

**LEADERSHIP PREPARTORY  
BROWNSVILLE CHARTER  
SCHOOL**

**2011-12 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2012

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Sulafa Bashir and Darcy Richie prepared this 2011-12 Accountability Progress Report on behalf of the school's board of trustees:

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## INTRODUCTION

### *Organizational Information*

Leadership Preparatory Brownsville Charter School (Leadership Prep) opened in August of 2009 with 116 students in Kindergarten and First Grade. A new class of Kindergarteners will enroll each year until the school reaches its full capacity of 650 students in grades K through 8. The school's mission, despite the students' young age, is to prepare them to enter into, excel within, and graduate from college by providing them with the academic skills, background knowledge, and character traits required to achieve at the highest levels. Through academic achievement, Leadership Prep scholars also prepare to serve as leaders in their communities.

### *STUDENT POPULATION*

Enrollment is based on random lottery, with preference given to students who live in Leadership Prep Brownsville's community school district (23), students who qualify for FRPL. Ninety-eight percent of students attending Leadership Prep live in the Central Brooklyn neighborhood where the school is located, and 1% live in Queens.

With an initial enrollment as of BEDS Day 2011 of 282 students, Leadership Prep had relatively low attrition and ended the 2011-12 school year with 277 students in grade K-3.

Gender	57% Male	43% Female
Free & Reduced Lunch	84%	
Special Ed	16%	
Race	89% Black/ African American	11% Latino
English Language Learners	3%	

Elements of Leadership Prep's academic design include: increased learning time through an extended day and school year, high expectations academically and behaviorally for all students, research-based curricula that have a clear emphasis on skill development, a strong focus on literacy skills in the early grades, and frequent use of assessment to inform instruction.

### *Teach Until They Learn*

Leadership Prep Charter School provides its students with every possible opportunity to learn. This means that Leadership Prep not only has a longer school day that begins at 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 186 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days in grades K-6.

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

Even as students leave for the day, the learning continues. Each student, including each Kindergarten student, takes home at least 20 minutes of homework every evening. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20

minutes each night as well. Leadership Prep students finished the 2011-12 school year with a 96% Homework completion rate.

### ***Character Development***

Leadership Prep holds students to high standards in behavior and community involvement. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code.

Additionally, routines and rituals constantly reinforce Leadership Prep's expectations, core values, and mission. This process begins before students even enter the building. Every morning, the Principal, Director of Operations, and/or Dean of Students meets students outside the school's front door to greet each student by name and shake each student's hand as the student crosses the threshold. This reminds students to conduct themselves with self-respect, dignity, and love.

Each week ends with a Friday Community Meeting. Each Community Meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Leadership Prep. Classes perform memorized poems related to school values, individual students present knowledge they acquired during the week, teachers highlight exceptional academic work, and each meeting closes with the presentation of the Value Valedictorian, an award given to a scholar exemplifying the school's values.

### ***Faculty***

One Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In 2011-12, every staff member held a Bachelor's Degree and 100% either held or were working towards a Master's Degree.

### ***Family Involvement***

Leadership Prep understands that family involvement is a key variable in the success of our students. We strive to engage families in their child's education from the very beginning of our recruitment process and we continue this outreach in several ways during the school year:

- Prior to the beginning of the school year, multiple Family Orientation meetings are held to introduce families to the culture of Leadership Prep. Upon enrollment, families meet one-on-one with our Dean of Students and Families and sign a *Family & School Covenant* in which families and the school pledge to support and engage one another in the joint effort of raising Leadership Prep Scholars.
- Monthly phone calls home from teachers, frequent parent/family conferences, report cards (once per quarter) which parents/guardians are required to pick up in person, and school events kept parents/families apprised of and engaged in their children's performance.
- Leadership Prep's Families For Achievement meetings focus on various aspects of the curriculum such as literacy or math and give families the opportunity to better understand what skills their children are learning each day.
- Parents/families at Leadership Prep ended the school year extremely pleased. In a survey administered near the end of the year, 98% of respondents expressed overall satisfaction with the school.

In summary, Leadership Prep is continuing to work towards first year of operation. We recognize that we have built a solid academic and social culture and look forward to refining our approach as the school evolves.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10	57	57												114
2010-11	87	58	59											204
2011-12	87	86	58	46										277

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

All students at Leadership Prep Brownsville will be proficient readers and writers of the English language.

### **Background**

#### **Background**

Literacy is the core academic skill on which all future learning is based. For this reason, Leadership Prep's academic program focuses on literacy during the elementary years. The Leadership Prep reading program aggressively accelerates students through a program that addresses the five components of early literacy highlighted by the U.S. government's blue-ribbon Reading First panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The school uses three strong, complementary, research-based programs— Direct Instruction (Reading Mastery), Riverdeep Destination Reading, and Reading Comprehension instruction based on the Urban Education Exchange's Concepts of Comprehension – that incorporate these five elements and are used concurrently to provide a rigorous reading education. Leadership Prep classes are split into three groups of 8-10 students based on reading skill. Each day, students receive 80-minutes of Reading Mastery instruction, 40 minutes of instruction using the Riverdeep Destination Early Reading program and 40 minutes of teacher-generated Reading Comprehension instruction based on the Concepts of Comprehension.

Leadership Prep administered the STEP™ (Strategic Teaching and Evaluation of Progress), a standardized developmental literacy assessment developed by the University of Chicago Urban Education Institute (UEI) five times over the course of the 2011-12 school year. This assessment is tightly aligned with scientifically established milestones in reading development, to follow the progress of pre-kindergarten through third grade students. Upon entering the school (September 2011), 100% of Leadership Prep's Kindergarteners were below grade level in key skills of reading as reflected by their STEP scores.

The school re-administered the STEP assessment throughout the academic year and by June 2012. Leadership Prep scholars made enormous progress.

#### Kindergarten 2011-2012 STEP Growth:

- 40% of K students grew 3 STEP levels or more (roughly equivalent to 1 grade level)

In September 2011, 0% of our K students were at or above the end of year benchmark in reading. Now, 83% of our K students are at the grade level benchmark and 49% are above the grade level benchmark in reading.

#### First Grade 2011-2012 STEP Growth:

- 60% of 1<sup>st</sup> grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 8% of 1<sup>st</sup> grade students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)
- 5% of 1<sup>st</sup> grade students grew 6 STEP levels or more (roughly equivalent to 2 grade levels)

In September 2011, 3% of our first graders were at or above the end of year benchmark in reading. Now, 77% of our first graders are at the grade level benchmark and 48% are above the grade level benchmark in reading.

Second Grade 2011-2012 STEP Growth:

- 37% of 2<sup>nd</sup> grade students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 5% of 2<sup>nd</sup> grade students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)
- 2% of 2<sup>nd</sup> grade students grew 6 STEP levels or more (roughly equivalent to 2 grade levels)

In September 2011, 0% of our second graders were at or above the second grade end of year benchmark in reading. Now, 51% of our second graders are at the grade level benchmark and 10% are above the grade level benchmark in reading.

While these results suggest that Leadership Prep’s core reading program is effective in moving most students to mastery and beyond, they also highlight the reality that there are some students who need more help to reach mastery. The school is committed to providing additional reading instruction to at-risk students through an intervention program headed by a Learning Support Coordinator and Learning Support Teacher. In addition to serving at-risk students, the Learning Support Teacher/Reading Specialist provides academic supports for all general education students who require intervention using a variety of programs and curricula, including the school’s core reading program.

In order to successfully propel our oldest cohorts to mastery, we have added two instructional fellows and another Learning Support Teacher for the 2012-2013 school year. These staff members will ensure teachers are given the direct coaching and support in order to focus on their students very specific needs.

**Goal 1: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State English language arts examination.<sup>1</sup>

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> grade in April 2012. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657

<sup>1</sup> In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

4	654
5	654
6	654
7	652
8	652

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2011-12 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	46	0	0	0	46
4 – 8	n/a	n/a	n/a	n/a	n/a
All	46	0	0	0	46

**Results**

In our first year of testing, 55% of Leadership Prep Brownsville’s 3<sup>rd</sup> grades, who were at least in their second year at the school, scored at or above the state’s Time Adjusted Level 3 cut scores on the New York State English language arts examination.

**Charter School Performance on 2011-12 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	54.3%	46
	Students in At Least 2 <sup>nd</sup> Year	<b>55.0%</b>	40
4 - 8	All Students	N/a	N/a
	Students in At Least 2 <sup>nd</sup> Year	<b>N/a</b>	N/a
All	All Students	54.3%	46
	Students in At Least 2 <sup>nd</sup> Year	<b>55.0%</b>	40

**Evaluation**

Leadership Prep Brownsville did not meet the goal of at least 75% of students scoring at or above the time adjusted level 3 cut score. The school fell short of this goal by 20 percentage points.

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<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

While we are disappointed by these results, we will continue to strengthen our intervention programs for our lowest students as outlined in the action plan section below.

### Additional Evidence

Comparison to previous years is not applicable as this is the first year that the school has administered the test.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3							55.0%	40
4 -8							n/a	n/a
All							55.0%	40

#### Goal 1: Absolute Measure

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

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2011-12 is 148. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

#### Results and Evaluation

Leadership Prep Brownsville scored 126 on the ELA Performance Index, which fell short of the Annual Measurable Objective (AMO) of 148.

#### Calculation of 2011-12 ELA Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	6.5%	60.9%	32.6%	0.0%	46

$$\begin{aligned}
 \text{PI} &= 60.9 + 32.6 + 0 = 93.5 \\
 &+ 32.6 + 0 = 32.6
 \end{aligned}$$

<b>PI</b>	<b>=</b>	<b>126</b>
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**Additional Evidence**

Comparison to previous years is not applicable as this is the first year that the school has administered the test.

**English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09							162	
2009-10							169	
2010-11							122	
2011-12	3	46	6.5%	60.9%	32.6%	0.0%	126.1	148

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

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

**Results**

In our first testing year, 35% of Leadership Prep Brownsville’s 3<sup>rd</sup> grade students, who were at least in their second year, scored “Proficient” (level3) or “Advanced Proficient” (level 4) on the state ELA exam. By comparison, 28.5% of 3<sup>rd</sup> graders in district 23 scored “Proficient” (level3) or “Advanced Proficient” (level 4).

**2011-12 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	35%	40	28.5%	989

4 – 8	n/a	0	n/a	n/a
All	<b>35%</b>	40	<b>28.5%</b>	989

**Evaluation**

Since 35% of Leadership Prep Brownsville’s 3<sup>rd</sup> graders were at or above a level 3 compared to 28.5% of all 3<sup>rd</sup> graders in district 23, Leadership Prep Brownsville has met the stated goal by a margin of about 7 percentage points.

**Additional Evidence**

Comparison to previous years is not applicable as this is the first year that the school has administered the test.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3							35%	28.5%
4 - 8							n/a	n/a
All							35%	28.5%

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

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

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. Since this is the first year of the school’s administration of the state exams, no data are available to report.

**Goal 1: Growth Measure**

On the current year's state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

As 2011-2012 is the first year that Leadership Prep Brownsville's students took the NY State exams, comparative results are not yet possible.

**Goal 1: Optional Measure**

Each year on the Terra Nova, a nationally-norm referenced reading assessment, all grade-level cohorts of students enrolled in Kindergarten through 3<sup>rd</sup> grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

**Method**

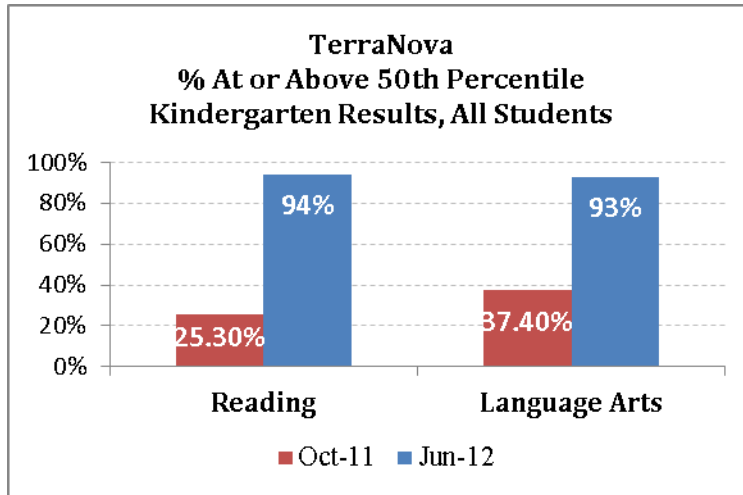
During the 2011-12 school year, Leadership Prep enrolled students in Kindergarten-3<sup>rd</sup> Grade.

As outlined above, Leadership Prep's Accountability Plan consists of measures directly linked to the New York State examinations and Leadership Prep is keenly aware that it will be accountable for all of the measures described above for the 2012-2013 school year. In anticipation of this goal, the school administered the CTB/McGraw-Hill TerraNova CAT 2nd Edition Assessment to its Kindergarten, First Grade, and Second Grade students. Kindergarten students were given the test in October 2011 to establish a baseline and all students in Kindergarten, First Grade, and Second Grade were given the TerraNova in June of 2012.

Leadership Prep believes that the TerraNova assessment closely mirrors the skills measured by the New York State examinations. By administering the TerraNova we are 1) preparing our students to take future assessments, 2) getting an immediate picture of what skills our students are mastering and which skills they are not mastering thus allowing us to adjust our curriculum accordingly and 3) assessing our progress as a school so as to ensure we meet our accountability plan goals as they become applicable.

**Results*****Kindergarten Results: Focus on Literacy***

For Kindergarten, Leadership Prep administered the TerraNova in October 2011, the earliest time that normed results are available from the publisher, and again in June of 2012.

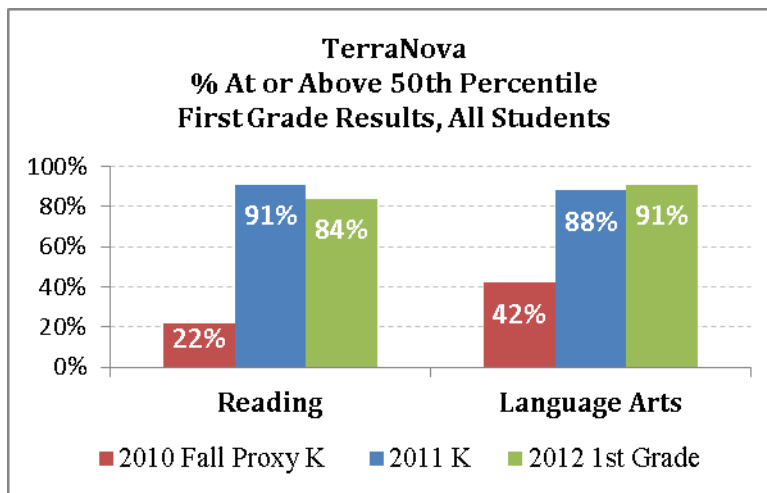


Measured against that fall proxy Leadership Prep Kindergarteners made substantial academic gains in literacy. They ended the school year above grade level. At the end of the school year on the TerraNova:

- 94% of Leadership Prep Kindergarteners scored at or above grade level (NCE of 50 or higher) in reading
- 93% of Leadership Prep Kindergarteners scored at or above grade level (NCE of 50 or higher) in language

***First Grade Results: Focus on Literacy***

The Leadership Prep First Graders ended the year above grade level in literacy. At the end of the school year on the TerraNova:

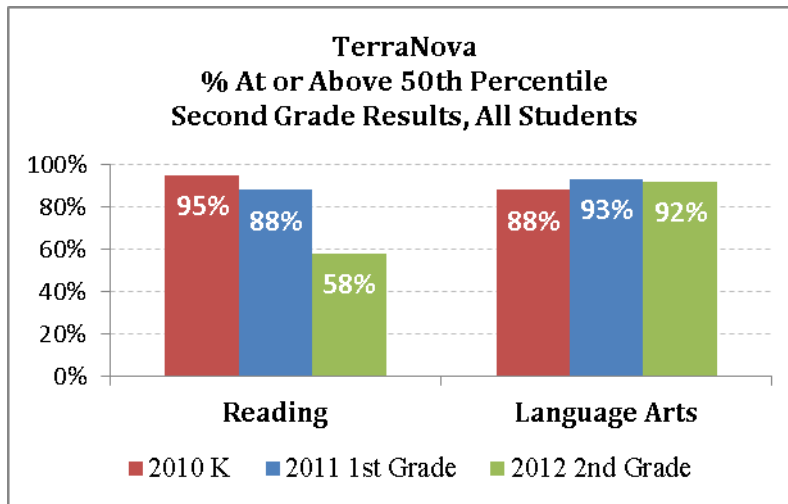


- 84% of Leadership Prep First Graders scored at or above grade level (NCE of 50 or higher) in reading

- 91% of Leadership Prep First Graders scored at or above grade level (NCE of 50 or higher) in language

***Second Grade Results: Focus on Literacy***

The Leadership Prep Second Graders ended the year above grade level in literacy. At the end of the school year on the TerraNova:



- 58% of Leadership Prep Second Graders scored at or above grade level (NCE of 50 or higher) in reading
- 92% of Leadership Prep Second Graders scored at or above grade level (NCE of 50 or higher) in language

**Goal 1: Optional Measure**

Each year on the Terra Nova, a nationally-norm referenced reading assessment, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

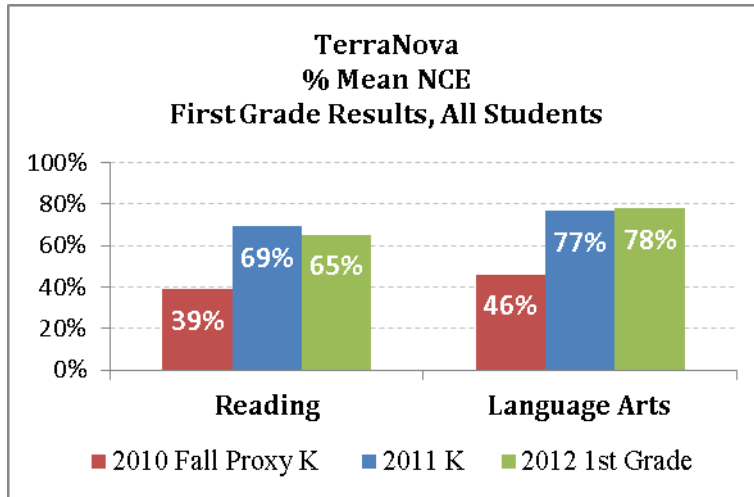
**Results**

***Kindergarten Results: Focus on Literacy***

N/A given that this was their first year at Leadership Prep Brownsville.

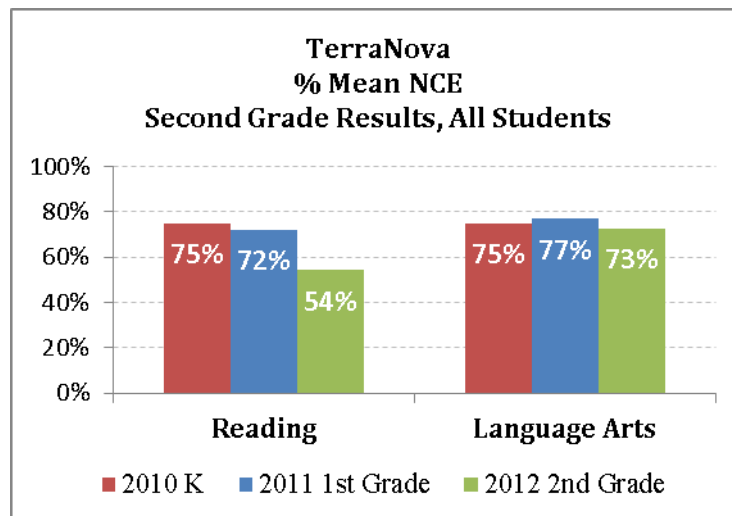
***First Grade Results: Focus on Literacy***

As shown in the graph below, the cohort’s mean NCE decreased in reading (69% to 65% in reading) and increased in language arts (77% to 78%)



***Second Grade Results: Focus on Literacy***

As shown in the graph below, the cohort’s mean NCE decreased from 72% to 54% in reading and from 77% to 73% in language arts.



**Summary of the English Language Arts Goal**

In its first year of state testing, Leadership Prep Brownsville’s ELA results demonstrate that there is much room for growth. While the school did achieve the comparative goal of having a higher percentage of students performing at or above Level 3 relative to the district, we did not achieve the absolute goals set. Specifically, we fell short (by around 20 percentage points) of the goal to have 75% of students score at or above time-adjusted Level 3 cut scores. In addition, our PI fell short of the AMO by about 22 points.

