

**Leadership Prep Ocean Hill Charter  
School**

**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Rita Chan (Elementary Academy Director of Operations), Julie Anne Garretson, (Middle Academy Director of Operations), and Daniella Gafen (Uncommon Preparatory Charter High School Director of Operations) prepared this 2018-2019 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee Name	Position on the Board
Linton Mann III	Chair
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Caroline Kerns has served as the Principal of the Elementary Academy since July 2018 and Rita Chan has served as the Director of Operations of the Elementary Academy since July 2017. Alonte Johnso has served as Principal of the Middle Academy since July 2019 and Julie Anne Garretson has served as the Director of Operations of the Middle Academy since September 2019. Sean Healey has served as the Principal of Uncommon Preparatory Charter High School since July 2018 and Daniella Gafen has served as the Director of Operations of Uncommon Preparatory Charter High School since July 2019.

### Narrative Description:

The mission of Leadership Prep Ocean Hill Charter School (LPOH) and Uncommon Preparatory Charter High School is to prepare each student for college. Leadership Prep Ocean Hill Charter School opened in 2010. The Elementary Academy (EA) opened in 2010 with Kindergarten and added a grade each year thereafter. Leadership Prep Ocean Hill Middle Academy (MA) opened in 2013 and served 5th grade, adding a grade each year. Uncommon Preparatory Charter High School [HS] opened in 2014 and served 9th grade, adding a grade each year. The school has served grades K-12 since 2018.

Leadership Prep Ocean Hill Charter School'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 LPOH students, therefore, is tied to mastering this fundamental skill. In 2018-19, LPOH 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<sup>1</sup>, 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 1<sup>st</sup> grade, and for at least 30 minutes each night starting in 2<sup>nd</sup> 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 hours 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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<sup>1</sup> The STEP (Strategic Teaching and Evaluation Progress) Literacy Assessment provides a set of tools, tightly aligned with scientifically established milestones in reading development, to follow students' progress from kindergarten through third grade. These tools are organized into a developmentally sequenced set of tasks that can help a teacher understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time

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 addresses 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.** LPOH does not use an off-the-shelf curriculum. Rather, LPOH 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 share drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. LPOH teachers will then save their lessons to our school's Share 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. As early as the elementary level, Leadership Prep Ocean Hill administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see "Summary of ELA Goal" section). School-created assessments include: bimonthly writing compositions and quarterly Interim Assessments. A full-time Learning Support Coordinator helps the Principal develop and lead extensive and intensive professional development to ensure that goals in testing are met. LPOH EA administered 2-4 rounds of STEP depending on the grade group (K-2; 3-4) and students were administered two English Language Arts and two math interim assessments, respectively.

In addition to the New York State Social Studies, Mathematics, English Language Arts, and Science exams, LPOH MA administered three internally-aligned Interim Assessments (4 in Math) and one Final Exam in Math, English Language Arts, Science and History. 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.

LPOH 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. LPOH 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 Brooklyn Schools.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Leadership Prep Ocean Hill Charter School 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 provides its students with every possible opportunity to learn. 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 requirements.

In the Elementary Academy, each day consists of over 2.5 hours of literacy instruction, 90 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, and either dance, fitness, or performing arts.

In the Middle Academy, each day consists of more than 2 hours of literacy instruction, 90 minutes of math instruction, 1 hour of science and history instruction, 40 minutes of fitness or performing arts, a daily advisory session, and 45 minutes of additional small group instruction and tutoring on 3 to 4 days of each week.

Leadership Prep Ocean Hill 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. In the Middle Academy, scholars take home at least 2 hours 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.

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

Leadership Prep Ocean Hill students began talking about college on the first day of elementary school as their advisories are named after the alma maters of their teachers. As students mature, they learn more through informal conversations in advisory and in classes, students learn about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

This emphasis is built into a context of learned core values--at Uncommon, we don't look to send numbers to college, but engaged citizens. At the elementary level, each week ends with a Friday Community Circle. Community Circles are centered around the Core Values of the school: *L.E.A.D: Love, Enjoy, Achieve, and Dream*. Role Models from our history who embody the Core Values are referenced in Community Meetings throughout the year and serve as role models for the other scholars. On Thursdays, the Middle Academy also holds a community meeting called Stampede, where the Middle Academy's values, T.U.S.K.S.: Tenacity, Understanding, Scholarship, Kindness, and Self-Discipline are celebrated through various activities. The Core Values of EA and MA are reinforced during Community Circles are seen and heard throughout the entire school, from classrooms, where scholars sing chants and songs that embody the messages of the Core Values, to hallways that are lined with inspirational quotes, pictures, and messages from strong role models from both inside and outside of the school building.

Leadership Prep Ocean Hill students are expected to consistently demonstrate these values wherever they find themselves and are rewarded with merits when they model these values well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

**Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2018-19, Leadership Prep Ocean Hill 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.

Additionally, routines and rituals constantly reinforce our expectations, core values, and mission. This process begins before students even enter the building. Every morning, the school Leadership Team 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.

**Insist on Family Involvement.** Leadership Prep Ocean Hill's educational program is structured so that families must be involved in their child's academic pursuits. In 2018-19, Leadership Prep Ocean Hill families:

- picked up their child's report card in person at the school three times;
- 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 emails;

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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

### School Enrollment by Grade Level and School Year

#### School Enrollment by Grade Level and School Year:

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	89	87	87	83	80	81	84			78				669
2015-16	90	90	89	86	90	94	85	74		77	70			845
2016-17	90	90	91	89	90	92	90	82	75	103	75	66		1033
2017-18	89	90	88	90	89	91	86	82	85	145	90	67	63	1155
2018-19	80	90	90	87	90	89	87	83	82	137	102	78	66	1161

## 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 9<sup>th</sup> grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 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>)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	64	1	63
2018-19	2015-16	2015	68	0	68

### 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 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> 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 homeschooling 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> 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)
2016-17	2013-14	2013	N/A	N/A	N/A
2017-18	2014-15	2014	63	0	63
2018-19	2015-16	2015	68	0	68

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and	Total Graduation Cohort (a) + (b)
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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

			30 <sup>th</sup> of the Cohort's Fifth Year (a)	Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	
2016- 17	2012-13	2012	N/A	N/A	N/A
2017- 18	2013-14	2013	N/A	N/A	N/A
2018- 19	2014-15	2014	63	0	63

### GOAL 1: HIGH SCHOOL GRADUATION

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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 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 Preparatory Charter 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)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

- Electives: 3 years (6 credits)
- Physical Education: 2 years (4 credits)

### RESULTS AND EVALUATION

Uncommon Preparatory Charter High School met this measure, promoting above 75% of students within each cohort. We promoted 80% of students within our 2017 cohort and 93% of our 2018 cohort.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	111	80%
2018	136	93%

### 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

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

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

### RESULTS AND EVALUATION

As evidenced by looking at 2015, 2016, and 2017 cohorts in their second year, we are exceeding 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, 96% of the 2015 cohort had passed 3 or more Regents exams, and 81% of the 2016 cohort and 90% of the 2017 cohort had done the same. Looking at future data, we expect to continue to meet and exceed this goal. Most of our students take and pass two Regents exams in the 8<sup>th</sup> 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 9<sup>th</sup> grade year. When students are enrolled in 9<sup>th</sup> grade, all students take the ELA Regents Exam, and about 50% take the Geometry Regents Exam. By prioritizing Regents exams in the 8<sup>th</sup> and 9<sup>th</sup> 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 10<sup>th</sup> grade.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	69	96%
2016	2017-18	94	81%
2017	2018-19	111	90%

### Goal 1: Absolute Measures

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

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>2</sup>

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

### RESULTS AND EVALUATION

Uncommon Preparatory Charter High School met this measure. 100% of students in the 2014 Cohort and 97% of students in the 2015 Cohort graduated after four or five years.

All students that withdrew from Uncommon Preparatory Charter High School 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
2013	2016-17	N/A	N/A
2014	2017-18	63	100%
2015	2018-19	68	97%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
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<sup>2</sup> The state's guidance for the 4+1 graduation pathway can be found here:

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2012	2016-17	N/A	N/A
2013	2017-18	N/A	N/A
2014	2018-19	63	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.

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.<sup>3</sup> Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

### RESULTS AND EVALUATION

At the time of this report, comparative graduation data has not yet been released. Uncommon Preparatory Charter High School will update when the data becomes available. Given our current data regarding graduation cohorts, we are confident that we have exceeded the % of students graduating after their fourth year compared to the school district of comparison.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	100%	63	Data Not Available	Data Not Available
2015	2018-19	68	97%	Data Not Available	Data Not Available

### ADDITIONAL EVIDENCE

Comparative data has not yet been released for the district of comparison at this time.

### Goal 1: Absolute Measure

<sup>3</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

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

### RESULTS AND EVALUATION

At this time, Uncommon Preparatory Charter High School did not have 2015 cohort students in an alternative graduation pathway program.

#### Percentage of the 2015 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	68	67	99%
Living Environment	68	66	97%
Global History	68	63	93%
US History	68	68	100%
Algebra 1	68	67	99%
Geometry	68	27	40%
Overall	408	358	88%

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	N/A	<b>N/A</b>
2014	2017-18	N/A	N/A
2015	2018-19	N/A	N/A

## ADDITIONAL EVIDENCE

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In our second year with a graduating cohort, Uncommon Preparatory Charter High School 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.	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

- Uncommon Preparatory Charter High 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 focus around:
  - A College Preparatory Mission
  - High Standards for Academics and Character
  - A Highly Structured Learning Environment
  - A Longer School Day and A Longer School Year
  - 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. 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. 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.
- Uncommon Preparatory Charter High School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Uncommon Preparatory Charter High School will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the NY Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom 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.
- 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.
- Uncommon Preparatory Charter High School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.



## GOAL 2: COLLEGE PREPARATION

### 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; or,
- