

**Leadership Prep Bedford Stuyvesant
Charter School and Uncommon
Collegiate Charter School**

**2017-2018 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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INTRODUCTION

Kennette Banks, Director of Operations; Lisa Chen, Director of Operations; Livia Angiolillo, Director of Operations prepared this 2017-2018 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Man III	Office (e.g. chair, treasurer, secretary), committees (e.g. finance, executive)
Tony Pasquariello	Chair
Ekwutozia U. Nwabuzor	Vice Chair
Joseph F. Wayland	Secretary
St. Claire Gearld	Treasurer
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John Greenstein	Trustee
John Kim	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
Brett Peiser	Trustee
Name	Ex-Officio Trustee
Name	Office, Committees
Name	Office, Committees
Name	Office, Committees

Ishani Mehta has served as the principal of the Elementary Academy since 2015.

Aidan Thomas has served as the principal of the Middle Academy since 2018.

Ashley Anderson has served as the principal of Uncommon Charter Collegiate High School since 2016.

Leadership Prep Bedford Stuyvesant Charter School (Leadership Prep) ensures academic success for children in grades K through 8. We prepare our students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities in life for themselves and their communities.

In pursuit of its mission, the school successfully completed its 12th year of operation in June 2018. Leadership Prep Bedford Stuyvesant is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8. Uncommon Collegiate Charter High School (UCC) opened in August 2012. In August 2016, UCC joined LPBS as its 9-12 extension. At Uncommon Collegiate Charter High School (UCC), we prepare our students to enter, succeed in, and graduate from college by equipping them with extraordinary academic skills, a life-long passion for learning, and the values that define strong character.

Student Population

Located in the Bedford Stuyvesant community of Brooklyn, Leadership Prep serves students from predominately low-income families. With enrollment based on random lottery, 99% of students attending Leadership Prep live in Central Brooklyn where the school is located. At the end of the school year, 782 students were enrolled in Leadership Prep's 2017-2018 student body. Of these students:

- 81% are eligible for free or reduced-price lunch
- 90% are Black, 7% are Latino, 2% are White or "Other", 1% Asian
- 52% are girls and 48% are boys;
- 9% are special education students

Leadership Prep scholars will graduate from college despite the odds facing their demographic. According to the US Department of Education, the high school drop-out rate among young African-Americans (ages 16-24) is twice that of their white counterparts (9.9% compared to 4.8%). This gap persists at the post-secondary level with only 19% of African-Americans (over age 25) obtaining a bachelor's degree compared to 33% of Whites. These education gaps, according to a UC-Berkeley study, result in there being more Black dropouts in prison than in a job by the time they reach their late twenties.

The Leadership Prep community helps its young scholars develop the knowledge, skills, and character traits needed to excel in college and beyond. The hope is that these young scholars will transcend the educational, economic and social conditions that too often limit their life opportunities.

In 2017-2018, UCC served students in Grades 9-12, all of whom attended an Uncommon Schools middle school. In total, we served 302 students. The breakdown of student demographics:

- First-Generation Students: **82%**
- Free or Reduced Priced Lunch: **86%**
- Male/Female: **46% / 54%**
- Black or African American: **86%**
- Latino: **14%**

One hundred percent of UCC students are required to take a minimum of six (6) Advanced Placement courses to graduate as part of UCC's "AP for All" program. In addition, UCC is one of 5 high schools in New York City to be in the inaugural AP Capstone cohort, which requires student to

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produce original and independent research. Students must complete 50 hours of community service through UCC's Service Learning Program.

UCC has three (3) alumni cohorts; 100% of both were admitted to at least one (1) four-year college. One hundred percent of the Class of 2018 is currently enrolled in a four-year college. UCC continues to support alumni "to and through" college with a fulltime Alumni Services Coordinator, who partners directly with graduates' post-secondary institutions.

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	79	86	82	86	73	82	66	30	19					
2014-15	88	88	89	82	87	92	84	62	19					
2015-16	88	85	83	85	87	79	89	68	58	91	83	53	33	
2016-17	85	89	90	91	90	91	86	85	71	102	81	71	48	
2017-18	87	86	91	88	88	87	85	87	83	120	81	51	59	

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	33	0	33
2016-17	2013-14	2013	48	0	48
2017-18	2014-15	2014	62	0	62

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	33	0	33
2016-17	2013-14	2013	48	0	48
2017-18	2014-15	2014	62	0	62

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	N/A	N/A	N/A
2016-17	2012-13	2012	N/A	N/A	N/A
2017-18	2013-14	2013	0	0	0

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

100% of students at Uncommon Collegiate Charter High School will graduate with a New York State Regents diploma.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

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

Grade 9: English (2 credits), History (2 credits), Math (2 credits), Science (2 credits), Spanish (2 credits), Physical Education (1 credit), Arts Elective (1 credit), Collegiate Preparation (2 credits)

Grade 10: English (2 credits), History (2 credits), Math (2 credits), Science (2 credits), Spanish (2 credits), Physical Education (1 credit), Arts Elective (1 credit), Collegiate Preparation (2 credits)

Grade 11: English (2 credits), History (2 credits), Math (2 credits), Science (2 credits), Seminar/Research (2 credits), Collegiate Preparation (2 credits), and *optional* Spanish (2 credits)

Grade 12: English (2 credits), History (2 credits), Math (2 credits), Science (2 credits), Seminar/Research (2 credits), Collegiate Preparation (2 credits), and *optional* Spanish (2 credits)

RESULTS AND EVALUATION

Of the 2016 Cohort at Uncommon Collegiate Charter High School, which was in its second year in 2017-2018, 96% of students were promoted to the next grade level. Of the 2017 Cohort, which was in its first year in 2017-18, 95% of students were promoted to the next grade level.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	81	96%
2017	120	95%

ADDITIONAL EVIDENCE

N/A

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

As evidenced by strong Regents performance in Grades 8, 9 and 10, 100% of students in the 2014 and 2015 Cohorts have passed three (3) Regents exams by the conclusion of 10th grade. Seventy-seven percent of the 2016 Cohort passed three (3) Regents exams by the conclusion of 10th grade. Unlike prior cohorts, several students in this cohort did not take a Regents exam in 8th grade; therefore, by the end of sophomore year, they had only sat for three (3) Regents exams total.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	83	100%
2015	91	100%
2016	81	77%

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school

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graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

One hundred percent of Uncommon Collegiate Charter High School students in the 2012 and 2013 Cohorts graduated after four years. Of the 2014 Cohort, 98% graduated in four years. It is expected that the 2% of the 2014 Cohort will graduate within five years and be awarded New York State Regents diplomas.

All students that withdrew from Uncommon Collegiate in these cohorts transferred to degree-granting schools and/or programs.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	33	100%
2013	48	100%
2014	62	98%

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	N/A	N/A
2013	33	100%
2014	48	100%

ADDITIONAL EVIDENCE

N/A

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

At the time of this report, comparative graduation data has not yet been released. Uncommon Collegiate Charter High School will update when the data becomes available.

One-hundred percent of students in the 2012 and 2013 Cohorts, and 98% of the 2014 Cohort had the required Regents credits to be awarded New York State Regents diplomas in June 2016, 2017 and June 2018.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	33	100%	3941	85%
2013	48	100%	Data Not Available	Data Not Available
2014	66	100%	Data Not Available	Data Not Available

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	0	0
2013	0	0
2014	0	0

ADDITIONAL EVIDENCE

No student in the 2014 Cohort pursued the Pathway route.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In its first and second years with a fourth-year cohort, Uncommon Collegiate Charter High School achieved its High School Graduation goals, graduating 100% of students in four-years.

In its third year, 98% of the 2014 Cohort graduated in four years. It is expected that in June 2019, 100% of the 2015 Cohort, including the remaining students in the 2014 Cohort, will graduate and be awarded a New York State Regents diploma.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

N/A

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

One hundred percent of students will graduate from high school, and be admitted to and enroll in a four-year college or university.

Goal 2: Absolute Measure

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

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

METHOD

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

RESULTS AND EVALUATION

Eighty-five percent of students in the 2014 Cohort, passed an Advanced Placement exam with a score of 3 or higher. This percentage exceeds the absolute measure of 75% of graduating students. This is an improvement on the performance of the 2013 Cohort, in which only 72% earned a score of 3 or higher on an AP exam.

In addition, 56% of students in the 2014 Cohort also met or exceeded the “college and career readiness benchmark.” Although this number falls below the stated absolute measure, many of these students were also among the 85% earning a score of 3 or higher on an AP exam.

Uncommon Collegiate Charter High School does not offer courses in partnership with a college or university, nor does Uncommon Collegiate Charter High School offer the required foreign language instruction required to pass a foreign language Regents exam. Rather than adhere to the Advanced Regents program, UCC students take AP-aligned classes outside the scope of the Regents curriculum. One hundred percent of students earn a Regents diploma, but do not take additional tests.

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Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an Advanced Placement exam with a score of 3 or higher	62	53	85%
Passing a college level course offered at a college or university or through a school partnership with a college or university	0	0	#DIV/0!
Achieving the college and career readiness benchmark on the SAT	62	35	56%
Earning a Regents diploma with advanced designation	62	0	0%
Overall	186	88	47%

ADDITIONAL EVIDENCE

N/A

Goal 2: Absolute Measure

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

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

At the time of this report, comparative CCCRI data had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	N/A	N/A	N/A
2016-17	2013	N/A	N/A	N/A
2017-18	2014	63	TBD	118.66

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

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

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

At the time of this report, comparative CCCRI data had not yet been released. Uncommon Charter High School will update this report when the data becomes available.

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	118.66	Data Not Available

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

One-hundred percent of the 2012, 2013 and 2014 Cohorts were admitted to at least one (1) four-year college or university. One-hundred percent of the 2012 and 2014 Cohorts matriculated the fall semester following graduation. Forty-eight student (97%) of the 2013 Cohort matriculated. The one (1) student that did not matriculate had documented medical issues that prevented him from enrolling in the Fall of 2017. The averages for all three (3) cohorts exceed the 75% benchmark.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)]*100$
2012	32	32	100%
2013	49	48	97%
2014	59	59	100%

SUMMARY OF THE COLLEGE PREPARATION GOAL

In its third year with a fourth-year cohort, Uncommon Charter High School achieved the High School Graduation goals, graduating 100% of students. Furthermore, it exceeded the New York State benchmark of 75% matriculating in a two- or four-year college.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Data Not Available
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Data Not Available
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

N/A

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at Leadership Preparatory Charter School 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 places a strong focus on literacy during the elementary years. The Leadership Prep reading program strives to “overwhelm the challenge” of early literacy deficits by aggressively accelerating 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), Waterford Early Reading, and a Guided Reading/Reading Comprehension program 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 in grades K-2 receive 45 minutes of Reading Mastery instruction, 45 minutes of instruction using the highly-successful Headsprout and Raz-kids computer literacy program and 45 minutes of teacher-generated Reading Comprehension or Guided Reading instruction based on the Reading Workshop Model. In grades 3-4, students receive 50 minutes of teacher-generated Reading Comprehension or Guided Reading instruction, 50 minutes of Reading Comprehension of Informational texts, as well as 50 minutes of scholar-tailored literacy practice in the form of Independent Reading and Writing. In the Middle Academy, students receive 120 minutes of English Language Arts instruction daily, in addition to a 50 minute Read for College (RFC) group with a student to teacher ratio of approximately 8:1. RFC groups are based on students’ reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have between 30 – 60 minutes of independent reading time daily.

Goal 3: 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] grade 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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2017-18 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	82			5		88
4	86			2		88
5	84			0		87
6	82			0		85
7	83			0		87
8	80			0		83
All	497			7		518

RESULTS AND EVALUATION

The 2017-2018 school year was Leadership Prep Bedford Stuyvesant's tenth 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 8th grade, and roughly 66% of Leadership Prep Bedford Stuyvesant's students enrolled in their second year scored at proficiency on the 2017-18 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	76%	82	67%	53
4	71%	86	73%	56
5	39%	84	42%	32
6	70%	82	69%	50
7	54%	83	58%	42
8	84%	80	86%	62
All	65%	497	66%	295

ADDITIONAL EVIDENCE

In the tenth year of the administration of the NYS Common Core exam in English Language Arts, Leadership Prep Bedford Stuyvesant did not meet this measure. However, gains were made towards achieving this goal. Over the years, we have gotten closer and closer to meeting this goal. While there has been significant growth, 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 continuing to implement a higher level of rigor in our English Language Arts instruction going forward to continue to move towards this goal.

We believe that the steps we took last year and will continue to take this year will help to increase student performance on the exam in following years.

⁴ 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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- While we began to align our curriculum to Common Core standards in summer of 2012, in the 2016-2017 school year, the Middle Academy adopted small group instruction in order to improve teaching practices and ensure that students are better prepared for the test.

In the last three school years, we began to have a stronger focus on students writing and increased our level of aggressively monitoring writing practice and increased teacher feedback after each writing session. We think that implementing this practice played a significant part in raising the levels of overall proficiency with our scholars. We will continue this practice and will also implement a periodic writing assessment so that we can collect additional data around writing instruction and student work to continue to increase student achievement.

With the rigorous Common Core State Exams, Leadership Prep Bedford Stuyvesant continues to close the achievement gap in the majority of grades and subjects as compared to the state average of white students. This tells us that while the results are still below the school's goal, some of the interventions programs and curriculum changes that we've put into place have resulted in significant progress towards the goal. We have seen significant improvement over time and believe that we will meet this goal in the coming years.

ELA Performance by Grade Level and 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	58%	74	74%	73	67%	53
4	76%	69	59%	82	73%	56
5	40%	67	74%	87	42%	32
6	56%	81	43%	72	69%	50
7	65%	62	78%	74	58%	42
8	67%	51	82%	65	86%	62
All	60%	404	68%	453	66%	295

Goal 3: 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

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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 Bedford Stuyvesant scored 167.5 on the ELA Performance Index

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[7%]	[27%]	[44%]	[21%]

PI	=	[27%]	+	[44%]	+	[21%]	=	[92%]
				[44%]	+	[21%]	=	[65%]
					+	(.5)*[21%]	=	[10.5%]
						PI	=	[167.5]

Goal 3: 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.⁵

RESULTS AND EVALUATION

In the 2017-18 school year, Leadership Prep Bedford Stuyvesant met its goal of meeting the Annual Measurable Objective (AMO) that was set forth by the State's NCLB accountability system.

With targeted instruction, increased time spent on literacy and increased monitoring and feedback given during writing, we hope that Leadership Prep Bedford Stuyvesant will continue to surpass the state AMO for all students.

⁵ 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](#).

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%	53	56%	999
4	73%	56	57%	949
5	42%	32	43%	993
6	69%	50	39%	702
7	58%	42	42%	681
8	86%	62	39%	560
All	66%	295	47%	4,884

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in ELA in all testing grades aside from 5th. Overall, we outperformed District 13 by an average of 19%. We need to continue to strive to meet our absolute goal of 75% proficiency in all grades. 6th and 8th grade students demonstrated the highest performance as compared to the district, showing a margin of 30 and 47 percentage points in outperforming their peers, where 5th grade showed the lowest performance in comparison to the district, where the district outperformed us by 1%.

We believe that our continued focus on small group instruction, as well as an increased focus on writing will only help to continue the growth in student performance on the ELA exam in the coming years.