The TerraNova assessment data for grades K to 2 indicates that Leadership Prep has made strong headway in moving students toward reading and language fluency. While we are confident that Leadership Prep is providing a firm foundation for even greater reading and language achievement for

our students in the upcoming school year, we are focusing our efforts on ensuring that a greater percentage of our rising third grade scholars score above 50 NCE.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A for 2011-12
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	N/A for 2011-12

### Action Plan

During the 2012-2013 school year, Leadership Prep will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-3 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize the Riverdeep Destination Reading computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

Leadership Prep supplements this core reading program for struggling readers in several ways. First, the school has implemented a research-proven, intervention-based reading program based on the Wilson Reading System principles called Foundations (commercially titled Wilson Foundations Language Basics for K-3). Students who are not making adequate academic progress under the school's core reading program receive additional instruction in Foundations in order to help them master skills they are still missing. Experiences from other high performing charter schools that have used the Wilson programs indicate that the multi-modal approach of the Wilson programs can often help students who have struggled to learn reading skills in other more traditional programs to succeed. Foundations complements the existing core curriculum by providing research-validated strategies to advance instruction in phonological/phonemic awareness, phonics and spelling.

Leadership Prep's Intervention staffing (Learning Support Coordinator and two Learning Support Teachers) and Reading Intervention Program allows Leadership Prep to:

- Provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading;
- Facilitate rapid identification and curricular responses to emerging student needs;
- Ensure a high degree of consistency in the day-to-day implementation of the school's reading intervention strategies which is especially important as students develop their foundational skills;
- Ensure a high degree of consistency across grade levels in intervention so that teachers can expect a consistent level of support;

- Enhance the quality of literacy instruction as other teachers can more tightly focus their energy on the core reading and writing programs;
- Embed high quality, consistent, curricular training into each Reading Teacher's professional development as he/she will benefit from close work and interaction with the school's Reading Specialist, an early literacy expert;
- Enhance the school's data collection and analysis processes and allow the school to better use data to drive reading instruction;

Leadership Prep will also give heavy focus to our rising third and fourth grade students. In addition to our existing instructional team of Principal and Director of Staff Development, we are adding an Instructional Fellow (new position for 2012-13), who will be focused exclusively on third and fourth grade students and will work closely with the other members of our instructional leadership team to ensure that students receive additional instruction that is differentiated and rigorous through programming during the day as well as tutoring and Saturday Academy.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2012-13 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery and STEP training. Additionally, in preparation for the 2012-13 school year, six seasoned, returning Leadership Prep teachers, who will be serving as Grade Team Chairs and Instructional Coaches (new position for 2012-13), have developed unit and lesson plans for reading comprehension which will help guide newer teachers and raise the overall quality of Reading Comprehension instruction. These Grade Team Chairs and Instructional Coaches will present professional development during our August training period to ensure that all members of their grade teams are prepared to teach these materials successfully and will provide further professional development throughout the year.

Leadership Prep remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all of our students become proficient readers and writers.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

Leadership Prep employs a rigorous, fast paced math program that is designed to carry all students through a minimum of one year of high school algebra by the time they complete eighth grade. Currently Leadership Prep Brownsville uses the Saxon Math program. The Saxon program employs explicit instruction as well as a distributed approach to instruction, practice and assessment. This dual approach has proven especially effective with low-income students and ensures that students master both basic math skills and critical thinking skills. Moreover, Saxon is backed by extensive research demonstrating its effectiveness with student populations similar to Leadership Prep.

Essentially, the Saxon program breaks complex concepts into smaller, related increments in order to foster greater understanding and retention. Saxon then systematically distributes the instruction, practice and assessment of those increments across a grade level. Students work toward mastery of the increments as the lessons progress. This approach is backed by research which supports the idea that students absorb material better when it is presented over several increments rather than in large chunks such as chapters.

Scholars at Leadership Prep receive 80 minutes of math instruction each day. The math program includes a 25 minute Math Meeting which begins each day as well as a lesson and practice for 55 minutes.

A new Saxon lesson is taught every day. Teachers therefore have many opportunities to re-teach lessons if necessary. There are 135 lessons in the Saxon Kindergarten program. By completing a lesson each day, Leadership Prep Kindergarten students were able to move to First Grade math by the end of April. By mastering a complete Saxon lesson every school day, our students remain on pace to complete at least a year of high school algebra by the end of eighth grade.

In Leadership Prep classrooms, the Math Meeting is conducted as a full class on the rug. The Lesson is conducted in two homogeneous, ability-based groups. In both cases, students have a neat, structured environment in which to learn. Teachers have explicit expectations, clear modeling, and Saxon specific training to ensure that students are on-task and focused on learning.

Leadership Prep's math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school is committed to meeting its accountability plan goals related to mathematics as listed below:

### **Goal 1: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State mathematics examination.<sup>3</sup>

## Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd grade in April 2012. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

### 2011-12 State Math Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3	46	0	0	0	46
4 – 8	n/a	n/a	n/a	n/a	n/a
All	46	0	0	0	46

<sup>3</sup> In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

<sup>4</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Results

In our first year of testing, 100% of Leadership Prep Brownsville's 3<sup>rd</sup> grades, who were at least in their second year at the school, scored at or above the state's Time Adjusted Level 3 cut scores on the New York State Mathematics examination.

### Charter School Performance on 2011-12 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	100%	46
	Students in At Least 2 <sup>nd</sup> Year	<u>100%</u>	40
4 -8	All Students	n/a	n/a
	Students in At Least 2 <sup>nd</sup> Year	<u>n/a</u>	n/a
All	All Students	100%	46
	Students in At Least 2 <sup>nd</sup> Year	<u>100%</u>	40

## Evaluation

With 100% of 3<sup>rd</sup> grade students at Leadership Prep Brownsville achieving at least the level 3 cut score, we have met the stated goal of having at least 75% of students scoring at or above the time adjusted level 3 cut score.

## Additional Evidence

Comparison to previous years is not applicable as this is the first year that the school has administered the test.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3							100%	40
4 - 8							n/a	n/a
All							100%	40

### Goal 1: Absolute Measure

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

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO, which for 2011-12 is 158. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

### Results and Evaluation

Leadership Prep Brownsville scored 157 on the ELA Performance Index, which just fell short of the Annual Measurable Objective (AMO) of 158.

**Calculation of 2011-12 Math Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3	0.0%	43.5%	50.0%	6.5%	46

$$\begin{aligned}
 \text{PI} &= 43.5 + 50.0 + 6.5 = 100 \\
 &+ 50.0 + 6.5 = 56.5
 \end{aligned}$$

<b>PI = 157</b>
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### Additional Evidence

Comparison of this year's PI and AMO to previous years is not applicable as this is the first year that the school has administered the test.

**Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09							168	
2009-10							174	
2010-11							137	
2011-12	3	46	0.0%	43.5%	50.0%	6.5%	156.5	158

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

## Method

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

## Results

In our first testing year, 62.5% of Leadership Prep Brownsville’s 3<sup>rd</sup> grade students scored “Proficient” (level3) or “Advanced Proficient” (level 4) on the state Math exam. By comparison, 30% of 3<sup>rd</sup> graders in district 23 scored “Proficient” (level3) or “Advanced Proficient” (level 4).

**2011-12 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62.5%	40	30.0%	1005
4 – 8	n/a	0	n/a	n/a
All	<b>62.5%</b>	40	<b>30.0%</b>	1005

## Evaluation

Since 62.5% of Leadership Prep Brownsville’s 3<sup>rd</sup> graders were at or above a level 3 compared to 30% of all 3<sup>rd</sup> graders in district 23, Leadership Prep Brownsville has met the stated goal by a margin of more than 32 percentage points. This means that more than twice as many of Leadership Prep Brownsville’s 3<sup>rd</sup> graders were at or above level 3 compared to their peers in district 23.

## Additional Evidence

Comparison to previous years is not applicable as this is the first year that the school has administered the test.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3							62.5%	30.0%
4 - 8							n/a	n/a
All							62.5%	30.0%

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

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

Given the timing of the state's release of family income data, the 2011-12 analysis is not yet available.

**Results**

This analysis is not possible given that this is the first year that the school has administered the test.

**Goal 1: Growth Measure**

On the current year's state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

As 2011-2012 is the first year that Leadership Prep Brownsville's students took the NY State exams, comparative results are not yet possible.

**Goal 1: Optional Measure**

Each year, on the Terra Nova, a nationally-norm referenced math assessment, all grade-level cohorts of students enrolled in Kindergarten through 3<sup>rd</sup> grade will reduce by one-half the gap between their

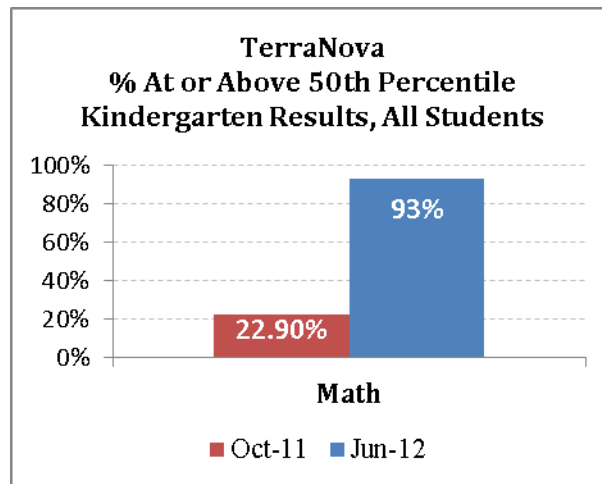
average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year

### **Method and Explanation**

The school's accountability plan goals are explicitly tied to the New York State assessments which begin in the Third Grade. In order to gauge the current progress in mathematics of our students in grades K through Second grade, the school administered the TerraNova math assessment. Again, we believe the TerraNova closely mirrors the New York State examinations and provides the best possible insight at this point in the school's development as to our students' progress.

### ***Kindergarten Results: Focus on Math***

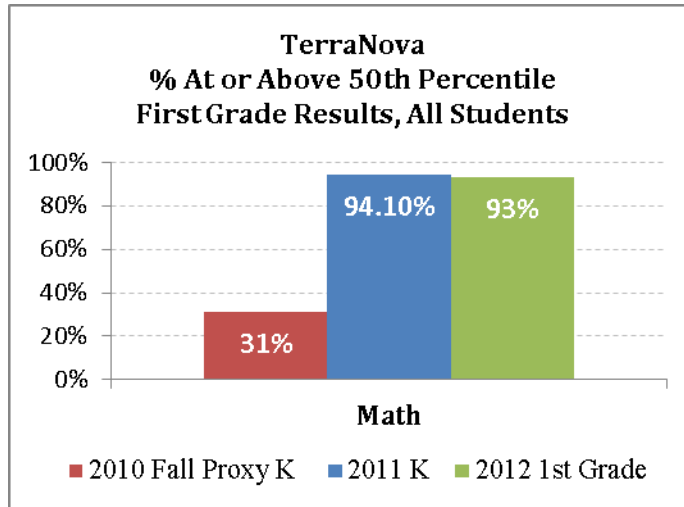
Measured against that fall proxy, Leadership Prep Kindergarteners made substantial academic gains in math and ended the year well above grade level. At the end of the school year on the TerraNova



