

**Leadership Prep Brownsville
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Elizabeth Jimenez, Director of Operations and Aneka Roberts, Director of Operation prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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Linton Mann III	Chair
Tony Pasquariello	Vice Chair
St. Claire Gerald	Trustee
John Greenstein	Trustee
Michael Hall	Trustee
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John Kim	Trustee
Ekwutozia U. Nwabuzor	Secretary
Brett Peiser	Ex-Officio Trustee
Joseph F. Wayland	Treasurer
Chrystal Stokes Williams	Trustee

Jacobi Clifton has served as principal of the Elementary Academy since 2017.

Brianna Riis has served as principal of the Middle Academy since 2018.

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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 enrolled each year until the school reached its full capacity 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. Siblings in each school also receive preference in the lottery and waitlist. 98% of students attending Leadership Prep live in the Central Brooklyn neighborhood, where the school is located, and 1.4% live in Queens.

In 2017-2018 based on our BEDS Day enrollment of (779) students, Leadership Prep Brownsville's K-8 student population was the following:

Gender	47% Male	53% Female
Free & Reduced Lunch	92%	
Special Ed	15%	
Race	82% Black/African American 10% Latino 8% Other	
English Language Learners	0.2%	

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 assessments and data 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.

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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, 70-100 minutes of math instruction, a daily class in social studies or science, dance, and music. In addition, all 3rd and 4th 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 math instruction, 1 hour of each science and history instruction, 30 minutes of small-group guided reading instruction and a daily advisory session. Additionally, students participate in athletics, performing arts, and computers on a rotating basis each week.

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

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teacher teaches a specialized subject area, with one teacher in each classroom. In 2017-18, 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 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 and their child's teachers.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	85	89	86	81	57	78								476
2014-15	90	81	89	75	74	80	83							572
2015-16	88	89	88	85	61	87	87	75						660
2016-17	89	89	90	88	89	81	88	84	76					774
2017-18	83	87	90	87	88	82	88	84	75					764

GOAL 1: 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), online, level-based learning (Reading A-Z and Headsprout) 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 Reading A-Z or Headsprout program and 40 minutes of teacher-generated Reading Comprehension instruction based on the Concepts of Comprehension. In the Middle Academy, students receive 60 minutes of reading instruction daily.

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 2017-18 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 2017), 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 2018 Leadership Prep scholars made enormous progress.

Kindergarten 2017-2018 STEP Growth:

- 84% 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 2017, 0% of our Kindergarten students were at or above the end of year benchmark in reading. By June 2018, 72% of our Kindergarten students achieved the grade level benchmark and an additional 24% exceeded the grade level benchmark in reading.

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First Grade 2017-2018 STEP Growth:

- 39% of 1st grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 11% of 1st grade students grew 4 STEP levels or more

In September 2017, 0% of our first graders were at or above the end of year benchmark in reading. By June 2018, 50% of our first graders achieved the grade level benchmark and an additional 17% exceeded the grade level benchmark in reading.

Second Grade 2017-2018 STEP Growth:

- 36% of 2nd grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 9% of 2nd grade students grew 4 STEP levels or more

In September 2017, 2% of our second graders were at or above the second-grade end of year benchmark in reading. By June 2018, 22% of our second graders achieved the grade level benchmark and an additional 13% 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 Teachers. 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 or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 8 grades in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	85	0	0	0	0	85
4	89	0	0	0	0	89
5	82	0	0	1	1	84
6	85	0	0	1	0	86
7	81	0	0	1	0	82
8	74	0	0	0	0	74
All	496	0	0	3	1	500

RESULTS AND EVALUATION

The 2017-2018 school year was Leadership Prep Brownsville's seventh year administering the NYS ELA exam. The school administered the New York State Testing Program Common Core English language arts assessment to students in 3rd through 8th grade, and 59% of Leadership Prep Brownsville's students enrolled in their second year scored at proficiency on the 2017-2018 NYS ELA Exam.

Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	60%	85	67%	69
4	53%	89	67%	66
5	41%	82	49%	51
6	46%	85	57%	56
7	42%	81	49%	67
8	49%	74	63%	52
All	49%	496	59%	361

In the seventh year of the administration of the NYS Common Core exam in English Language Arts, Leadership Prep Brownsville 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.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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- This summer we continued to adapt our curriculum to Common Core standards for the 2017-2018 school year and increased our alignment in Informational Reading as well as Social Studies and Science. Over the 2017-18 school year, we focused on improving our teaching practice and 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 2017-18 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. Additionally, teachers will be doing more work with students in smaller groups that provide instruction that is even more individualized to their student's level than in years previous.
- At the Middle Academy, students receive one hour of reading instruction from a dedicated reading teacher, and one hour of writing instruction from a dedicated writing teacher. Classes with students receiving intervention services will have 2 teachers present, providing more small-group support. 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 seventh year taking the Common Core exam, we saw gains in grades 3 through 6 and in 8th grade. Leadership Prep Brownsville's overall percentage of proficiency achieved increased by 9 percentage points in 3rd grade, by 6 percentage points in 4th grade, by 11 percentage points in 5th grade, by 6 percentage points in 6th grade, by 11 percentage points in 8th grade, and by 4 percentage points across all grades. 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 district, Leadership Prep Brownsville's results were promising. In all grades, proficiency rates were 20 to 30 percentage points higher than the surrounding district. Our 3rd, 4th, 5th, and 8th graders outperformed their white peers throughout New York State by five, eight, two, and nine percentage points respectively.

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.

ELA Performance by Grade Level and Year

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Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63%	79	58%	77	67%	69
4	56%	59	61%	80	67%	66
5	37%	62	38%	52	49%	51
6	48%	67	51%	67	57%	56
7	42%	62	53%	74	49%	67
8			52%	66	63%	52
All	50%	329	53%	416	59%	361

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Leadership Prep Brownsville scored 153 on the ELA Performance Index. The MIP for New York State has not been released at the time of this report.

Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PI to this year's MIP. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

English Language Arts 2017-18 Performance Index

Percent of Students at Each Performance Level	
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Number in Cohort	Level 1	Level 2	Level 3	Level 4
	11	33	39	17

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 33 & + & 39 & + & 17 & = & 89 \\
 & & & & 39 & + & 17 & = & 56 \\
 & & & & & + & (.5)*17 & = & 8.5 \\
 & & & & & & \text{PI} & = & 153
 \end{array}$$

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

In our seventh testing year, Leadership Prep Brownsville students in at least their second-year outperformed peers in Community School District 23 on the sixth administration of the Common Core English Language Arts exam by an average of 33 percentage points.

- In 3rd grade, 67% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 30% of District 23 3rd graders.
- In 4th grade, 67% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 28% of District 23 4th graders.
- In 5th grade, 49 % of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 19% of District 23 5th graders.
- In 6th grade, 57% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced, compared to 27% of District 23 6th graders.
- In 7th grade, 49% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 23% of District 23 7th graders.
- In 8th grade, 63% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced, compared to 30% of District 23 8th graders.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Leadership Prep Brownsville students outperformed their peers in District 23 in ELA in all six of its testing grades by a margin of 33 percentage points. We are meeting our goal of outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	67%	69	30%	735
4	67%	66	28%	722
5	49%	51	19%	694
6	57%	56	27%	813
7	49%	67	23%	818
8	63%	52	30%	831
All	59%	361	26%	4613

ADDITIONAL EVIDENCE

As this is Leadership Prep Brownsville's seventh testing year, comparative data is available for third, fourth, fifth, sixth, seventh and eighth grades. As seen in the table, Leadership Prep Brownsville' has outperformed their district peers for the last seven years of the Common Core testing.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	63%	22%	58%	22%	67%	30%
4	56%	20%	61%	17%	67%	28%
5	37%	10%	38%	16%	49%	19%
6	48%	16%	51%	14%	57%	27%
7	42%	21%	53%	25%	49%	23%
8			52%	33%	63%	30%
All	50%	18%	53%	21%	59%	26%