With the rigorous Common Core State Exams, Leadership Prep Bedford Stuyvesant continues to close the achievement gap in all grades in the ELA state exam compared to the state average of white students. This indicates that while the results are still below the school’s goal of 75% of students reaching proficiency, our small group instruction and additional focus on writing have resulted in significant progress towards the goal.

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	58%	74%	74%	49%	67%	56%
4	76%	69%	59%	49%	73%	57%
5	40%	67%	74%	41%	42%	43%
6	56%	81%	43%	27%	69%	39%
7	65%	62%	78%	32%	58%	42%
8	67%	51%	82%	34%	86%	39%
All	60%	67%	68%	38%	66%	47%

Goal 3: Comparative Measure

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

METHOD

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

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

RESULTS AND EVALUATION

All grade levels had effect sizes surpass the .3 goal. The greatest effect size occurred in the 7th grade, where it was 2.49. The 8th grade class also showed an impressive effect size of 2.32.

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	85.9	85	69	30.8	38.2	2.07
4	90.1	88	59	26.8	32.2	1.82
5	75.6	90	46	27.4	18.6	1.26
6	81.6	83	41	21.4	19.6	1.31
7	80.2	81	77	30.6	46.4	2.49
8	80.3	70	80	35.4	44.6	2.32
All	82.3	497	61.2	28.5	32.7	1.85

School’s Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

With an effect size of 1.85, Leadership Prep Bedford Stuyvesant met the measure for the 2017-2018 school year. Of the course of a year, we saw a growth in the effect size of .21. We anticipate that this number will continue to grow over time. Our results demonstrate that scholars are outperforming their counterparts and that economic disadvantage should not predict performance on the state exam.

While we cannot yet determine performance on the measure for the 2018-19 school year, we hope that the school's ELA performance continues to improve in all grade levels and is higher than the predicted performance on the NYS ELA Exam given the changes made to improve ELA instruction in the 2017-2018 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-8	75.3	407	40.5	22.5	1.26
2015-16	K-8	74.8	465	57.6	29.7	1.64
2016-17	K-8	82.3	497	61.2	28.5	1.85

Goal 3: 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 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.⁷

RESULTS AND EVALUATION

In 2016-2017, Leadership Prep Bedford Stuyvesant exceeded the statewide median for growth percentile by 0.6 percentage points. All but one grade, exceeded the statewide median. 7th grade showed the highest difference between the statewide median with a difference of 8.1 percentage points.

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an e55.3xplanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: p50.6ortal.nysed.gov.

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

Grade	Mean Growth Percentile	
	School	Target
4	54	50.0
5	35.3	50.0
6	51.6	50.0
7	58.1	50.0
8	55.3	50.0
All	50.6	50.0

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant met the measure of students outperforming the statewide median overall. However, this measure was not met in each specific grade. In 5th grade, students did not match or outperform the statewide median in growth percentile. In all other testing grades, the school's mean growth percentile is greater than the state's median.

For the last three years, Leadership Prep Bedford Stuyvesant has exceeded the Statewide Median Growth Average.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	36	61.8	54	50.0
5	40.7	46.9	35.3	50.0
6	53.8	60.1	51.6	50.0
7	60	62.5	58.1	50.0
8	65.1	60.1	55.3	50.0
All	47.5	59.6	50.6	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its tenth year of state testing, Leadership Prep Bedford Stuyvesant's ELA results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Bedford Stuyvesant's achieved two of the three relevant ELA goals based on results of the 2016-17 state exams. The school did achieve the absolute goal of having an aggregate PLI meeting the AMO by the state. The school did also surpass the .3 effect size. The school did not achieve the absolute goal of 75% proficiency for students enrolled in at least their second year, nor did we achieve the goal of each testing grade demonstrating a growth percentile that is greater than the state's median. We know that there is still work to be done in order to ensure that our students performance continue to demonstrate growth in each of our goal areas on the 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 (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 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 2018-19 school year, Leadership Prep Bedford Stuyvesant Elementary Academy 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 Headsprout and Raz-Kids computer programs to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. The shift was made from Riverdeep to Headsprout in the 2016-2017 school year with great success. 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.

As both an Elementary Academy and Middle Academy, Leadership Prep will also continue to give heavy focus to our testing-grade students. We will continue to offer small group instruction to all students in testing grades and work closely with families to ensure all students are meeting grade level benchmarks throughout the year.

We will also utilize intervention teachers to work exclusively with our lowest readers in all grades. We will also utilize intelligent scheduling to allow to teacher professional development and coaching. This year, we have created additional instructional coaches and all teachers will be observed and given feedback on their instruction at least 3 times per month. Teachers additionally have more time for co-observation of critical reading blocks.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2018-19 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. We saw great success with this implementation last year and will continue the practice this year. 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

Beginning last year, Leadership Prep Bedford Stuyvesant 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 Bedford Stuyvesant will continue to make adjustments to their ELA curriculum and ensure that the focus of each lesson is common core aligned.

Interim Assessments also continue to be redesigned and revamped to be more aligned with Common Core standards. 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. Scoring of these interim assessments will continue to be rigorous so as to show a realistic performance level. At the Middle Academy, a program called "Read for College" will continue to be implemented during the 2018-19 school year for all readers, which addresses all students at their exact reading level. Recognizing that a strong foundation in literacy is essential for academic success, students who read far below grade level have a 50-minute small group reading block four times a week to help build fluency and comprehension by reading texts that are just their level. Students reading at grade level read books slightly above their level with regular comprehension checks from their teacher while students reading above grade level are able to read texts of their own choosing.

In addition to the measures being taken at the Elementary Academy, at the Middle Academy, novel studies for reading classes have been aligned with the rigorous Common Core standards and non-fiction texts are being used to support and enhance the learning process and to deepen student understanding of the texts they encounter. Furthermore, teachers across all disciplines use standard language to develop writing skills for responding to short answer questions and essay questions. Finally, all scholars engage four times a week in sustained independent reading at a book on their reading level for thirty minutes a day and receive another thirty minutes a day of Guided Reading instruction with students at their reading level.

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.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁸ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The 2012, 2013 and 2014 Cohorts met and exceeded High School ELA goals. The 2012 and 2013 Cohorts took both the Comprehensive English Regents exam and the English Common Core Regents exam, whereas the 2014 Cohort only took the English Common Core Regents exam.

The 2014 Cohort met its measure with an 88% passing rate on the English Common Core Regents exam in 9th grade. In its second administration, 97% of the 2014 Cohort passed the exam.

If a student scores below UCC’s internal benchmark of 80 on a Regents examination, he/she is required to retake the exam, regardless of passing score. At the end of 10th Grade, 97% of students had passed the English Common Core Regents examination with a score of 65 or higher. Eighty-one percent of this cohort scored above 75.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	33	76%
2013	48	93%
2014	59	81%

ADDITIONAL EVIDENCE

The first two cohorts surpassed the ELA benchmark prior to 11th Grade. While all students passed the exam, UCC continued to have students take the exam to ensure the highest score possible. The 2014 Cohort met the benchmark as of September 2016 following the August 2016 Regents administration.

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁹ Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	83	100%	71	100%	59	81%
2015	91	96%	81	100%	61	49%
2016			102	92%	79	47%
2017					85	32%

Goal 3: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The 2014 Cohort met its measure with an 96% passing score on the English Common Core Regents exam of at least Level 3. Sixteen percent of the 2014 Cohort scored between 65-74, while 81% scored above 75.

If a student scores below UCC's internal benchmark of 80 on a Regents examination, he/she is required to retake the exam, regardless of passing score. At the end of 10th Grade, 97% of students had passed the English Common Core Regents examination with a score of 65 or higher. Eighty-one percent of this cohort scored above 75.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	33	100%

¹⁰ Based on the highest score for each student on the English Regents exam

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2013	48	100%
2014	59	96%

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	70	96%	70	96%	59	96%
2015	72	85%	72	85%	61	89%
2016			94	65%	79	78%
2017					85	65%

Goal 3: Absolute Measure

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

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹¹ To achieve this measure, all tested students in the Accountability Cohort must have a PI 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 Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Based on the 2014 High School Accountability Cohort, the School achieved this measure and surpassed the 2017-2018 ELA MIP with a score of 235.5. At this time, the Performance Index benchmark is unavailable.

¹¹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
59		3%	15%	81%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 3 & + & 15 & + & 81 & = & 99 \\
 & & & & 15 & + & 81 & = & 96 \\
 & & & & & + & 40.5 & = & 40.5 \\
 & & & & & & \text{PI} & = & 235.5
 \end{array}$$

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

At the time of this report, comparative graduation data for NYS ELA Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available.

The 2014 Cohort met and exceeded the ELA goals. The 59 students in the cohort all passed the English Common Core Regents examination. Eighty-one percent of this cohort scored above 75.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School	School District		
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	76%	33	Data Not Available	Data Not Available
2013	93%	49	Data Not Available	Data Not Available
2014	81%	59	Data Not Available	Data Not Available

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Ninety-six percent of the 2014 Cohort earned passing score on the English Common Core Regents exam of at least Level 3. Sixteen percent of the 2014 Cohort scored between 65-74, while 81% scored above 75. At the time of this report, comparative data for English Regents had not yet been released. Uncommon Collegiate Charter High School will update this report when the data becomes available.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100%	33	Data Not Available	Data Not Available
2013	100%	49	Data Not Available	Data Not Available
2014	96%	59	Data Not Available	Data Not Available

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Ninety-six percent of the 2014 Cohort earned passing score on the English Common Core Regents exam of at least Level 3. Sixteen percent of the 2014 Cohort scored between 65-74, while 81% scored above 75. At the time of this report, comparative data for English Regents had not yet been released. Uncommon Collegiate Charter High School will update this report when the data becomes available.

English Regents Performance Index (PI) ¹² of Fourth-Year Accountability Cohorts by Charter School and School District				
Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012			Data Not Available	Data Not Available
2013			175	2528
2014	235.5	59	Data Not Available	Data Not Available

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

¹² For an explanation of the procedure to calculate the school’s PI, see page 28.

METHOD

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

RESULTS AND EVALUATION

There were no students that were “not proficient in the 8th grade” who also scored Performance Level 4 on the English Common Core Regents exam.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	33	76%
2013	48	93%
2014	0	0

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

There were no students that were “not proficient in the 8th grade” who also scored Performance Level 3 on the English Common Core Regents exam.

