

**Leadership Prep Brownsville
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Sulafa Bashir, Director of Operations, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Carrie Abramson	Governance
Nadine Augusta	Trustee
Caroline Curry	Finance
Ben Esner	N/A
Michael Hall	Secretary, Governance
John Kim	Trustee
Matthew Klein	N/A
Arvind Krishnamurthy	Chair (in 2013-14), Finance
Tokumbo Shobowale	Chair (in 2012-13), Executive
Dyrnest Sinckler	Finance
Jeff Wetzler	Vice Chair, Executive
Blonka Winkfield	Trustee

Jennifer Wong-Den and Emily Art have served as the school's co-leaders since January 2013.

INTRODUCTION

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.

With an initial enrollment as of BEDS Day 2012 of 351 students, Leadership Prep had low attrition and was able to recruit more students throughout the year to end the 2012-13 school year with 354 students in grade K-4.

Gender	52% Male	48% Female
Free & Reduced Lunch	87%	
Special Ed	13.3%	
Race	88% Black/ African American	12% 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 186 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.

Each day consists of over 3 hours of literacy instruction, 60-80 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, fitness, art and music. In addition, students in need of extra help to reach proficiency receive one hour per week of after school tutoring from their teachers.

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. Leadership Prep students finished the 2011-12 school year with a 95% Homework completion rate.

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. 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

One Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In 2012-13, 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 two annual DOE surveys, 97% and 98% of respondents 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

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 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. 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.

Leadership Prep 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 2012-13 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 2012), 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 2013. Leadership Prep scholars made enormous progress.

Kindergarten 2012-2013 STEP Growth:

- 85% of K students grew 3 STEP levels or more (roughly equivalent to 1 grade level)

In September 2012, 0% of our K students were at or above the end of year benchmark in reading. Now, 90% of our K students are at the grade level benchmark and 57% are above the grade level benchmark in reading.

First Grade 2012-2013 STEP Growth:

- 41% of 1st grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 2% of 1st grade students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)

In September 2012, 6% of our first graders were at or above the end of year benchmark in reading. Now, 63% of our first graders are at the grade level benchmark and 21% are above the grade level benchmark in reading.

Second Grade 2012-2013 STEP Growth:

- 51% of 2nd grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 7% of 2nd grade students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)
- 1% of 2nd grade students grew 6 STEP levels or more (roughly equivalent to 2 grade levels)

In September 2012, 0% of our second graders were at or above the second grade end of year benchmark in reading. Now, 46% of our second graders are at the grade level benchmark and 23% are above 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.

In order to support our oldest cohorts towards achieving mastery, we added an additional Learning Support Teacher at the start of the 2012-2013 school year. In addition, we added another staff member focused on literacy who worked exclusively with our highest-need third and fourth grade students, providing direct coaching and tailored small group instruction focused on students' specific needs.

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 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 4th grade in April 2013. 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

¹ 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.

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.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	57	0	0	0	57
4	40	0	0	0	40
All	97	0	0	0	97

Results

The 2012-2013 school year was Leadership Prep Brownville’s second 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 and 4th grade, and roughly 28% of Leadership Prep Brownville’s students enrolled in their second year scored at proficiency on the 2012-2013 NYS ELA Exam.

**Performance on 2012-13 State English Language Arts 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	33.3%	57	32.1%	56
4	22.5%	40	22.5%	40
All	28.9%	97	28.1%	96

Evaluation

In the first 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.

² 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.

- While we began to align our curriculum to Common Core standards in Summer of 2012 there was still a lot of work to be done around our alignment in Informational Reading as well as Social Studies and Science. Over the 2012-13 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.
- We have come to understand during the 2012-13 school year that our focus on writing needs to be strengthened, beginning with teacher practices during writing instruction and teacher feedback on student work after each session. We began to roll out changes during the 2012-13 year to improve our writing curriculum, and strongly believe with strengthened written responses more scholars will achieve at or above a Level 3 in the 2013-14 school year.

Additional Evidence

With more rigorous Common Core aligned exams this year, Leadership Prep Brownsville’s third grade results were roughly on the same level this year as last year in terms of students at proficiency. While the results are still well below the school’s goal, this suggests that some of the interventions programs and curriculum changes we put into place last year have resulted in some progress towards the goal.

Despite the increased rigor of the Common Core English Language Arts assessment, the results for third grade did not drop significantly, indicating that 3rd grade students were better prepared for the rigor of the exam. While we are disappointed by these results, 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 new exams. Additionally, we will continue to strengthen our intervention programs for our lowest students as outlined in the action plan section below.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			35%	46	32.1%	56
4					22.5%	40
All			35%	46	28.1%	96

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 Annual Measurable Objective (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 current year’s English language arts AMO. 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 200.³

Results

Leadership Prep Brownsville scored 104 on the ELA Performance Index. Because the State Education Department has not yet recalibrated the AMO to align with the new testing program, we cannot evaluate this score.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25	46	29	0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 46 & + & 29 & + & 0 & = & 75 \\
 & & & & 29 & + & 0 & = & \underline{29} \\
 & & & & & & \text{PLI} & = & 104
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

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³ 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.⁴

Results

In our second testing year, Leadership Prep Brownsville students in at least their second year outperformed peers in Community School District 23 on the first administration of the Common Core English Language Arts exam by 17 percentage points. 32% of Leadership Prep Brownsville’s 3rd grade students, who were at least in their second year, scored “Proficient” (level 3) or “Advanced Proficient” (level 4) on the state ELA exam exceeding CSD 23 3rd graders by 21 percentage points. , 11% of 3rd graders in District 23 scored “Proficient” (level 3) or “Advanced Proficient” (level 4). In 4th grade, 22.5% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 10.6% of District 23 4th graders.

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	32.1%	56	11%	909
4	22.5%	40	10.6%	902
All	28.1%	96	10.8%	1811

Evaluation

Leadership Prep Brownsville students outperformed their peers in District 23 in ELA in both of its testing grades. Specifically, 3rd graders outperformed their peers by a margin of 21 points, with

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

almost 3 times as many students from Leadership Prep Brownsville scoring Proficient or Advanced compared to the district. In 4th grade, the margin was narrower at 11 points, and almost twice as many Leadership Prep Brownsville students scoring Proficient or Advanced as seen in District 23.

Additional Evidence

As this is Leadership Prep Brownsville’s second testing year, comparative data is only available for third grade. As seen in the table, Leadership Prep Brownsville’s third graders outperformed their district peers in both years. In particular, while the margin was only 6.5 percentage points last year, it is over three times larger this year.

It is worth noting that in spite of the substantially more rigorous Common Core aligned exams this year, Leadership Prep Brownsville’s performance on the third grade ELA exam remained at roughly the same level in terms of number of students at proficiency at the same time that the district’s percentage of students at proficiency dropped by almost two thirds.

**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 at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			35%	28.5%	32.1%	11%
4			n/a	n/a	22.5%	10.6%
All			35%	28.5%	28.1%	10.8%

Goal 1: Comparative Measure
 Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

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.

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

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 small 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

Leadership Prep Brownsville's results for 2011-12 contain only 3rd grade. The actual percentage of students at proficiency was 32.6%, narrowly missing a predicted 34.9%. Therefore, Leadership Prep Brownsville had a negative aggregate Effect Size of -0.14 with an overall comparative performance that was lower than expected.

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		46	32.6	34.9	-2.3	-0.14
All	89.5%	46	32.6	34.9	-2.3	-0.14

School's Overall Comparative Performance:
Lower than Expected

Evaluation

With an Effect Size of -0.14, Leadership Prep Brownsville did not meet the measure for the 2011-12 school year. While we cannot yet determine performance on the measure for the 2012-2013 school year, we hope that the school's ELA performance is higher than the predicted performance on the NYS ELA Exam given the changes made to improve ELA instruction and align the curriculum to Common Core in the 2012-2013 school year.

Additional Evidence

Leadership Prep Brownsville's actual performance in ELA was lower than the predicted performance relative to comparable schools

As 2011-12 was our first year of testing with only 3rd grade, there are no data available yet for comparative analysis across years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2011-12	3	89.5%	46	32.6	34.9	-0.14

Goal 1: Growth Measure⁶

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.⁷

Results

Leave Blank

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

⁷ See the Guidelines.

