

**Leadership Prep Bedford Stuyvesant
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Lucie Carlino, Director of School Support, prepared this 2019-2020 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee Name	Position on the Board
Linton Mann III	Chair
Tony Pasquariello	Vice Chair
John Geenstein	Trustee
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Jabali Sawiki	Trustee

Arielle Snagg has served as the principal of the Elementary Academy since 2020.

Roland Pope has served as the principal of the Middle Academy since 2020.

Denarius Frazier has served as the principal of Uncommon Charter Collegiate High School since 2019.

SCHOOL OVERVIEW

Leadership Prep Bedford Stuyvesant is a rigorous, college prep public school whose mission is to prepare all students to enter and succeed in college through effort, achievement, and the content of their character. In pursuit of its mission, the school successfully completed its 14th year of operation in June 2020. 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 2015, 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.

Leadership Prep Bedford Stuyvesant's school design includes seven core components.

Focus on Literacy. Many of our students begin their school career reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of Leadership Prep Bedford Stuyvesant students, therefore, is tied to mastering this fundamental skill. In 2019-20, Leadership Prep Bedford Stuyvesant provided explicit instruction in literacy skills and inculcated the reading habit respective to grade span.

Grades K-4

- Scholars have nearly three hours of daily reading instruction, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment, and daily read alouds.
- All classrooms are staffed with two teachers to ensure that the student-to-teacher ratio never exceeds 15:1.
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1st grade, and for at least 30 minutes each night starting in 2nd grade.
- Students write in every class and use the Writer's Workshop method to cultivate creativity and voice.

Grades 5-8

- Scholars have two hours and a half hour of daily reading instruction.
- Scholars are required to read reading level-appropriate books during the summer.
- There is required, graded, written work in every class.
- Scholars are required to carry an independent reading book, checked out from our library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.
- STAR tested every student 3 times during the year to monitor progress and ensure that students were being challenged by independent reading books on their reading level

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In the elementary and middle academies alike, K-8 families and scholars are expected to read together for 20 minutes each night as well.

Grades 9-12

- Scholars have two and a half hours of daily reading instruction.
- The curricula address five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

Target Curriculum Focused on Basic Skills. Leadership Prep Bedford Stuyvesant does not use an off-the-shelf curriculum. Rather, Leadership Prep Bedford Stuyvesant uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP) pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Leadership Prep Bedford Stuyvesant teachers will then save their lessons to our school's shared drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. Prior to the scheduled New York State Social Studies, Mathematics, English Language Arts, and Science exams, Leadership Prep administered two internally aligned Interim Assessments (3 in ELA, 4 in Math). In the 9-11 Grades, students take quarterly interim assessments in all core subjects, four SAT Diagnostics annually, and the PSAT. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. These assessments were also administered during the COVID-19 closure, virtually.

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Leadership Prep Bedford Stuyvesant teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. Leadership Prep Bedford Stuyvesant also utilized the information to target content- and skills-driven tutoring and small-group instruction.

Our CAT team this year also began the use of weekly data collection through small assessments in both ELA and math. The data from these assessments was used by CAT and our LLPs to address gaps in content or skill that they could see trend across our schools.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Leadership Prep Bedford Stuyvesant has an extended school day and school year. For most students, the regular school day began at 7:15 A.M. and ended at 4:00 P.M. Leadership Prep Bedford Stuyvesant provides its students with every possible opportunity to learn.

Leadership Prep Bedford Stuyvesant students extend their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night. Each student, beginning in kindergarten, takes home at least 20 minutes of homework, every evening – including weekends and holidays. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

Emphasis on College. For too many at-risk students, college only exists in the abstract. For Leadership Prep Bedford Stuyvesant students, freshman year of college will be a natural extension of their educational experience at Leadership Prep Bedford Stuyvesant.

Leadership Prep Bedford Stuyvesant students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2019-20, Leadership Prep Bedford Stuyvesant created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- Strictly enforced school dress code;
- Merit system that defined clear expectations and immediate responses to positive behavior;
- Demerit and detention system that defined clear expectations and immediate responses to negative or inappropriate behavior
- Rubric system that provided immediate feedback to classes at the end of each class each day.

Insist on Family Involvement. Leadership Prep Bedford Stuyvesant's educational program is structured so that families must be involved in their child's academic pursuits. In 2019-20, Leadership Prep Bedford Stuyvesant families:

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- picked up their child's report card in person at the school twice, and had virtual report card conferences during the COVID-19 closure;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were notified at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at three public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

COVID-19 Closure

During the unexpected school closure due to COVID-19, Leadership Prep Bedford Stuyvesant continued remote learning for all our students through June 2020. In grades K-8, Leadership Prep Bedford Stuyvesant provided a digitally driven instruction model to continue and further student learning and mastery of objectives of untaught materials. This was designed to be adaptive to families' varied schedules. This consisted of instructional videos and supporting resources, student practice tasks/deliverables, teacher office hours and teacher/parent check-in (K-2) or teacher/student check-in (3-8). The online platforms used were EPIC!, and Newsela. Below are the key components of weekly instruction.

- **Instructional Videos and Supporting Resources:**
 - Grades K-4: An assigned team of staff across Uncommon will create a series of instructional videos that will be posted to an in house created [Google Site](#). Each instructional video will include a supporting resource for students that guides learning. Accompanying student work packets aligned to instructional videos will be mailed to all K-4 Uncommon students by 3/27.
 - Grades 5-8: An assigned team of staff across Uncommon will create a series of instructional videos. The videos and resources will be posted to a shared GoogleDrive, from which teachers will then post to their own Google Classrooms. Each instructional video will include a supporting resource for students that guides note-taking.
- **Student Practice Tasks/Deliverables:** In addition to tasks assigned by the instructional videos, students will also be assigned work to practice mastery of previously learned material.
 - Grades K-4: Each week, students will submit two designated deliverables- 1 reading and 1 math to their teacher by sending a picture/scan of their work via email/text.
 - Grades 5-8: Each week, 1-2 tasks per content area will be designated as a "deliverable," which students will submit to their teacher by sending a picture/scan of their work via email/text.

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- **Teacher Office Hours:** Teachers will maintain daily office hours Monday through Thursday from 9am - 11am and 2pm - 4pm. During this time, students can ask questions and teachers can give feedback on work that was submitted to ensure students are understanding the content. Teachers can and should also schedule extra touchpoints with students who will need additional support over the course of the week.
- **Teacher/Parent Check-In (K-2) or Teacher/Student Check-In (3-8):** To maintain a personal touchpoint with individual students to ensure their well-being and to maintain community, all teachers will schedule 10 - 20 minute check-ins with students at least one time per week. The goals of the check-in include: checking in on student well-being, determining if students have any personal/family needs, providing feedback or answering questions about student work. (For grades 5-8 these check-ins can be split by advisories or by content area(s) and will be school leader discretion).
 - School leaders (Principals and Directors of Operation) will also provide support as needed to ensure the academic progress and wellness of students. Additionally, if a teacher is struggling to reach a student and/or the student is not completing their work, a school leader will need to follow-up with the student and/or family to reset expectations and help determine solutions to any issues.

Leadership Prep Bedford Stuyvesant (Uncommon Collegiate High School) provided remote instruction through Google Classroom. Students attended 1 hour class periods. This consisted of an instruction video for their core academic classes as well as classwork handouts from Google Classroom. Students submitted their assignments through Google Classroom which counted for attendance and was graded for completion and accuracy. Teachers were available via Zoom during the 1-hour class period to provide office hours for students. See below for the overview for remote instruction at Leadership Prep Bedford Stuyvesant (Uncommon Collegiate High School).

- Each day, students access a 20-minute instructional video from Google Classroom for one of their core academic classes and view during its scheduled 1-hour class period.
- During the remaining 40 minutes, students access the classwork handout from Google Classroom and complete using guidance from the video and any other resources.
 - Students may submit assignments as a Google doc through Google Classroom.
 - Students may complete work on loose-leaf and submit photos of assignments via Google Classroom.
- Students submit what they have completed by the end of the 1-hour class period. This will count as their attendance and will be graded for completion and accuracy.
- Teachers of the course are available via Zoom during the 1-hour class period to provide “office hours” for students. Students can Zoom in to ask questions of their teacher.
- Teachers of AP Courses can determine if they want to assign additional work outside of the hour period. However, no homework should be assigned for non-AP courses. Grades will be based on classwork and assessments.

Families who reported not having access to Wi-Fi enabled devices received Chromebooks delivered directly to the student’s homes by the end of April.

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ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	88	85	83	85	87	79	89	68	58	91	83	53	33	982
2016-17	85	89	90	91	90	91	86	85	71	102	81	71	48	1080
2017-18	87	86	91	88	88	87	85	87	83	120	81	51	59	1093
2018-19	84	87	90	88	88	90	90	90	90	98	57	63	49	1064
2019-20	67	77	84	86	90	90	86	95	90	132	98	56	65	1116

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 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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 and acceptable exit reasons: <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 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
2017-18	2014-15	2014	62	0	62
2018-19	2015-16	2015	57	2	55
2019-20	2016-17	2016	55	2	53

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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 Graduated or 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)
2017-18	2014-15	2014	48	0	48
2018-19	2015-16	2015	62	0	62
2019-20	2016-17	2016	53	0	53

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2017-18	2013-14	2013	48	0	48
2018-19	2014-15	2014	62	0	62
2019-20	2015-16	2015	53	0	53

PROMOTION POLICY

Students who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a student who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a student is failing that academic year. If students fail one class, the student can recover credit by taking an intensive summer school class in this subject at

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his/her expense and/or at the school if offered. To recover credit, the class must be approved by the school. If a student fails two or more classes, that student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class.

Given that Leadership Prep Bedford Stuyvesant Charter School has provided tiers of student support throughout the school year – among which are Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with their Advisor – summer coursework for all subjects is the responsibility of the family, both financially and logistically.

HS students who do not pass end of year exams, will attend remote summer school to remediate content in those courses.

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

GOAL 1: HIGH SCHOOL GRADUATION

Uncommon New York City high school students will be on track to graduate from high school.

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.

Students who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a student who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a student is failing that academic year. If students fail one class, the

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student can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. To recover credit, the class must be approved by the school. If a student fails two or more classes, that student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Uncommon Collegiate High School has provided tiers of student support throughout the school year – among which are Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with their Advisor – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Students who need summer remediation and do not fulfill all requirements will automatically be retained.

Graduation Credit Requirements:

- English: 4 years (8 credits)
- Math: 3-4 years (6-8 credits)
- Science: 4 years (8 credits)
- History: 4 years (8 credits)
- Language: 3 years (6 credits)
- Electives: 3 years (6 credits)
- Physical Education: 2 years (4 credits)

RESULTS AND EVALUATION

89% of Leadership Prep Bedford Stuyvesant students were promoted in the 2018 cohort. 100% of Leadership Prep Bedford Stuyvesant students were promoted in the 2019 cohort.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	133	89%
2019	169	100%

ADDITIONAL EVIDENCE

Our school continues to meet and exceed this measure year over year. For the past three years we had over 75% promotion in our first- and second-year cohorts.

Goal 1: Leading Indicator

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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.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

As evidenced by looking at 2016, 2017, and 2018 cohorts in their second year, we are not meeting the measure of 75% of students passing at least three different New York State Regents Exams required for graduation. At the end of their second year, 77% of the 2016 cohort had passed 3 or more Regents exams, and 73% of the 2017 cohort and 74% of the 2018 cohort had done the same based on the NYSED allowed regents exemptions given COVID-19.

Looking towards future data, we expect to meet this goal. Most of our students take and pass two Regents exams in the 8th grade (Living Environment and Algebra I). Those who do not pass those exams, will be required to re-take the exam a second time in their 9th grade year. When students are enrolled in 9th grade, all students take the ELA Regents Exam, and about 50% take the Geometry Regents Exam. By prioritizing Regents exams in the 8th and 9th grades, we are able to ensure that at least 75% of students meet and exceed our goal of 3 passing Regents exams by the end of the 10th grade. While there are still unknowns given COVID-19 as we enter School Year 2020-21, we are confident that whether or not students take Regents or submit for exemptions, we will continue to see the same growth over the course of the next year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-19	81	77%
2017	2018-19	77	73%
2018	2019-20	139	74%

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.

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METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school 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 above the graduation goal.

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant met this measure. 98% of students in the 2014, 85% of students in the 2015, and 100% of students in the 2016 Cohorts graduated after four or five years.

All students that withdrew from Leadership Prep Bedford Stuyvesant 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	School Year	Number in Cohort	Percent Graduating
2014	2017-18	62	98%
2015	2018-19	55	85%
2016	2019-20	53	100%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	48	100%
2014	2018-19	62	100%
2015	2019-20	53	100%

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 1: Absolute Measure

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/cia/multiple-pathways/>.

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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.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

At this time, Leadership Prep Bedford Stuyvesant did not have 2016 cohort students in an alternative graduation pathway program.

Percentage of the 2016 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 = $[(b)/(a)]*100$
English CC	52	52	100%
Living Environment	53	52	98%
Global History	52	46	88%
US History	52	49	94%
Algebra 1	53	53	100%
Geometry	50	26	52%
Overall	312	278	89%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
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2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A

ADDITIONAL EVIDENCE

At this time, Leadership Prep Bedford Stuyvesant did not have 2016 cohort students in an alternative graduation pathway program.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our fourth year with a graduating cohort, Leadership Prep Bedford Stuyvesant achieved its High School graduation goals.

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.	Not 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

Leadership Prep Bedford Stuyvesant will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment

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- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum has been updated and modified to work with remote and hybrid instruction during school year 20-21. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. These exams will happen 100% remote for Q1 and we will transition to a combination of remote/in person into the remainder of SY20-21 as we learn more about how the school year will evolve. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. As mentioned above, these will be 100% remote for students in Q1 and we will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the NY Learning Standards and the current COVID-19 situation.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom (remote and in person) instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers. A special emphasis has been placed on remote instruction as we have started our school year in a remote capacity this year.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Our school will begin the year in a remote model with students learning from home. Students will have a set schedule of between 5 and 6 periods per day of remote instruction, with the other 1 to 2 periods reserved for breaks or work time during the school day.
- Each class period will be taught live by a teacher via Zoom. Class time will include a combination of live instruction and work time for students to complete assignments. Students will not be expected to have large amounts of additional assignments (homework) beyond what is expected in class, with exceptions for reading English novels and AP Classes which may have additional assignments due to the pace of the classes.
- At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics. All

projects will be fully remote and will be led by a combination of teachers and outside experts in their fields.

- When Uncommon Schools does determine that our school can reopen in-person, we expect that our school will open in a hybrid model where students will alternate days learning remotely and in-person. On days where students are in person, they will engage in all of their classes with all of their teachers—including electives—in a small group setting.

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

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;
- 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 indicators, and the overall percentage achieving any indicator.

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RESULTS AND EVALUATION

81% of students in the 2016 Cohort, passed an Advanced Placement exam with a score of 3 or higher. This is an increase on the performance of the 2015 Cohort, in which 58% earned a score of 3 or higher on an AP exam.

Leadership Prep Bedford Stuyvesant Charter School does not offer courses in partnership with a college or university, nor does the school offer the required foreign language instruction required to pass a foreign language Regents exam. Rather than adhere to the Advanced Regents program, students take AP-aligned classes outside the scope of the Regents curriculum.

Percentage of the 2016 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	53	43	81%
Passing a college level course offered at a college or university or through a school partnership with a college or university	N/A	N/A	NA
Achieving the college and career readiness benchmark on the SAT	53	29	55%
Earning a Regents diploma with advanced designation	0	0	0%
Overall	53	43	81%

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant has a matriculation rate of 100%, exceeding the goal of 75%. This is due to our robust college counseling team and extremely low counselor to student ratio (approximately 20:1 compared to most high schools in New York City with a ratio of closer to 150:1). Beyond this, we also have a dedicated Alumni Coordinator whose sole responsibility is to stay in contact with all our alumni and visit them on college campuses regularly throughout their time in college.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	61	59	97%
2015	2018-19	47	47	100%
2016	2019-20	53	53	100%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Leadership Prep Bedford Stuyvesant Charter School achieved 2 of 2 High School Graduation goals. Furthermore, the school exceeded the New York State benchmark of 75% matriculating in a two- or four-year college.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	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.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

Leadership Prep Bedford Stuyvesant Charter School will continue to use an academic model that is largely similar to that of grades K-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will continue to focus around:

- A College Preparatory Mission
- High Standards for Academics and Character
- A Highly Structured Remote and Hybrid Learning Environment
- A Focus on Accountability and Data-Driven Instruction
- A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards with a special emphasis on preparing students for admission into and success in college. This curriculum has been updated and modified to work with remote and hybrid instruction during school year 20-21. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. These exams will happen 100% remote for Q1 and we will transition to a combination of remote/in person into the remainder of SY20-21 as we learn more about how the school year will evolve. The results will provide teachers with ongoing feedback on students' progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- The school will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. As mentioned above, these will be 100% remote for students in Q1 and we will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the NY Learning Standards and the current COVID-19 situation.

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- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom (remote and in person) instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers. A special emphasis has been placed on remote instruction as we have started our school year in a remote capacity this year.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Our school will begin the year in a remote model with students learning from home. Students will have a set schedule of between 5 and 6 periods per day of remote instruction, with the other 1 to 2 periods reserved for breaks or work time during the school day.
- Each class period will be taught live by a teacher via Zoom. Class time will include a combination of live instruction and work time for students to complete assignments. Students will not be expected to have large amounts of additional assignments (homework) beyond what is expected in class, with exceptions for reading English novels and AP Classes which may have additional assignments due to the pace of the classes.
- At the end of the school day, teachers will host Office Hours or small group tutoring for students who need additional support. Students will be able to continue engaging in extracurricular activities, including Projects and Clubs like Speech, Debate, and Robotics. All projects will be fully remote and will be led by a combination of teachers and outside experts in their fields.
- When Uncommon Schools does determine that our school can reopen in-person, we expect that our school will open in a hybrid model where students will alternate days learning remotely and in-person. On days where students are in person, they will engage in all of their classes with all of their teachers—including electives—in a small group setting.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: English Language Arts

All students will become proficient in reading and writing of the English language.

BACKGROUND

Leadership Prep Bedford Stuyvesant's curriculum is developed with the goal of maximizing student academic achievement through intentional standards-driven teaching and the systematic use of objective performance data to continually inform decision making. To this end, Leadership Prep Bedford Stuyvesant Charter School created a scope and sequence for reading and writing and divided the year into units, each culminating in a formal assessment. The school continues to refine its scopes, sequences, and assessments in alignment with Common Core Learning Standards each school year based on student assessment data.

Leadership Prep Bedford Stuyvesant's ELA program emphasizes both strong reading and strong writing. In reading, the program emphasizes four key aspects of literacy: decoding, fluency, vocabulary, and comprehension. In the elementary school grades (K-4) there are three 50-minute long literacy blocks each day and students are broken up into groups based on STEP (Strategic Teaching and Evaluation of Progress) levels. In the literacy blocks, students focus on reading mastery, guided reading, and reading comprehension. Students spend 45 minutes writing daily, in addition to the three literacy blocks.

In the middle grades (5-8) rather than separating reading and writing, students have a 2-hour English class. This aligns more closely to the Common Core Learning Standards, whereby students' written work must be based on a text they have read.

Every year the school provides teachers with an intensive training program whereby we instruct teaching, student behavior management techniques, and strategies to employ in the classrooms and throughout the school. We achieve and maintain complete consistency in messaging, expectations, and responses to student behavior and academic standards throughout the school. Additionally, all staff meet one day each week to review the past week's progress and to finalize preparations for the coming week. Teachers are regularly observed teaching by the school leadership and receive constant feedback for improvement.

METHOD

Leadership Prep Bedford Stuyvesant Charter School typically uses internally developed Interim Assessments and Final Examinations in addition to the criterion-referenced New York State exams in ELA. Given the cancellation of state testing in the 2019-2020 school year due to COVID-19 and the transition to remote learning in March, Leadership Prep Bedford Stuyvesant administered 3 of the typical 6 internally-developed interim assessments for ELA in both Elementary and Middle school. The interim assessments in ELA are aligned to state standards and to the school's scope and sequence. Starting in August, teachers and administrators develop curricular strategy, unit plans, and daily lessons based upon the scope and sequence. At the close of each unit, an assessment is administered, graded, and data shared so that teachers and administrators can develop action plans based on objective, standards-driven data. The principal and leadership team work closely with teachers at every step of this process, giving feedback on daily lesson plans, curriculum, action plans, and the implementation of these plans.

After the interim assessments were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual

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student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. The school also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to April (due to closure for COVID).

After the transition to remote learning in March, students used Google Classroom for ELA instruction. This consisted of watching pre-recorded videos and reading whole-class novels at the middle school level with daily deliverables. Teachers held office hours and tutored small groups of students. Students with support services continued to receive specialized instruction.

RESULTS AND EVALUATION

Below is a table summarizing student performance on the 2019-2020 interim assessments in ELA. 63% of students attained proficiency or advanced status on the final interim assessment administered this year.

Performance on final administered internally developed ELA interim assessment 2019-2020 School Year

	K	1	2	3	4	5	6	7	8
% Proficient				58%	65%	57%	63%	64%	73%

Leadership Prep Bedford Stuyvesant typically would closely analyze the Regents performance data for its 8th grade students, but were not able to in the absence of testing this year.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Leadership Prep did meet the ELA goal for the 2019-2020 school year based on the interim assessments that were administered.

ACTION PLAN

Leadership Prep Bedford Stuyvesant is continuing to improve ELA performance for its students. Our action steps relate to Remediation, Observation & Feedback, and Expansion.

Remediation: In grades 5, 6, 7 and 8, we will continue to have a tutoring block in the students' schedule. Daily, teachers will pull out a small group of their students for tutoring, using data from previous year's NYS ELA exam (as available), internal interim assessments, and daily classroom assessments (called "Exit Tickets").