Goal 1: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Leadership Prep Brownsville’s results for 2016-17 contain 3rd, 4th, 5th, 6th and 7th grade. The actual percentage of students at proficiency was 49.6%, 24 percentage points above the predicted proficiency of 26%. Therefore, Leadership Prep Brownsville had a positive aggregate Effect Size of 1.47 with an overall comparative performance that was higher than expected to a large degree.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	89.8	86	53	29.1	23.9	1.34
4	88.8	89	62	27.4	34.6	1.96
5	87.8	80	31	22.1	8.9	0.63
6	88.9	88	49	18.5	30.5	2.39
7	88.4	83	52	27.1	24.9	1.41
8	87.7	74	49	32.6	16.4	0.91
All	88.6	500	49.6	26	23.6	1.47

School’s Overall Comparative Performance:

Higher than expected to large degree

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ADDITIONAL EVIDENCE

With an Effect Size of 1.47, Leadership Prep Brownsville met the measure for the 2016-17 school year. With effect sizes of 0.63 in 5th grade to 2.39 in 6th grade, our school exceeded the 0.3 effect size benchmark all grades for the 2016-2017 school year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-6	86.9	299	64.5	25.8	2.10
2015-16	K-7	86.7	390	58.7	25.8	1.62
2016-17	K-8	88.7	420	58.8	25.8	1.77

Goal 1: Growth Measure³

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

Leadership Prep Brownsville's 4th, 5th, 6th, 7th, and 8th graders had a mean growth percentile of 52.0, 41.1, 65.1, 49.4, and 47.0 respectively, meaning that only 4th and 6th grade scholars improved year-to-year more than the statewide median of 50.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.0	50.0
5	41.1	50.0
6	65.1	50.0

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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7	49.4	50.0
8	47.0	50.0
All	51.4	50.0

ADDITIONAL EVIDENCE

Leadership Prep Brownsville met the measure of having an overall mean growth percentile greater than 50 in overall, as well as the measure being met for 4th and 6th grades with growth percentiles of 52.0 and 65.1 respectively.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	48.5	49.6	52.0	50.0
5	47.5	46.6	41.1	50.0
6	51.6	68.1	65.1	50.0
7	0	57.3	49.4	50.0
8	0	0	47.0	50.0
All	49.3	56.2	51.4	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its seventh year of state testing, Leadership Prep Brownsville's ELA results demonstrate that while we saw a small decline in overall performance from the 2016-2017 school year to the 2017-2018 school year, we still saw gains in some grades.

Leadership Prep Brownsville achieved all but one of the relevant ELA goals based on our state exam results. However, we have not yet achieved the school's absolute goal of 75% of scholars scoring proficient or advanced. We know that last year's efforts were effective in many 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 PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA 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 school district of comparison.	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	Achieved

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	(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 2016-17 results.)	
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 target of 50. (Using 2016-17 results.)	Achieved

ACTION PLAN

During the 2018-2019 school year, Leadership Prep will continue to deploy two teachers in each classroom in K – 4 classrooms, divide classrooms into three, skill-differentiated small reading groups, and increasing time spent on daily reading instruction to 165 minutes. 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. We have also incorporated a new computer-based literacy program named Headsprout to take students from basic phonemic awareness to sophisticated reading comprehension skills in a multi-level sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

In the 5-8 classrooms, students will continue to master Reading and Writing skills by have 1 hour dedicated to each, daily. Added literacy software and incentives such as Accelerated Reader and our Royal Readers program, encourage students for foster a strong skill-based love of reading outside of the traditional classroom environment.

Leadership Prep Brownsville 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 Brownsville will also continue to implement professional development programs targeted towards ELA instruction. In preparation for the 2018-19 school year, teachers who are new to Leadership Prep Brownsville will participate in three weeks of rigorous training on content areas such as 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 Brownsville 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 and last year we continued 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 Brownsville 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.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Leadership Prep Brownsville 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

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- 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 Ahead of the 2018-2019 school year, the K-4 daily schedule was rewritten to include scholars at Leadership Prep Elementary began receiving 115 minutes of math instruction each day, while scholars at Leadership Prep Middle receive 90 minutes of math instruction daily. The math program in K-4 includes 25 minutes reteach block where students have at-bats at practicing standards from the previous days' lesson, a 20-minute Math Meeting which serves as block where students learn and practice strategies, and a lesson and practice for 55 minutes. In 5-8, 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.

Leadership Prep Brownsville'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 through 7 grade in the Spring of 2018. 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.

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	84	0	0	0	0	84
4	89	0	0	0	0	89
5	81	0	0	0	2	82
6	85	0	0	0	1	86
7	79	0	0	0	2	81
8	0	0	0	0	0	79
All	418	2	0	4	5	501

RESULTS AND EVALUATION

The 2017-2018 school year was Leadership Prep Brownsville's seventh year administering the NYS Math exam. The school administered the New York State Testing Program Common Core math assessment to students in 3rd through 7th grade in Spring 2018. Roughly 71% of Leadership Prep Brownsville's students enrolled in their second year scored at proficiency on the 2017-2018 NYS Math Exam.

In the seventh year of the administration of the NYS Common Core exam in Mathematics, Leadership Prep Brownsville did not meet this measure across all five tested grades. 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. With us having achieved 71% proficiency overall and being 4 percentage points away from meeting our goal, we are excited to continue a higher level of rigor in our Mathematics instruction going forward to better prepare our students to meeting this bar.

Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	78%	84	84%	58
4	64%	89	76%	50
5	45%	82	53%	27
6	58%	85	71%	40
7	65%	81	73%	49
8		0		0
All	62%	422	71%	224

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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ADDITIONAL EVIDENCE

In our seventh year with more rigorous Common Core aligned exams, Leadership Prep Brownsville saw an increase in proficiency across all five grades tested, being 4 percentage points shy of meeting the goal of 75% proficiency overall. Leadership Prep Brownsville's overall percentage of proficiency achieved increased by 12 percentage points in 3rd grade, by 12 percentage points in 4th grade, by 5 percentage points in 5th grade, by 7 percentage points in 6th grade, and by 11 percentage points in 7th 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.

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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	85%	79	62%	76	84%	58
4	81%	59	64%	79	76%	50
5	53%	62	48%	52	53%	27
6	48%	67	64%	67	71%	40
7	48%	62	62%	73	73%	49
8		0		0		0
All	64%	329	60%	347	71%	224

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 (65) on Regents Mathematics Exam
2015		
2016	72	76.4
2017	74	86.5

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 (80) on Regents Mathematics Exam
2015		
2016	72	18.1
2017	74	41.9

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

Leadership Prep Brownsville scored 180.5 on the Math Performance Index. The MIP for New York State has not been released at the time of this report.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	9	20	34	37

$$\begin{aligned}
 \text{PI} &= 20 + 34 + 37 = 91 \\
 & \quad \quad \quad 34 + 37 = 71 \\
 & \quad \quad \quad + (.5)*37 = 18.5 \\
 & \quad \quad \quad \text{PI} = 180.5
 \end{aligned}$$

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

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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.⁶

RESULTS AND EVALUATION

In our seventh testing year, Leadership Prep Brownsville students in at least their second-year outperformed peers in Community School District 23 on the sixth administration of the Common Core Math exam by an average of 53 percentage points.

- In 3rd grade, 84% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 29% of District 23 3rd graders.
- In 4th grade, 76% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 22% of District 23 4th graders.
- In 5th grade, 53% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 17% of District 23 5th graders.
- In 6th grade, 71% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 20% of District 23 6th graders.
- In 7th grade, 73% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 18% of District 23 7th graders.

Leadership Prep Brownsville students outperformed their peers in District 23 in Math in all five of its testing grades. Specifically, 3rd graders outperformed their peers by a margin of 55 points, with more than 2.5 times as many students from Leadership Prep Brownsville scoring Proficient or Advanced compared to the district. In 4th grade, the margin was 54 points, and almost 4 times times as many Leadership Prep Brownsville students scored Proficient or Advanced as seen in District 23. In 5th grade, the margin was 36 points with more than 3 times as many Leadership Prep students scoring Proficient or Advanced as in District 23. In 6th grade, the margin was 51 points and almost four times as many Leadership Prep students scoring Proficient or Advanced as in District 23. Finally, in 7th grade, the margin was 55 points with more than four times as many Leadership Prep students scoring Proficient or Advanced than their peers in District 23. This demonstrates that Leadership Prep Brownsville continues to be a viable option for students in District 23.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	84%	58	29%	213