¹³ Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	33	100%
2013	48	100%
2014	0	0

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁵

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	Data Not Available
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Data Not Available
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Data Not Available
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Data Not Available
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations	N/A

¹⁴ Based on the highest score for each student on the English Regents exam

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	(currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

N/A

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Leadership Prep students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

Leadership Prep executes 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.

Leadership Prep Bedford Stuyvesant has seen great success in implementing more rigorous and teacher-created lessons than the curriculum used previously. The current curriculum allows scholars to think about math at a more analytical level and with deeper comprehension, than just executing the steps of an algorithm. Scholars are expected to be able to think critically about what the algorithm means and also demonstrated various ways to get to the same result.

Scholars at Leadership Prep receive 60-90 minutes of math instruction each day, depending on the grade level. The math program in K-2 includes a 20-minute Math Meeting which begins each math block, as well as a lesson and practice for 55 minutes.

At the Middle Academy, scholars receive 90 minutes of math instruction five days a week with the last 30 minutes focusing on independent work. During this time, scholars are supported by two teachers who are providing specific intervention to small groups of students focused on their particular needs.

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 4: 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program mathematics assessment to students in [3] through [8] grade 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	22			5		88
4	86			2		88
5	84					87
6	82					85
7	83					87
8	80					83
All	497			7		518

RESULTS AND EVALUATION

The 2017-2018 school year was Leadership Prep Bedford Stuyvesant's tenth 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 April 2018. Roughly 56% of Leadership Prep Bedford Stuyvesant's students enrolled in their second year scored at proficiency on the 2017-18 NYS Math Exam.

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	93%	82	85%	73
4	87%	86	86%	76
5	46%	84	45%	75
6	49%	54	50%	48
7	65%	83	67%	70
8	N/A	N/A	N/A	N/A
All	73%	389	56%	342

¹⁶ 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.

ADDITIONAL EVIDENCE

In 2017-2018, Leadership Prep Bedford Stuyvesant did not meet the goal in all grades that took the Math State Exam. This measure was only met in grade 3 and 4, with over 75% of students in at least their second year scored proficient or advanced on the Math State test. It is still the school's goal to see that at least 75% of tested students in at least their second year 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.

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	81%	74	76%	72	93%	73
4	86%	69	64%	81	87%	76
5	51%	67	57%	86	46%	75
6	67%	81	62%	74	49%	48
7	84%	22	82%	68	65%	70
8	N/A	N/A	N/A	N/A	N/A	N/A
All	74%	353	68%	381	56%	342

Goal 4: 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 Bedford Stuyvesant scored 187.5 on the Math Performance Index.

2017-18 ACCOUNTABILITY PLAN PROGRESS 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
	[8%]	[19%]	[28%]	[45%]

$$\begin{array}{rclclclcl}
 \text{PI} & = & [19\%] & + & [28\%] & + & [45\%] & = & [92\%] \\
 & & & & [28\%] & + & [45\%] & = & [73\%] \\
 & & & & & + & (.5)*[45\%] & = & [22.5] \\
 & & & & & & \text{PI} & = & [187.5]
 \end{array}$$

Goal 4: 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 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.¹⁷

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant students in at least their second-year outperformed peers in Community School District 13 on the first administration of the Common Core Math exam by 17 percentage points.

- 93% of Leadership Prep Bedford Stuyvesant's 3rd grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state Math exam exceeding CSD 13 3rd graders by 39 percentage points.
- In 4th grade, 87% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 47% of District 13 4th graders.
- In 5th grade, 46% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 42% of District 13 5th graders.
- In 6th grade, 49% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 27% of District 13 6th graders.
- In 7th grade, 65% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 32% of District 13 7th graders.

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

¹⁷ 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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	93%	73	54%	1,007
4	87%	76	47%	955
5	46%	75	42%	993
6	49%	48	27%	702
7	65%	70	32%	693
8	N/A	N/A	15%	483
All	<u>56%</u>	342	39%	4,833

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in Math in all 5 testing grades and overall by an overall margin of 17 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 in all grades.

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	81%	42	76%	49	93%	54
4	86%	40	64%	36	87%	47
5	51%	36	57%	35	46%	42
6	67%	23	62%	26	49%	27
7	84%	15	82%	17	65%	32
8	N/A		N/A		N/A	15
All	74%	31	68%	33	56%	39

Goal 4: 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

All grade levels at Leadership Prep Bedford Stuyvesant had effect sizes surpass the .3 goal. The greatest effect size is occurred in the 7th grade, with an effect size of 2.71.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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	85.9	85	71	36.0	35.0	1.66
4	90.1	87	67	26.5	40.5	2.09
5	75.6	89	56	33.3	22.7	1.27
6	81.6	85	61	25.7	35.3	1.8
7	80.2	75	79	23.5	55.5	2.71
8	N/A	N/A	N/A	N/A	N/A	N/A
All	82.7	421	66.4	29.2	37.2	1.88

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

With an overall Effect Size of 1.88, Leadership Prep Bedford Stuyvesant did meet the measure for the 2015-2016 school year. While we cannot yet determine performance on the measure for the 2017-18 school year, we hope that the school's Math performance continues to improve in all grade levels and is higher than the predicted performance on the NYS Math Exam given the changes made to improve Math instruction and align the curriculum to Common Core in the 2016-2017 year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-8	76.4	389	65.8	30.0	1.93
2015-16	K-8	76.8	411	72.1	31.3	2.07
2016-17	K-8	82.7	421	66.4	29.2	1.88

Goal 4: Growth Measure¹⁸

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.