Observation & Feedback: ELA teachers will continue to receive increased feedback around their action plans and student performance throughout the year. The leadership team has intentionally planned out observations and feedback sessions so master teachers can effectively and consistently give more feedback on new teachers' teaching methods and strategies.

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HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 the Regents English exam that students must pass to graduate. 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). 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The 2014 cohort had 54 students (81%) pass the English Regents with a score of 75 or higher. The 2015 cohort had 28 students (51%) pass the English Regents with a score of 75 or higher. The 2016 cohort had 42 students (79%) pass or be exempt from the English Regents with a score of 75 or higher.

The goal was met for the 2014 and 2016 accountability cohort where 65% of students passing the English Language Arts Common Core Regents Exam with a score of 75% or higher. We expect to continue to see a similar level of performance with future cohorts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in	Number exempted with No	Number Scoring at Least Level 4	Percent Scoring at Least Level 4 Among Students
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² Based on the highest score for each student on the English Regents exam

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		Cohort (a)	Valid Score (b)	(c)	with Valid Score (c)/(a-b)
2014	2017-18	67	0	54	81%
2015	2018-19	55	0	28	51%
2016	2019-20	53	0	42	79%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	79	47%	63	57%	53	79%
2017	85	32%	65	43%	85	51%
2018			117	13%	139	11%
2019					169	N/A

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 the 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.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

96% of the 2014 cohort, 100% of the 2015 cohort, and 100% of the 2016 scored at least a level 3 on the Regents English Exam. This far exceeds the goal of 80% of students in the cohort will score at or above a level 3. We are excited to continue to monitor our progress with future cohorts of students.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	67	0	64	96%
2015	2016-19	55	0	55	100%
2016	2019-20	53	0	53	100%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	79	78%	63	92%	53	100%
2017	85	65%	65	82%	85	79%
2018			117	53%	139	50%
2019					169	N/A

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

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

Of the 48 students in the 2014 cohort who were not proficient in the 8th grade for English language arts exams, 69% met the college and career readiness standard of scoring at Performance Level 4 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Of the 28 students in the 2015 cohort who were not proficient in the 8th grade for English language arts exams, 49% met the college and career readiness standard of scoring at Performance Level 4 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Of the 28 students in the 2016 cohort who were not proficient in the 8th grade for English language arts exams, 46% met the college and career readiness standard of scoring at Performance Level 4 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Based on data for the 2015 and 2016 cohorts, we do not meet this measure.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)

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2014	2017-18	48	0	33	69%
2015	2018-19	41	0	20	49%
2016	2019-20	28	0	13	46%

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

Of the 48 students in the 2014 cohort who were not proficient in the 8th grade for English language arts exams, 100% met the college and career readiness standard of scoring at Performance Level 3 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Of the 41 students in the 2015 cohort who were not proficient in the 8th grade for English language arts exams, 100% met the college and career readiness standard of scoring at Performance Level 3 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

Of the 28 students in the 2016 cohort who were not proficient in the 8th grade for English language arts exams, 100% met the college and career readiness standard of scoring at Performance Level 3 and fully meeting the Common Core expectations on the Regents Exams in English Language Arts.

This does meet the measure.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	48	0	48	100%
2015	2018-19	41	0	41	100%
2016	2019-20	28	0	28	100%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The 2016 Graduating Cohort achieved and surpassed 3 of the 4 English Language Arts goals.

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.	N/A
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.	N/A
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.	N/A
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.	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 English language arts exam 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.	Did Not Achieve
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.	Achieved

ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom remote and in-person instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers. A special emphasis will be placed on remote teaching PDs.

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- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades and will make pivots throughout the year based on COVID-19 updates.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results. A special emphasis will be placed on remote teaching PDs.
- High school students will attend school in person at least 1 day per week. Exact student schedules will depend on state and local health and safety regulations and building capacity, and will be shared with families when a decision is made to reopen schools in person.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 4: Mathematics

BACKGROUND

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take at least 90 minutes of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

METHOD

Leadership Prep Bedford Stuyvesant typically uses data from the following assessments to ensure student proficiency in Mathematics:

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

During the 19-20 academic year, Leadership Prep Bedford Stuyvesant was only able to use Internally developed Interim Assessments in Mathematics due to the COVID pandemic and shift to remote learning in mid-March. Leadership Prep Bedford Stuyvesant administered 2 internally developed and aligned Interim Assessments. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. Leadership Prep Bedford Stuyvesant also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to April (due to closure for COVID).