Summary of the English Language Arts Goal

In its second year of state testing, Leadership Prep Brownsville’s ELA results demonstrate that there is still room for growth. Leadership Prep Brownsville achieved one of the three relevant ELA goals based on results of the 2011-12 and 2012-13 state exams. While 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, we did not achieve the absolute goals and narrowly missed meeting the school’s predicted level of performance in 2011-12. We know that we still have a long way to go in terms of absolute performance and that the new 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.	N/A
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 2011-12 school district results.)	Did Not Achieve
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.	N/A

Action Plan

During the 2013-2014 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 will also continue to give heavy focus to our rising third and fourth grade students. Last year, we moved to a co-Principal model with two Principals, one focused exclusively on grades 3 and 4 and other dedicated to Grades K-2. Moreover, this year we are opening our Middle Academy with our first cohort of 5th graders. The Middle Academy has its own dedicated teaching staff and principal who have experience working with other Uncommon Middle schools.

In addition, halfway through the year, we hired an additional intervention teacher to work exclusively with our lowest readers in 3rd and 4th grades last year. We have created this position again for the 2013-14 school year and expect to start this intervention work from the beginning of the year. We also 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 tutoring and Saturday Academy programs for testing grades.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2013-14 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 is energized by the challenge that more rigorous Common Core standards present. 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.

Beginning last year, Leadership Prep Brownsville began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Brownsville Elementary Academy will continue to make adjustments to their ELA curriculum. With the adoption of Common Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Leadership Prep Brownsville EA were aligned, we continue to adjust other books, with some books moving down in reading level or grade. Furthermore, teachers will continue to make conversations more text based, and students will continue using text based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core last year, the work that our experienced teachers and instructional leaders have been doing this summer will ensure that our informational reading is also common core aligned. In addition, teachers and instructional leaders are working 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 is increased in future years.

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 1: 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.

Scholars at Leadership Prep receive 60-80 minutes of math instruction each day. 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 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 mathematics examination for grades 3-8.⁸

⁸ 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 year's using the state's published results for scoring at proficiency.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 4th grade in April 2013. 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.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	57	0	0	0	57
4	40	0	0	0	40
All	97	0	0	0	97

Results

The 2012-2013 school year was Leadership Prep Brownsville's second year administering the NYS Math exam. The school administered the New York State Testing Program Common Core math assessment to students in 3rd and 4th grade in April 2013. Roughly 26% of Leadership Prep Brownsville's students enrolled in their second year scored at proficiency on the 2012-2013 NYS Math Exam.

**Performance on 2012-13 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	31.6%	57	30.4%	56
4	20%	40	20%	40
All	26.8	97	26%	96

⁹ 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.

Evaluation

In the first year of the administration of the NYS Common Core exam in Mathematics, 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 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

With more rigorous Common Core aligned exams this year, Leadership Prep Brownsville's third grade results dropped this year relative to last year in terms of students at proficiency, with 30% scoring Proficient or Advanced this year compared to 62.5% last year.

While we are disappointed by these results, 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					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			62.5%	40	30.4%	56
4			n/a	n/a	20%	40
All			62.5%	40	26%	96

Goal 1: 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 Annual Measurable Objective (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 current year's mathematics AMO. 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 200.¹⁰

¹⁰ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

Leadership Prep Brownsville scored 99 on the Math Performance Index. Because the State Education Department has not yet recalibrated the AMO to align with the new testing program, we cannot evaluate this score.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	28	45	20	7

$$\begin{array}{rcccccccc} \text{PI} & = & 45 & + & 20 & + & 7 & = & 72 \\ & & & & 20 & + & 7 & = & \underline{27} \\ & & & & & & \text{PLI} & = & 99 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

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 mathematics 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.¹¹

Results

In our second testing year, Leadership Prep Brownsville students in at least their second year outperformed peers in Community School District 23 on the first administration of the Common Core Math exam by 15 percentage points. 30.4% of Leadership Prep Brownsville's 3rd grade students, who were at least in their second year, scored "Proficient" (levelm3) or "Advanced

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Proficient” (level 4) on the state Math exam, exceeding CSD 23 3rd graders by more than 17 percentage points. In 4th grade, 20% of Leadership Prep Brownsville’s students in at least their 2nd year scored Proficient or Advanced compared to 9% of District 23 4th graders.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	30.4%	56	12.9%	922
4	20%	40	9%	906
All	26%	96	10.9%	1828