- 93% of Leadership Prep Kindergarten students scored at or above grade level (NCE of 50 or higher) in math

### ***First Grade Results: Focus on Math***

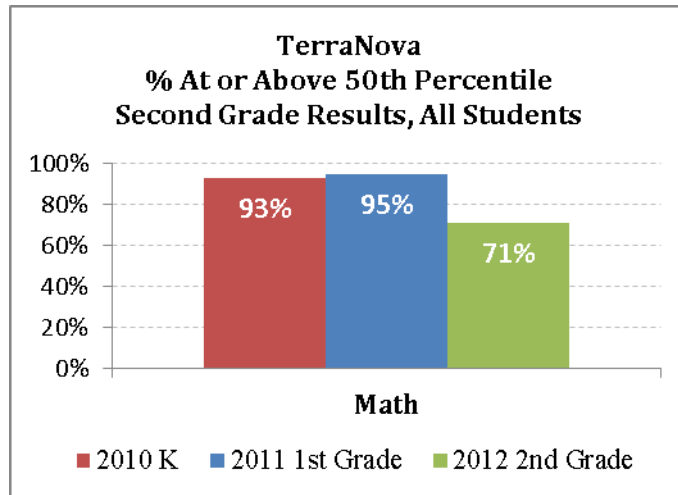
The Leadership Prep First Graders ended the year above grade level in mathematics. At the end of the school year on the TerraNova:



- 93% of Leadership Prep First Grade students scored at or above grade level (NCE of 50 or higher) in Math

***Second Grade Results: Focus on Math***

At the end of the school year on the TerraNova,



- 71% of Leadership Prep Second Grade students scoring at or above grade level (NCE of 50 or higher) in Math

**Additional Evidence**

**Goal 1: Optional Measure**  
 Each year, on the Terra Nova, a nationally-norm referenced math assessment, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

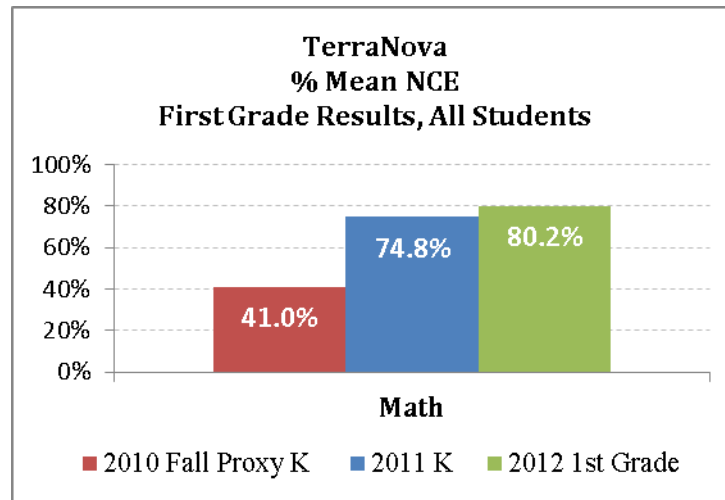
## Results

### *Kindergarten Results: Focus on Math*

N/A given that this was their first year at Leadership Prep Brownsville.

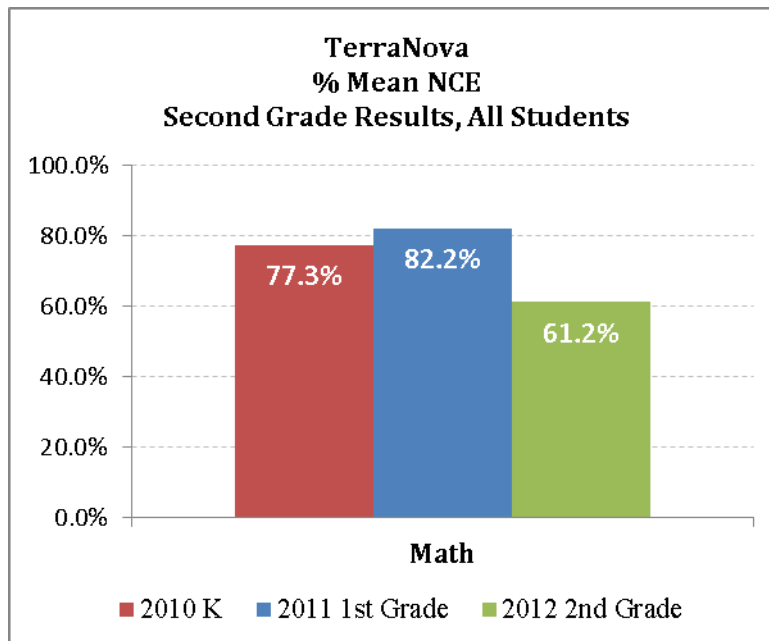
### *First Grade Results: Focus on Math*

As shown in the graph below, the cohort's mean NCE in math increased from 74.8% to 80.2%.



### *Second Grade Results: Focus on Math*

As shown in the graph below, the cohort's mean NCE decreased from 82.2% to 61.2%.



## **Summary of the Mathematics Goal**

Leadership Prep Brownsville scholars have shown growth in the 2011-12 school year. Students benefited from the “Morning Math Meeting” concept, in which twenty five minutes each day is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Leadership Prep’s math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money.

As a result, with 100% of Leadership Prep Brownsville’s 3<sup>rd</sup> graders scoring at least a time-adjusted level 3 cut score, we were able to achieve our first absolute goal. In addition, our students out-performed the district by more than 32 percentage points. However, our PI did not meet the AMO set in the state’s NCLB accountability system.

In order to strengthen Leadership Prep’s math program, the school is offering Saxon specific professional development and support from our Instructional Coaches (new position for 2012-13). Teachers and Coaches creating supplemental lessons for the 2012-13 school year to target these particular areas for growth.

With a majority of students at or above grade level on the standardized assessments and a majority demonstrating proficiency on the school’s Saxon Math curriculum, Leadership Prep is confident in its ability to achieve even greater gains for the next school year as it moves towards meeting its accountability plan goals.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A for 2011-12
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	N/A for 2011-12

## **Action Plan**

Leadership Prep will continue to employ the Saxon math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Leadership Prep is committed to meeting its accountability plan goals related to mathematics as listed above.

## SCIENCE

### Goal 3: Science

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

## SOCIAL STUDIES

### Goal 4: Social Studies

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

### Background

Leadership Prep's curricula in Science and Social Studies are based on a combination of the NYS Science and Social Studies Standards and the Core Knowledge curriculum, designed by Professor E. D. Hirsch, Jr. The school meets all New York City and State Standards and will go beyond them in our coverage of some units, such as Science Biographies for each grade level. At Leadership Prep, our year-long academic planning ensures that both Science and Social Studies are organized into cohesive units that build upon one another as the year progresses. Our instruction alternates throughout the year with one month focused on Science explorations each day, while the next month will focus on Social Studies lessons. This ensures that teachers have uninterrupted stretches of time to develop students' depth of knowledge and to support their mastery of the material.

### **Learning through Doing**

Our Core Knowledge instruction relies on student-centered inquiry and observation, as students learn new concepts through hands-on lessons. Both Social Studies and Science investigations integrate literacy and research—students communicate their ideas, form and investigate their hypotheses, record their observations (data) through accurate drawings, diagrams, and notebook entries, and think critically to evaluate their results. We provide students with the tools, experiences, and personal motivation to perceive the world as scientists and social scientists.

Teachers model and make explicit the topic-specific investigation and comprehension strategies to guide students in their effective use of materials and tools. Teachers will regularly ask students to articulate their own theories, explanations, and understandings so these ideas can be tested and discussed. Generating thoughtful, focused dialogue between even our youngest students is one of the goals of our Science and Social Studies curriculum. As part of ongoing assessment in Social Studies and Science, teachers will look for misconceptions and create experiences that challenge those misconceptions. For example, many students might say that plants need water, sunlight, and soil. Are these factors sufficient? Are they accurate? During the unit on plants, teachers deepen Kindergarten scientists' understanding by guiding them to sprout seeds without light (in a box in the closet), by attempting to sprout seeds without the use of soil and in an airtight container to investigate the need for "air." Immediately, the level of scientific inquiry and precision rises dramatically when teachers expect that students will be capable and interested in trying to understand rather than trying a superficial activity.

For the 2011-2012 school year, Leadership Prep utilized the Scott Foresman Science and Social Studies elementary curriculum which is completely aligned with the New York State Performance Indicators. The school purchased NYS editions of all relevant materials and teachers, who have previously taught

the Core Knowledge curriculum, generated weekly lesson plans which lay out objectives, key vocabulary, activities, assessments, and homework for each day of the year.

Both the Science and Social Studies curricula from Scott Foresman contain teacher-friendly materials with extensive professional development resources. The curricula are highly adaptable so teachers have the freedom and flexibility to modify the curricula based on the needs of their particular students. Each curricula contains a test-preparation component which is valuable for assessments. Finally, the Science and Social Studies programs provide ample opportunities for integration across all subjects, especially reading and writing.

More specifically, the Science curriculum consists of extensive hands-on experiments which support Leadership Prep’s goal of creating an interactive Core Knowledge component of the curriculum. The Social Studies program draws heavily on primary sources, incorporates geography and offers many real-life/role-play scenarios to keep students interested and engaged.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

**Goal 3: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**Goal 4: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

**Goal 4: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

**Results**

Leadership Prep’s oldest cohort was in the third grade for the 2011-12 school year and therefore no students were administered the state science exam or the state social studies exam.

**Summary of the Science and Social Studies Goal**

Based on the significant strengths of the Scott Foresman Science and Social Studies programs, Leadership Prep believes that implementing these new curricula will prepare our students to perform on Science and Social Studies state assessments as we work towards our Accountability Plan goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A for 2011-12

Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A for 2011-12
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### Action Plan

Leadership Prep will continue to employ the Scott Foresman Science and Social Studies and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

### **NCLB**

#### **Goal 5: NCLB**

The school will make Adequate Yearly Progress.

#### **Goal 5: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

### **Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

### **Results and Evaluation**

Leadership Prep received its preliminary status "Good Standing" under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines.

#### **NCLB Status by Year**

Year	Status
2007-08	n/a
2008-09	n/a
2009-10	n/a
2010-11	n/a
2011-12	Good Standing