During remote learning starting in mid-March 2020 through mid-June 2020, Leadership Prep Bedford Stuyvesant continued to have consistent Math instruction where scholars in Grades K-8 completed asynchronous learning by watching a video pre-recorded by one of our veteran Math teachers and completing a written task generating a work product at least 2 days per week. Teachers provided weekly feedback on submitted written assignments. Scholars also were able to attend optional live remote instruction. Live remote instruction was data driven based on trends from the previous week's lesson. Teachers determined the objective and tailored the lesson based on trends from the written assignments submitted.

RESULTS AND EVALUATION

Based on data from the Interim Assessments administered in 2019-2020, we are making progress towards our goals. We will continue to work towards a higher percentage of students meeting this metric for School Year 2020-2021.

Performance on final administered internally developed Math interim assessment 2019-2020 School Year

	K	1	2	3	4	5	6	7	8
% Proficient					70%	67%	63%	58%	64%

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

In its fourteenth year, Leadership Prep Bedford Stuyvesant achieved the goal of having over 60% of all tested students score proficient on their most recent Interim Assessment.

ACTION PLAN

Leadership Prep Bedford Stuyvesant has met its math accountability goals for school year 2019-2020, and has demonstrated progress towards remaining goals.

Over the course of the past school year Uncommon Schools has made continuous changes to its program in order to ensure that its curriculum, schedule, and instruction best support student learning in math. Changes include: switching from Saxon math to a Math Investigations-based curriculum to better align to NYS Learning Standards rooted in conceptual math; revising math lessons so that student activities more closely align to the objective; revising scope and sequences to ensure that math meetings in grades K-3 and fact practices in grades 5-7 are focused solely on reviewing difficult-to-master material throughout the school year; revising quarterly Interim Assessments to ensure that each NYS Learning Standard is taught, assessed and ultimately mastered; and, finally, prioritizing differentiated teacher development.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. During Remote and Hybrid learning, we strive to continue to provide both real-time feedback and consistent feedback on written work submissions via teacher-led sessions on Zoom and comprehensive feedback on graded assignments. As a network, we plan to continue to implement a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collect this data and work with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice.

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 State Education Department currently defines the college and career readiness standard as

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.

RESULTS AND EVALUATION

Of the 2014 cohort, 12% of students have passed at Mathematics Regents with Performance Level of 4 by their fourth year. Of the 2015 cohort, 18% of students have passed at Mathematics Regents with Performance Level of 4 by their fourth year. Of the 2016 cohort, 58% of students have passed at Mathematics Regents with Performance Level of 4 or have been exempt from the exam by their fourth year.

This measure was not met, for the 2019-2020 school year.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	67	0	8	12%
2015	2018-19	55	0	10	18%
2016	2019-20	53	0	31	58%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	79	48%	63	54%	53	58%
2017	85	42%	65	48%	168	43%
2018			117	45%	139	42%
2019					159	45%

Goal 4: Absolute Measure

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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 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.

RESULTS AND EVALUATION

Of the 2014 Cohort at Uncommon Charter High School, 100% of students have scored at or above Level 3 on a Regents Mathematics Exam. Of the 2015 Cohort, 99% of students have scored at or above Level 3 on a Regents Mathematics Exam. Of the 2016 Cohort, 100% of students have scored at or above Level 3 or received an exemption on a Regents Mathematics Exam.

This measure was met and exceeded, for the 2019-2020 school year.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	67	0	48	100%
2015	2016-19	55	0	54	99%
2016	2019-20	53	0	53	100%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	90	97%	79	99%	69	100%
2017	136	89%	111	91%	156	92%
2018			138	88%	147	86%
2019					188	80%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Of the 19 students in the 2016 cohort who did not score proficient on their New York State 8th grade mathematics exam, 69% of students achieved a level 4 on a Regents Mathematics exam in High School.

This measure was met and exceeded, for the 2019-2020 school year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	16	0	13	81%
2015	2018-19	23	0	4	17%
2016	2019-20	19	0	13	69%

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

Of the 19 students in the 2016 cohort who did not score proficient on their New York State 8th grade mathematics exam, 100% of students achieved a level 3 on a Regents Mathematics exam in High School.

This measure was met and exceeded, for the 2019-2020 school year.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	16	0	16	100%
2015	2018-19	23	0	23	100%
2016	2019-20	19	0	12	100%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The 2016 Accountability Cohort of Leadership Prep Bedford Stuyvesant Charter School met and exceeded 3 of 4 of the eligible mathematics goals for school year 2019-2020.