Evaluation

Leadership Prep Brownsville students outperformed their peers in District 23 in Math in both of its testing grades. Specifically, 3rd graders outperformed their peers by a margin of 17 points, with more than 2 times as many students from Leadership Prep Brownsville scoring Proficient or Advanced compared to the district. In 4th grade, the margin was narrower at 11 points, and more than twice as many Leadership Prep Brownsville students scoring Proficient or Advanced as seen 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 second testing year, comparative data is only available for third grade. As seen in the table, Leadership Prep Brownsville’s third graders outperformed their district peers in both years. However, while the margin is narrower this year (17 percentage points compared to over 30 percentage points last year), in terms of relative performance, more than twice as many Leadership Prep Brownsville students achieved proficiency compared to their District 23 peers in both years. It is notable that this gap has remained the same (and even widened slightly) in spite of the more rigorous exams this year.

Despite changes to the NYS Math exam, 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 2013-14 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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			62.5%	30.0%	30.4%	12.9%
4					20%	9%
All			62.5%	30%	26%	10.9%

Goal 1: 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

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 small 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), 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 2011-12 contain only 3rd grade. The actual percentage of students at proficiency was 56.5% compared to a predicted 43.2%. Therefore, Leadership Prep Brownsville had a positive aggregate Effect Size of 0.71 with an overall comparative performance that was higher than expected to a medium degree.

¹² The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

2011-12 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		46	56.5	43.2	13.3	0.71
All	89.5%	46	56.5	43.2	13.3	0.71

School's Overall Comparative Performance:
Higher than expected to a medium degree

Evaluation

With an Effect Size of 0.71, Leadership Prep Brownsville did meet the measure for the 2011-12 school year.

Additional Evidence

Leadership Prep Brownsville's actual performance in Math was higher than the predicted performance relative to comparable schools. As 2011-12 was our first year of testing with only 3rd grade, there are no data available yet for comparative analysis across years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2011-12	3	89.5%	46	56.5	43.2	0.71

Goal 1: Growth Measure¹³
 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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

percentile based on their relative growth in performance (mean 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.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Results

Leave Blank

Summary of the Mathematics Goal

Despite this more rigorous exam, the school met two of its three accountability plan goals. While the school did achieve the comparative goal of having a significantly more than twice as many students performing at or above Level 3 relative to the district, we did not achieve the absolute goals set. In its second year of state testing, Leadership Prep Brownsville’s Math results demonstrate that there is much room for growth. Specifically, on the 2012-2013 Common Core Math Assessment we fell short (by around 45 and 55 percentage points in third and fourth grade respectively) of the goal to have 75% of students score at proficiency. For the 2011-12 school year, we did perform better than our predicted level, and met the comparative goal achieving an Effect Size of 0.71.

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.	N/A
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 2011-12 school district 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 state’s unadjusted median growth percentile.	N/A

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. 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. Beginning last year, 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 are currently being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised 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 also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

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 is being 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 4th grade in spring 2013. 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 2012-13 school year Leadership Prep Brownsville enrolled scholars in grades Kindergarten through 4th grade. Therefore, Leadership Prep Brownsville 4th Grade scholars took the 2013 NYS Science exam. 89.5% of Leadership Prep Brownsville's 4th grades achieve proficiency in the State Science Exam .

Charter School Performance on 2012-13 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2 nd Year	All District Students

	Percent	Number Tested	Percent	Number Tested
4	89.5%	38	89.5%	38
8				

Evaluation

With 89.5% of Leadership Prep Brownsville's 4th 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

Since 2012-2013 is the school's first year administering the NYS Science exam, Leadership Prep Brownsville is not yet able to analyze year-to-year trends.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					89.5%	38
All					89.5%	38

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.

**2012-13 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	89.5%	38		
8				

Evaluation

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

Additional Evidence

2012-13 was the school's first year administering the NYS Science exam, Leadership Prep Brownsville is not yet able to analyze year-to-year trends.

**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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4					89.5%	
All					89.5%	

Summary of the Science Goal

In our first year of Science testing, Leadership Prep Brownsville met the absolute goal with well over 75% of 4th 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
- Increase the focus of writing during science, and use the practices used in writing workshop into our science classes

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

Method

Since *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 which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results and Evaluation

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
2010-11	N/A
2011-12	Good Standing
2012-13	Good Standing