



**INVICTUS PREPARATORY
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Camille Bell, Executive Director, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Charles Guerrero	
Luke Justice	Treasurer
Renee Chung	Chair
Stefan Atkinson	Trustee
Kevin S. Brown	Trustee

Camille Bell has served as the Executive Director since 2014.

INTRODUCTION

Our Mission

Invictus Preparatory Charter School exists to empower scholars with the academic and ethical foundations necessary for excellence in high school, college and life.

Our Model

- **High academic expectations lead to high academic achievement**

We expect all of our scholars to succeed in the four core academic areas of English, Math, Science, and Social Studies. However, proficiency is not enough to be considered college-ready. We expect every single one of our scholars to become masters of their studies; Invictus Prep's curriculum is built to ensure a sound academic foundation for eventual expertise in all subjects.

- **Learning is easiest in a safe, structured school.**

Learning cannot occur in an environment of disorder and chaos. Invictus Prep has very high expectations for student behavior, and will not allow students to disrespect the school, our staff, other students, or themselves.

- **Literacy is Everything**

Literacy is the academic skill upon which all learning is based. A student cannot be considered college---ready if they cannot read critically, write eloquently, and speak fluently. Invictus Prep provides its students with a minimum of two hours of literacy instruction daily.

- **Character Counts**

We believe that is our responsibility to teach our students to make good decisions. All Invictus Prep students receive weekly instruction on the meaning of Integrity, Courage, Excellence, and Determination.

We strive to create a community that nurtures our students' growth by teaching how to work and learn together with mutual kindness, respect and consideration for one another, the cultures and ideas we study and for the learning environment. Every interaction with students is a teachable moment. Our community encourages the development of self---discipline and our role is to help students take responsibility for their actions and empower them.

To enliven the kind of school that we are seeking to create, all members of the Invictus Prep community are expected to adhere to the following core values:

- INTEGRITY
- COURAGE
- EXCELLENCE
- DETERMINATION

School Enrollment by Grade Level and School Year

School Year	5	6	7	8	Total
2011-12	94				94
2012-13	90	89			180
2013-14	69	85	83		238
2014-15	53	81	102	68	311

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in literacy.

Background

Beginning in the 2014-2015 school year, Invictus shifted to a more rigorous instructional approach in which students are challenged to practice higher order thinking skills rather than simply perform information recall tasks.

This shift required extensive professional development support throughout the year. A key component of the new instructional focus will be Gradual Release of Responsibility (“GRR”), which teachers have been trained to use, and will continue to revisit throughout the 2015-16 school year. GRR is a method that encourages students to perform cognitive heavy-lifting. In classes where GRR is employed successfully, students do the majority of the talking while teachers prompt with probing questions. The use of this method represents a direct alignment with our focus on the instructional core.

During the 2014-2015 school year, professional learning communities were introduced with focused grade level achievement targets and weekly meetings to monitor the progress.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 5 through 8 in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
5	57			0	57
6	78			0	78
7	95			2	97
8	71			0	71
All	301	0	0	2	303

Results

The percent of IPCS scholars scoring at standards 3 and 4 varied greatly among grades 5-8, but overall 14 percent of all students and 17 percent of two year cohort students achieved proficiency on the 2015 NYS ELA exam.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	5%	57	0	7
6	13%	78	14%	49
7	8%	95	10%	82
8	28%	71	32%	57
All	14%	301	17%	195

Evaluation

IPCS did not achieve this measure.

Additional Evidence

The achievement between grades varies, but overall the cohort students stayed steady at 17 percent.

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

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			17%	6	0%	7
6	19%	77	10%	72	14%	49
7			23%	67	10%	82
8					32%	57
All	19%	77	17%	145	17%	195

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

The Performance Level Indicator calculates to 65, falling short of the AMO of 97 for 2014-15 ELA.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
301	48	39	11	2

$$\begin{aligned}
 \text{PI} &= 39 + 11 + 2 = 52 \\
 & \quad \quad \quad 11 + 2 = 13 \\
 \text{PLI} &= 65
 \end{aligned}$$

Evaluation

IPCS did not achieve this measure.

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

The IPCS overall cohort proficiency percent of 17 surpassed the local district who landed at 15 percent for students in grades 5-8.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	7	18%	1782
6	14%	49	14%	1636
7	10%	82	12%	1781
8	32%	57	18%	1800
All	17%	195	15%	6999

Evaluation

IPCS achieved this measure.

Additional Evidence

IPCS consistently outperforms the local district.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5			17%	16%	0%	18%
6	19%	12%	10%	14%	14%	14%
7			23%	14%	10%	12%
8					32%	18%
All	19%	12%	17%	15%	17%	15%

Goal 1: Comparative Measure

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

Method

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

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

Results

IPCS’s overall comparative ELA performance in 2013-14 was slightly higher than expected at 0.05.

2013-14 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						
4						
5	92.8	73	15	16.2	-1.2	-0.10
6	90.6	83	9	14.3	-5.3	-0.44
7	88.0	83	23	15.5	7.5	0.67
8						
All	90.3	239	15.7	15.3	0.4	0.05

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

IPCS did not achieve this measure.

Additional Evidence

Although the effect size in 2013-14 was not 0.3 or higher, the table below shows positive gains over the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	5	57.3	95	31.6	51.8	-1.43
2012-13	5-6	85.6	171	14.0	17.2	-0.24
2013-14	5-7	90.3	239	15.7	15.3	0.05

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

The school's mean growth percentile for 2013-14 was 53.7, which is higher than the statewide median of 50.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	46.6	50.0
6	57.04	50.0
7		50.0
8		50.0
All	<u>53.7</u>	50.0

Evaluation

IPCS achieved this measure.

Additional Evidence

As evidenced in the table below, IPCS had an overall mean growth percentile greater than 50 in both 2013 and 2014.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
5		46.8	46.6	50.0
6		53	57.04	50.0
7				50.0
8				50.0
All		50.1	53.7	50.0

Summary of the English Language Arts Goal

IPCS continues to outperform the local district and demonstrate growth in ELA. By implementing new programs and providing professional development to all our teachers and staff, we envision student performance to become more improved and level across grades. As the consistency in ELA instruction solidifies, we expect success rates on the NYS exam to increase.

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

Action Plan

To improve student academic performance in all academic areas, Invictus will implement a full turnaround plan in the 2015-16 school year. The foundation of this turnaround plan is the hiring of teacher leaders and providing extensive support for Invictus teachers.

⁶ Grade level results not available.

Invictus has hired a Director of Curriculum and Instruction (“DCI”), an experienced principal and Instructional Leader with 17 years of experience with school turnaround work and instructional leadership. He reports directly to the Executive Director and oversees the instructional staff in all core curricular areas. In addition, experienced department chairs were hired to lead the Science, Technology, Engineering, and Math (“STEM”) & English Language Arts/Humanities departments at Invictus. A Director of Special Education & Student Support Services was hired. This person, a 14-year veteran in the area of special education, has extensive experience in closing achievement gaps for students with special needs.

A month-long Professional Development Institute in August 2015 fully prepared teachers for the upcoming school year. During the Invictus Professional Development Institute, teachers were immersed in: Efficacy, PBIS, Restorative Justice, Data Wise, Gradual Release of Responsibility, Instructional Rounds, SMART Board training, Marzano’s Rigor Series, teambuilding, instructional planning, preparation, and more. This summer series has provided the framework for the school turnaround effort at Invictus.

In the 2015-16 school year, teachers will have approximately twelve hours per week for individual and common planning time, along with professional development. Historically, teachers have received one planning period per day. To provide more support, the master schedule now offers two scheduled common planning times, allowing content area teachers and grade level teams common planning time.

Invictus is working with the Robert J. Marzano’s Learning Sciences International team to support our professional development goals in increasing rigor and critical thinking. The instructional shift began with our staff summer professional development institute and will continue throughout the 2015-2016 school year.

Concurrent to the shift toward GRR will be an increased use of student data to inform instruction. During the 2014-2015 school year, professional learning communities were introduced with focused grade level achievement targets and weekly meetings to monitor the progress. Moving forward, our attention to data has been systematized with the adaptation of the Data Wise method, introduced by researchers at Harvard University. Teachers participated in August training for the Data Wise method and will implement the method throughout the year. Data analysis in professional learning community teams will occur during the weekly scheduled grade team meetings.