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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4	76%	50	22%	158
5	53%	27	17%	694
6	71%	40	20%	812
7	73%	49	18%	818
8		0		
All	71%	224	<u>18%</u>	2324

ADDITIONAL EVIDENCE

As this is Leadership Prep Brownsville's seventh testing year, comparative data is available for third, fourth, fifth, sixth, and seventh grades. As seen in the table, all Leadership Prep Brownville scholars have outperformed their district peers each year in all of our grades.

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 2017-18 school year in order to provide a viable program that is truly preparing students for college level mathematics.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	85%	22%	62%	23%	84%	29%
4	81%	17%	64%	12%	76%	22%
5	53%	10%	48%	19%	53%	17%
6	48%	16%	64%	12%	71%	20%
7	48%	16%	62%	15%	73%	18%
8	N/A		N/A	11%	N/A	
All	64%	16%	61%	15%	71	<u>18%</u>

Goal 2: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

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 2016-17 contain only 3rd - 7th grade. The actual percentage of students at proficiency was 58.8% compared to a predicted 25.8%. Therefore, Leadership Prep Brownsville had a positive aggregate Effect Size of 1.62 with an overall comparative performance that was higher than expected to a large degree. The school’s aggregate Effect Size was 1.77 and therefore exceeded 0.3. The Effect Size of 0.3 was exceeded by a significant amount in all grades.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	89.8	85	62	34.3	27.7	1.33
4	88.8	87	62	27.1	34.9	1.80
5	87.8	80	44	26.9	17.1	0.94
6	88.9	87	63	21.6	41.4	2.41
7	88.4	82	62	19.1	42.9	2.30
8						
All	86.7	421	58.8	25.8	33	1.77

School’s Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

In 2016-2017, Leadership Prep Brownsville had an effect size of 1.77. Students outperformed the predicted outcome in Mathematics by over 33 points.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-6	86.9	299	64.5	25.8	2.10
2015-16	K-7	86.7	390	58.7	25.8	1.62
2016-17	K-8	88.7	420	58.8	25.8	1.77

Goal 2: Growth Measure⁷

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

Leadership Prep Brownsville’s mean growth percentile in Mathematics was 49.8 in 2017-18, just under the 50.0 benchmark. In fourth grade, Leadership Prep’s mean growth percentile was 33.6, in fifth grade it was 35.9, in sixth grade it was 63.5, and in 7th grade it was 65.1.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	33.6	50.0
5	35.9	50.0
6	63.5	50.0
7	65.1	50.0
8	N/A	50.0
All	49.8	50.0

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	77.1	53.6	33.6	50.0
5	66.3	54.1	35.9	50.0
6		73.8	63.5	50.0
7			65.1	50.0
8				50.0
All	70.7	60.8	49.8	50.0

SUMMARY OF THE MATHEMATICS GOAL

In its seventh 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 three of the five relevant Math goals based on the 2016-17 results and three out of five in 2017-2018. 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 surpass the .3 effect size to a large degree.

We know that we still need to make progress 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 PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA 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	Achieved

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Did not achieve

ACTION PLAN

Since we were so close to achieving the state goal for 75% proficiency, we plan on continuing our efforts since they have yielded results. 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 through eighth 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 2nd 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.

GOAL 4: ESSA

Goal 4: ESSA

All students at Leadership Prep Brownsville will be proficient readers and writers of the English language and demonstrate competency in the understanding and application of mathematical computation and problem solving.

Goal 4: 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

The State Education Department has determined that Leadership Prep Brownsville is In Good Standing for the 2017-2018 school year. The State Education Department made this determination based on our 2017-2018 assessment data.

ADDITIONAL EVIDENCE

Leadership Prep Brownsville has remained in good standing for the past school years. From 2015-2017 we were in good standing under the State’s “NCLB” accountability system

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