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.	Not 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 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.	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

³ Based on the highest score for each student on the mathematics Regents exam

ACTION PLAN

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom remote and in-person instruction and provide feedback on instruction.
- The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers. A special emphasis will be placed on remote teaching PDs.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and make necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- The school will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades and will make pivots throughout the year based on COVID-19 updates.
- The school will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results. A special emphasis will be placed on remote teaching PDs.
- High school students will attend school in person at least 1 day per week. Exact student schedules will depend on state and local health and safety regulations and building capacity, and will be shared with families when a decision is made to reopen schools in person.

GOAL 5: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF SCIENTIFIC PRINCIPLES.

BACKGROUND

The science curriculum at Leadership Prep Bedford Stuyvesant has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards.

Leadership Prep Bedford Stuyvesant continues to partner with Uncommon Schools to procure externally-developed, Common Core-aligned curriculum and assessments, which are based on the successful outcomes of the highest performing schools in the network.

Science instruction consistently reinforced both math and reading skills, and our science teachers frequently worked closely with both our Math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important math skills.

In terms of supporting literacy, professional development time is dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

During the shift to fully remote learning in March 2020, Leadership Prep Bedford Stuyvesant students continued to incorporate Science instruction into Reading and Math instruction which consists of students watching a video and completing a task 2 days a week and completing passage practice or problem-solving tasks 3 days a week. Teachers assigned Science based books through the EPIC! website that aligned to the Science materials that were presented in the videos and packets.

Reading	2 days a week, students watch a video and complete a task. 3 days a week, students complete passage practice tasks.
Math	2 days a week, students watch a video and complete a task. 3 days a week, students complete mixed review/problem-solving.

Students at Leadership Prep Bedford Stuyvesant school continued Science instruction 5 days a week in which the students completed an assigned science task.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered two internal interim Science assessments in grades 5-8 prior to the switch to remote learning in March 2020.

RESULTS AND EVALUATION

Below is a table summarizing student performance on the 2019-2020 interim assessments in Science. 73% of students attained proficiency or advanced status on the final interim assessment administered this year.

Performance on final administered internally developed Science interim assessment 2019-2020 School Year

	K	1	2	3	4	5	6	7	8
% Proficient						72%	72%	78%	69%

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

While we do not have 4th grade or 8th grade state exam data to compare, we believe that we are meeting our goal of science proficiency for students in both elementary and middle school.

ACTION PLAN

In 2020-21, Leadership Prep Bedford Stuyvesant will continue to employ our internally created science programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science.

Leadership Prep Bedford Stuyvesant remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Absolute Measure

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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, Earth Science, Chemistry and Physics. 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Leadership Prep Bedford Stuyvesant Charter School had 99% of students in the 2014 cohort pass the Living Environment Regents with a score of 65 or higher. 93% of students in the 2015 and 98% of students in the 2016cohorts passed the Living Environment Regents with a score of 65 or higher or were exempt from the exam.

This measure was met and exceeded, for the 2019-2020 school year.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	67	0	66	99%
2015	2016-19	55	0	51	93%
2016	2019-20	53	0	52	98%

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	79	86%	63	94%	52	98%
2017	85	91%	65	95%	169	90%
2018			117	85%	139	80%
2019					169	75%

⁴ 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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

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.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS

The 2016 cohort had 94% of students pass the US History Regents compared to 91% in 2015 and 93% in 2014.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	67	0	62	93%
2015	2016-19	55	0	50	91%
2016	2019-20	53	0	50	94%

EVALUATION

Leadership Prep Bedford Stuyvesant met and surpassed this measure with a 94% pass rate on the US History Regents in the 2016 cohort.

ADDITIONAL EVIDENCE

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	79	N/A	63	84%	53	94%
2017	85	N/A	65	2%	169	N/A
2018			117	0	139	N/A
2019					169	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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The 2016 cohort had a 89% pass rate on the Global History Regents. The 2015 cohort had a 91% pass rate and the 2014 cohort had a 90% pass rate on the Global History Regents.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	67	0	60	90%
2015	2016-19	55	0	50	91%
2016	2019-20	53	0	47	89%

EVALUATION

Based on the data shared in the table above the measure was met, with 89% of students achieving proficiency or passing the Global History exam by the completion of their fourth year in the 2016 cohort.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

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 Bedford Stuyvesant Charter School received a “Good Standing” status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant Charter School received a “Good Standing” status under ESSA. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines for testing and we will maintain this going forward.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