In conjunction with the Data Wise process, every 6-8 weeks, Invictus fifth through eighth grade students will take rigorous interim benchmark assessments in ELA and mathematics, which match the content, format and rigor of the end-of-year state test and allow us to determine what each student learned, knows, and is able to do, in terms of mastery of standards and skills taught at the end of each quarter. We use the results from these assessments to establish strategic action plans for re-teaching, intervention, enrichment, re-grouping, differentiation, one-on-one tutoring, and targeted practice.

Students arriving in fifth grade at Invictus have historically arrived substantially below grade level. Therefore, it is extremely important to support all students with daily intervention periods that provide tiered support. In addition to daily 70-minute periods of ELA, math, science, and social studies, students will receive 280 extra minutes of ELA and math intervention per week. Our Saturday School, which runs from January through April, provides additional support for students at-risk for academic failure.

In the 2015-2016 school year, Invictus introduced a new position—Director of Special Education and Student Support Services—designed to supervise support service initiatives across the school. This leader oversees the school’s services for ELL, 504 & IEP scholars. In addition, the special education, intervention, counseling and enrichment staff receive daily support from this position as well. Professional Development is provided school-wide to allow teachers access to the strategies needed to best serve students here at Invictus.

Invictus has made a substantial investment in technology with the purchase of state-of-the-art SMART boards and student response technology for every classroom. SMART boards have been installed in each classroom, and all staff members have received professional development on the technology. Support regarding this technology will be available for teachers on an ongoing basis throughout the school year.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate proficiency in mathematics.

Background

See ELA description above.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 5 through 8 in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
5	57			0	57
6	78			1	79
7	95			3	98
8	71			0	71
All	301	0	0	4	305

Results

24 percent of the students in the two year cohort and 22 percent of all students performed at standards 3 and 4 on the 2015 NYS math exam.

⁷ 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.

**Performance on 2014-15 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
5	14%	57	0%	7
6	29%	78	31%	49
7	11%	95	11%	82
8	34%	71	40%	57
All	22%	301	24%	195

Evaluation

IPCS did not achieve this measure.

Additional Evidence

The vast differences between grade performances is something the IPCS turnaround plan is addressing as we move forward. The achievement over the past three years is up and down.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			0%	6	0%	7
6	25%	77	44%	72	31%	49
7			33%	66	11%	82
8					40%	57
All	25%	77	37%	144	24%	195

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94.

The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

The IPCS Performance Level Indicator in math calculates to 81, falling short of this year’s AMO of 94.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
301	40	39	15	6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 15 & + & 6 & = & 60 \\
 & & & & 15 & + & 6 & = & \underline{21} \\
 & & & & & & \text{PLI} & = & 81
 \end{array}$$

Evaluation

IPCS did not achieve this measure.

Goal 2: Comparative Measure

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

Method

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

Results

Overall, IPCS scholars in grades 5 through 8 outperformed the local district with 24 percent at standards 3 and 4 to their 16 percent.

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

⁹ 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](#).

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	7	27%	1826
6	31%	49	14%	1673
7	11%	82	13%	1815
8	40%	57	9%	1595
All	24%	195	16%	6909

Evaluation

IPCS achieved this measure.

Additional Evidence

As evidenced in the table below, IPCS consistently outperforms the local district in mathematics.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5			0%	24	0%	27%
6	25%	15%	44%	15	31%	14%
7			33%	14	11%	13%
8					40%	9%
All	25%	15%	37%	18%	24%	16%

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all

public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

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

Results

The IPCS 2013-14 effect size in math is 0.85, yielding an overall comparative performance higher than expected to a large degree.

2013-14 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						
4						
5	92.8	73	30	24.2	5.8	0.33
6	90.6	83	43	21.1	21.9	1.17
7	88.0	83	33	17.1	15.9	0.97
8						
All	90.3	239	35.6	20.6	14.9	0.85

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

IPCS achieved this measure.

Additional Evidence

The effect sizes in math have been improving year to year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	5	57.3	95	45.2	62.2	-1.03
2012-13	5-6	85.6	171	18.1	18.6	-0.04
2013-14	5-7	90.3	239	35.6	20.6	0.85

Goal 2: Growth Measure¹⁰

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

Method

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

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

Results

The 2013-14 overall mean growth percentile in math is 70.4, well above the statewide median of 50.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	66.8	50.0
6	83	50.0
7		50.0
8		50.0
All	70.4	50.0

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹¹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Evaluation

IPCS achieved this measure.