¹⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.¹⁹

RESULTS AND EVALUATION

Leadership Prep did not reach the benchmark in our average mean growth percentile rate. In 6th and 7th grade, we did meet the 50.0 mean growth percentile rate, but did not meet the 50.0 statewide median in 4th and 5th grade.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	42.7	50.0
5	18.2	50.0
6	65.2	50.0
7	67.7	50.0
8	0.0	50.0
All	47.7	50.0

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in 6th and 7th grade but not in 4th and 5th grade for the 2016-2017 school year. This is the third consecutive year where we have seen this trend and we will continue our work to strengthen the transition from elementary school to middle school.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	56.7	58.0	42.7	50.0
5	41.9	30.4	18.2	50.0
6	71.5	70.2	65.2	50.0
7	46.6	61.9	67.7	50.0
8	76.6	0.0	0.0	50.0
All	56.3	54.1	47.7	50.0

¹⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

In its tenth year of state testing, Leadership Prep Bedford Stuyvesant’s math results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Bedford Stuyvesant’s achieved three of the five relevant math goals based on results of the 2017-18 state exams. The school did achieve the absolute goal of having an aggregate PLI meeting the AMO by the state. The school did also surpass the .3 effect size. In addition, the school outperformed scholars in the school district. The school did not achieve the absolute goal of 75% proficiency for students enrolled in at least their second year, nor did we achieve the goal of each testing grade demonstrating a growth percentile that is greater than the state’s median. We know that there is still work to be done in order to ensure that our students performance continue to demonstrate growth in each of our goal areas on the 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 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 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 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

Leadership Prep will continue to employ the teacher-developed and differentiated math 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 Bedford Stuyvesant will continue to make changes to its curriculum to be better prepared to address the increased rigor of the 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 3-8 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.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²⁰ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Every student in the 2014 Cohort passed either one (1) or two (2) of the four (4) eligible math Regents exams: Integrated Algebra, Algebra Common Core, Geometry Common Core and/or Algebra II.

Uncommon Collegiate Charter High School did not meet the measure for the 2014 Cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	33	68%
2013	48	34%
2014	59	27%

²⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²¹ Based on the highest score for each student on a mathematics Regents exam

ADDITIONAL EVIDENCE

While Uncommon Collegiate Charter High School did not meet this measure at the Level 4 benchmark, the majority of students in the 2014 Cohort scored 70 or higher on a Common Core-aligned Mathematics Regents exam by their fourth year and 99% exceeded the Level 3 benchmark.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	N/A	N/A	83	93%	59	27%
2015	N/A	N/A	81	76%	61	20%
2016			N/A	N/A	79	48%
2017					85	42%

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The majority of students in the 2014 Cohort scored 70 or higher on a Common Core-aligned Mathematics Regents exam by their fourth year and 99% exceeded the Level 3 benchmark. This exceeds the 80% benchmark.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	N/A	N/A
2013	N/A	N/A
2014	59	99%

²² Based on the highest score for each student on a mathematics Regents exam

ADDITIONAL EVIDENCE

N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	53	100%	48	100%	59	99%
2015	83	92%	71	100%	61	95%
2016			81	76%	79	91%
2017					85	89%

Goal 4: Absolute Measure

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

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²³ To achieve this measure, all tested students in the Accountability Cohort must have a PI 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 Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The Performance Index for the Mathematics Regents exam for the 2014 Graduating Cohort is 211.5 out of the highest possible 250.

Mathematics Performance Index (PI)

²³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	1%	0%	72%	27%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 0+ & + & 72 & + & 27 & = & 99 \\
 & & & & 72 & + & 27 & = & 99 \\
 & & & & & + & 13.5 & = & \underline{13.5} \\
 & & & & & & \text{PI} & = & 211.5
 \end{array}$$

ADDITIONAL EVIDENCE

The majority of students in the 2013 Cohort scored at a Level 3, which suggests that the APL can increase next year with a more targeted Regents curriculum.

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

At the time of this report, comparative performance data for NYS Math Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	68%	33	Data Not Available	Data Not Available
2013	34%	48	Data Not Available	Data Not Available
2014	27%	59	Data Not Available	Data Not Available

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

At the time of this report, comparative performance data for NYS Math Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100%	33	Data Not Available	Data Not Available
2013	100%	48	Data Not Available	Data Not Available
2014	99%	59	Data Not Available	Data Not Available

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

At the time of this report, comparative performance data for NYS Math Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

**Mathematics Regents Performance Index (PI)²⁴
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012			Data Not Available	Data Not Available
2013			156	2440
2014	211.5	59	Data Not Available	Data Not Available

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

In the 2014 Cohort, 16 students were classified “not proficient in the 8th grade” in math. Eighty-one percent of these students (13) surpassed the Level 4 Benchmark on a math Regents exam.

²⁴ For an explanation of the procedure to calculate the school’s PI, see page 46.

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Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	N/A	N/A
2013	3	0%
2014	16	81%

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

In the 2014 Cohort, 16 students were classified “not proficient in the 8th grade” in math. One hundred percent of these students surpassed the Level 3 Benchmark on a math Regents exam.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	N/A	N/A
2013	3	100%
2014	16	100%

ADDITIONAL EVIDENCE

N/A

²⁵ Based on the highest score for each student on the English Regents exam

²⁶ Based on the highest score for each student on the mathematics Regents exam

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Summary of the High School math Goal ²⁷

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not Achieve
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

GOAL 5: SCIENCE

Goal 5: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

²⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

BACKGROUND

Leadership Prep Bedford Stuyvesant’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 2017-18 school year, the science curriculum has become more aligned to Common Core and has increased the amount of reading done by students and reduced 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 5: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant 4th Grade scholars took the 2018 NYS Science exam and 8th grade scholars took the June Living Environment Regents. 90% of Leadership Prep’s 4th graders achieved proficiency in the State Science Exam. 91% of Leadership Prep’s 8th graders achieved proficiency on the 8th Regents exam.

Charter School Performance on 2017-18 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 Proficient	Number Tested	Percent Proficient	Number Tested
4	90%	89		
8	91%	81	N/A	N/A
All	90.5%	170	N/A	N/A

ADDITIONAL EVIDENCE

In 2017-2018 Leadership Prep Bedford Stuyvesant met absolute measure of 75% of students scoring proficient on the New York State Science exam with 90% of Leadership Prep Bedford Stuyvesant’s 4th grades achieving a Level 3 or 4 on the exam and 91% of 8th graders scoring proficient or advanced on the Living Environment Regents.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	94%	66	94%	66	90%	89
8	100%	19	100%	58	91%	81
All	97%	124	90%	151	90.5%	170

Goal 5: 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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

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

2017-18 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 ²⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89%	75		
8	94%	72	N/A	N/A
All	92%	170	N/A	N/A

ADDITIONAL EVIDENCE

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

²⁸ This table uses the prior year's results as 2017-18 district science scores are not yet available.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	94%	81%	86%	86%	89%	N/A
8	100%	43%	93%	46%	94%	N/A
All	97%	62%	90%	66%	N/A	N/A

SUMMARY OF THE SCIENCE GOAL

Due to the 2017-18 comparative scores not being released at the time of this report, we cannot say for certain if our comparative goal was met.

Type	Measure	Outcome
Absolute	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 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 school district of comparison.	Achieved

ACTION PLAN

Building upon the results achieved this year, Leadership Prep Bedford Stuyvesant 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 Bedford Stuyvesant 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

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

For the past three years, 100% of students have passed the Regents science exam with a score of 65.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	33	100%
2013	48	100%
2014	59	100%

ADDITIONAL EVIDENCE

N/A

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	83	93%	71	98%	59	100%
2015	92	78%	81	78%	61	90%
2016			94	83%	79	86%
2017					85	91%

²⁹ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

At the time of this report, comparative performance data for NYS Science Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available Science Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District.

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	100%	33	Data Not Available	Data Not Available
2013	100%	48	Data Not Available	Data Not Available
2014	100%	59	Data Not Available	Data Not Available

ADDITIONAL EVIDENCE

N/A

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

Ninety-three percent of the 2014 Cohort passed the U.S. History Regents exam with a score of 65 or higher.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	33	100%
2013	48	100%
2014	59	93%

EVALUATION

The 2014 Cohort met and surpassed the goal of 75% of students passing the U.S. History Regents exams with a score of 65 or higher.

ADDITIONAL EVIDENCE

N/A

³⁰ Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	N/A	N/A	57	82%	67	93%
2015	N/A	N/A	N/A	N/A	61	64%
2016			N/A	N/A	N/A	N/A
2017					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

At the time of this report, comparative performance data for NYS history Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available history Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	100%	33	Data Not Available	Data Not Available
2013	100%	48	Data Not Available	Data Not Available
2014	93%	59	Data Not Available	Data Not Available

EVALUATION

At the time of this report, comparative performance data for NYS history Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available history Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District.

ADDITIONAL EVIDENCE

N/A

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

The 2014 Cohort met and surpassed the goal of 75% with a 90% passing the Global History Regents exam with a score of 65 or more.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	33	100%
2012	48	100%
2013	59	90%

EVALUATION

The 2014 Cohort met and surpassed the goal of 75% with a 90% passing the Global History Regents exam with a score of 65 or more.

ADDITIONAL EVIDENCE

N/A

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	81	83%	71	94%	59	90%
2014	N/A	N/A	81	78%	61	72%
2015			N/A	N/A	79	63%

³¹ Based on the highest score for each student on a science Regents exam

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2016					N/A	N/A
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Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

At the time of this report, comparative performance data for NYS history Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available history Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District.

**Global History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	100%	33	Data Not Available	Data Not Available
2013	100%	48	Data Not Available	Data Not Available
2014	90%	59	Data Not Available	Data Not Available

EVALUATION

At the time of this report, comparative performance data for NYS history Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available history Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District.

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Leadership Prep and Uncommon Collegiate Charter High School is currently in “Good Standing” under ESSA accountability system and will continue to work diligently to meet each ESSA requirement and comply with all stated guidelines.

Accountability Status by Year

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