to improve student performance in Math.

| Type        | Measure  | Outcome         |
|-------------|--|-----------------|
| Absolute    | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.   | Did Not Achieve |
| Absolute    | Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.   | Achieved        |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.   | Achieved        |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.) | Achieved        |

<sup>12</sup> Grade level results not available.

|        |  |          |
|--------|--|----------|
| Growth | Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. | Achieved |
|--------|--|----------|

**Action Plan**

Leadership Prep will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Lastly, the school will continue to provide 100 minutes of math instruction in third and fourth grades, and 90 minutes of math instruction in fifth grade. Leadership Prep is committed to meeting its accountability plan goals related to mathematics as listed above.

Like ELA, as part of the Uncommon Schools network, Leadership Prep Brownsville will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards. In 2012, Leadership Prep Brownsville began to modify the schools’ existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning Standards. One significant change is reflected in Leadership Prep Brownsville’s switch from using Saxon to Math Investigations to address Common Core which will be rooted in conceptual math. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons were revised in 2012-13 so that student activities more closely aligned to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences were also revised in 2012-13 to ensure that math meeting in grades Kindergarten through 2<sup>nd</sup> grade, and fact practices in grades 3-4 are focused solely on reviewing difficult to master material throughout the school year.

Additionally, Interim Assessments will continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered. Interim Assessment data as well as daily student work will be used in weekly meetings to ensure all standards are being met and teachers are sharing best practices with each other.

**SCIENCE**

**Goal 3: Science**  
Students will demonstrate proficiency in the understanding and application of scientific principles.

**Background**

Leadership Prep Brownsville’s Science curriculum is aligned to the Common Core standards, and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

In the 2013-2014 school year, the science curriculum was updated to become more aligned to Common Core and increase the amount of reading done by students and reduce the amount of reading aloud completed solely by the teacher.

In addition, all core teachers are receiving professional development around best practices in strategies to use in reading, understanding and comprehending informational texts that can be used both in reading and in science.

**Goal 3: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

**Results**

In the 2014-15 school year Leadership Prep Brownsville enrolled scholars in grades Kindergarten through 4<sup>th</sup> grade. Therefore, Leadership Prep Brownsville 4<sup>th</sup> Grade scholars took the 2015 NYS Science exam. 94% of Leadership Prep Brownsville’s 4<sup>th</sup> grades achieve proficiency in the State Science Exam.

**Charter School Performance on 2014-15 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Percent of Students at Proficiency                       |               |                       |               |
|-------|--|---------------|-----------------------|---------------|
|       | Charter School Students In At Least 2 <sup>nd</sup> Year |               | All District Students |               |
|       | Percent Proficient                                       | Number Tested | Percent Proficient    | Number Tested |
| 4     | 94%  | 71            | -                     | -             |

**Evaluation**

With 94% of Leadership Prep Brownsville’s 4<sup>th</sup> grades achieving a Level 3 or 4 on the Science Exam, the school has met the absolute measure of 75% of students performing at proficiency.

**Additional Evidence**

As in the previous year, Leadership Prep Brownsville’s proficiency rate for the 4<sup>th</sup> grade science exam is at or above 75%;

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

### Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency |               |         |               |                    |               |
|-------|---|---------------|---------|---------------|--------------------|---------------|
|       | 2012-13   |               | 2013-14 |               | 2014-15            |               |
|       | Percent Proficient  | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4     | 89.5%   | 38            | 75%     | 51            | 94%                | 71            |
| All   | 89.5%   | 38            | 75%     | 51            | 94%                | 71            |

#### Goal 3: Comparative Measure

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

#### Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

#### Results

District results from the Science Exam are not yet available. Leadership Prep Brownville will update the following chart when the scores are released.

#### 2014-15 State Science Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency                       |               |                       |               |
|-------|--|---------------|-----------------------|---------------|
|       | Charter School Students In At Least 2 <sup>nd</sup> Year |               | All District Students |               |
|       | Percent Proficient                                       | Number Tested | Percent Proficient    | Number Tested |
| 4     | 94%  | 71            | -                     | -             |

#### Evaluation

When test scores become available, Leadership Prep Brownville will be able to evaluate the school's performance on this measure.

#### Additional Evidence

As in the previous year, Leadership Prep Brownville's proficiency rate for the 4<sup>th</sup> grade science exam is at or above 75%; however, comparison data is not available for the district.

**Science Performance of Charter School and Local District  
by Grade Level and School Year**

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students |                |                |                |                |                |
|-------|--|----------------|----------------|----------------|----------------|----------------|
|       | 2012-13  |                | 2013-14        |                | 2014-15        |                |
|       | Charter School   | Local District | Charter School | Local District | Charter School | Local District |
| 4     | 89.5%  | -              | 75%            | -              | 94%            | -              |
| All   | 89.5%  | -              | 75%            | -              | 94%            | -              |

**Summary of the Science Goal**

In our second year of Science testing, Leadership Prep Brownsville continued to meet its absolute goal of having 75% of 4<sup>th</sup> grade students achieving proficiency. Leadership Prep will update this report with comparative results once district data are available.

| Type        | Measure  | Outcome  |
|-------------|--|----------|
| Absolute    | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.   | Achieved |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district. | N/A      |

**Action Plan**

Building upon the results achieved this year, Leadership Prep Brownsville will continue to make modifications to the school’s existing curriculum for Science and History, ensuring that those curricula are aligned to the Common Core Learning Standards for Literacy in History/Social Studies and Science. In particular, we will continue to use non-fiction Science and Social studies texts, relying on evidence-based questioning to ensure comprehension and mastery.

Additionally, Leadership Prep Brownsville will focus their science instruction in a couple different ways to ensure that curriculum continues to be refined so that it is also aligned to Common Core:

- Increase the use of labs and experiments into science in all grade levels to ensure that students are receiving practice and time to become familiar with the scientific process and the different tools and materials used in experiments. Employing the extensive use of hands-on experiments will be utilized with the goal of moving students towards competency in the understanding and application of Science concepts
- Include informational text assessments as a part of our STEP literacy assessment in 3<sup>rd</sup> and 4<sup>th</sup> grade to ensure that scholars are comprehending informational text as well as narrative.
- Increase the focus of writing during science, and use the practices used in writing workshop into our science classes

## NCLB

### Goal 4: Absolute Measure

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

### Method

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

### Results

Leadership Prep received a "Good Standing" status under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines, and has maintained a status of Good Standing for the past two years since our first testing year of 2011-12.

#### NCLB Status by Year

| Year    | Status        |
|---------|---------------|
| 2012-13 | Good Standing |
| 2013-14 | Good Standing |
| 2014-15 | Good Standing |