Additional Evidence

IPCS has demonstrated strong growth in both years 2013 and 2014.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
5		65	66.8	50.0
6		75.4	80	50.0
7				50.0
8				50.0
All		70.6	70.4	50.0

Summary of the Mathematics Goal

Although IPCS middle school scholars are still making progress toward achieving the absolute goals, we have performed strongly compared to the local district and have shown growth. With the continued efforts that our leadership team has put in place, we anticipate gains in math going forward.

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

Action Plan: Please refer to the Action Plan referenced in the ELA section.

¹² Grade level results not available.

SCIENCE

Goal 3: Science
Students will demonstrate proficiency in science.

Background

Invictus Prep devoted one hour daily to Science instruction, with a great deal of emphasis on Math standards reinforcement where appropriate. This amount of time represents a 166% increase in Science instruction time when compared with NYCDOE recommendations for the middle grades. Invictus Prep used internally developed (Exit Tickets, Quizzes, Unit Exams) and nationally-normed (the Terra-Nova) and to measure the academic progress of its student body in this content area. Invictus Prep uses a three-hour long data-driven staff development session to analyze student data, plan interventions, and introduce highly-effective teaching practices.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

74 percent of grade 8 students in at least their second year at IPCS achieved a standard of 3 and 4 in our first every Science 8 test administration.

Performance on 2014-15 State Science 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
8	66%	71	74%	57

Evaluation

IPCS fell just short of achieving this measure.

Additional Evidence

2014-15 is the first school year IPCS had an eighth grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8					74%	57

Goal 3: Comparative Measure

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

Method

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

Results

District results are not available yet.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	74%	57	TBD	

Evaluation

Results Pending

Summary of the Science Goal

In 2014-15, IPCS administered the NYS Science 8 exam to its first every eighth grade. 74 percent of the scholars in at least their second year performed at proficiency. It is expected that IPCS will meet the absolute measure of 75 percent going forward as we become more experienced with the exam and implement our school-wide turnaround program.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Results Pending

Action Plan

Starting in the 2015-16 school year, an experienced department chair will lead the Science, Technology, Engineering, and Math (“STEM”) department. Invictus has also introduced a new afterschool provider for the 2015-16 school year that will offer STEM-aligned enrichment activities. In addition, Invictus has made a substantial investment in technology that will support the school’s STEM program going forward.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results

IPCS is in Good Standing.

Evaluation

IPCS achieved this measure.

Additional Evidence

IPCS continues to be in good standing since its inception.

NCLB Status by Year

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

Goal 5: Promotion

Students will be academically prepared for the next grade.

Goal 5: Absolute Measure

100% of students being promoted to the next grade will demonstrate proficiency in all core subjects as evidenced by scoring a Level 3 or 4 on all applicable State assessments, an attendance rate of at least 93%, and successful completion and mastery of all assigned coursework and homework as designated by an average of 70% or higher in each subject's course work.

Results

Nine students were retained in 2014-15.

Evaluation

IPCS achieved this measure.

ORGANIZATIONAL & OTHER NON-ACADEMIC GOALS

Goal 6: Attendance

Invictus Prep Charter School will demonstrate strong annual attendance.

Goal 6: Absolute Measure

Each year, the average daily attendance rate will meet or exceed 95%.

Results

Invictus Prep's average daily attendance rate during the 2014-2015 school year was 97%.

Evaluation

IPCS achieved this measure.

Goal 7: Enrollment and Student Retention

Invictus Preparatory Charter School will be fully enrolled and show high levels of student retention.

Goal 7: Absolute Measure

Each year, student enrollment will be at 100% of the projected enrollment indicated in the charter application.

Results

IPCS had 311 students enrolled in 2014-15 versus the planned 351 for the 2014-15 school year.

Evaluation

In October 2014, Invictus submitted a material revision to limit our enrollment to grades 5-8 and to cap enrollment at 342 per year. Invictus experienced larger than anticipated attrition due to parent uncertainty during our Executive Director transition.

Goal 7: Absolute Measure

Each year, the waiting list will be equal to at least 50% of the 5th grade enrollment during each year.

Results

IPCS exhausted its wait list in 2014-15.

Evaluation

IPCS did not achieve this measure.

Goal 7: Absolute Measure

At least 90% of students who begin the school year will remain throughout the academic year.

Results

90% of students who began the school year remained throughout the academic year.

Evaluation

IPCS achieved this measure.

Goal 7: Absolute Measure

At least 95% who complete the school year will re-enroll for the following year.

Method

Families of students are surveyed each spring.

Results

66% of students returned in the fall.

Evaluation

IPCS did not achieve this measure.

Goal 8: Financial Viability

Invictus Preparatory Charter School will maintain organizational strength by demonstrating fiduciary and financial responsibility.

Method

The IPCS organization has financial processes in place to comply with meeting all financial measures.

Goal 8: Absolute Measure

Annual external audits will indicate that the school meets or exceeds professional accounting standards.

Evaluation

The financial audit will take place in September each year. The official report will be submitted to the authorizer and NYSED by November 1.

Goal 8: Absolute Measure

The Board of Trustees will work with the Executive Director to identify and approve an auditor.

Evaluation

IPCS achieved this measure.

Goal 8: Absolute Measure

School budgets will demonstrate effective allocation of financial services to ensure effective delivery of the school's mission, as evidenced by yearly balanced budgets.

Evaluation

IPCS achieved this measure.

Goal 8: Absolute Measure

The Board of Trustees will maintain a Finance Committee that will submit monthly financial reports to the organization.

Evaluation

IPCS achieved this measure.

Goal 8: Absolute Measure

The Executive Director will present quarterly finance budgets for review by the Board's Finance Committee.

Evaluation

IPCS achieved this measure.

Goal 9: Stakeholder Satisfaction

Invictus Preparatory Charter School's stakeholders will be satisfied with the school's performance.

Goal 9: Absolute Measure

On an annual survey administered to parents or guardians, 85% or more of respondents will indicate that they are "Satisfied" or "Very Satisfied" with the school.

Method

Every year, all parents, all teachers, and students in grades 6 - 12 take the NYC School Survey. The survey ranks among the largest surveys of any kind ever conducted nationally.

The Survey helps school leaders understand what key members of the school community say about the learning environment at each school. The information captured by the survey is designed to support a dialogue among all members of the school community about how to make the school a better place to learn.

Results

89 percent of parents who responded to the survey, did so positively.

All results can be found at the following link:

http://schools.nyc.gov/OA/SchoolReports/2014-15/Survey_2015_K386.pdf

Evaluation

IPCS achieved this measure.

Goal 10: Board of Trustees

Invictus Preparatory Charter School will have an actively engaged, diverse Board of Trustees.

Goal 10: Absolute Measure

Board of Trustees' attendance at regular board meetings will be at a minimum, 85%.

Results

Due to the varied and busy schedules of the IPCS Board of Trustees, having all members present at meetings proved difficult. We assembled our BOT based on the backgrounds and skills they brought to the oversight of Invictus Prep. We employed a variety of means to allow us to get the best attendance rates possible, including conference calls. The meetings always remained open to the public.

Evaluation

IPCS did not achieve this measure.

Goal 10: Absolute Measure

The Board of Trustees will reflect expertise in education, governance, finance, fundraising, marketing, and non-profit management.

Results

Board of Trustees	Background & Areas of Expertise
Charles Guerrero	Non-profit management, college guidance, external partnerships, and governance
Renee Chung	Family recruitment, charter school operations
Luke Justice	Finance, corporate insurance
Stefan Atkinson	Law
Kevin S. Brown	Finance

Evaluation

IPCS achieved this measure.

Goal 10: Absolute Measure

The Board of Trustees will make public the dates and locations of 100% of its meetings.

Results

All Board meetings are made public on the school website, and calendars are posted on the school premises.

Evaluation

IPCS achieved this measure.

Goal 11: Professional Learning Community

Invictus Prep Charter School will maintain a professional learning community for its faculty.

Goal 11: Absolute Measure

Teachers' schedules will allow for a minimum of two hours of common planning time per week.

Results

Teachers received 5 hours of common planning time per week.

Evaluation

IPCS achieved this measure.

Goal 11: Absolute Measure

Formal mechanisms for collaboration will be created, including but not limited to: protocols for peer observations, inquiry groups, weekly data analysis sessions, and an annual staff orientation.

Results

Please refer to aforementioned strategies regarding the IPCS professional culture or collaboration.

Evaluation

IPCS achieved this measure.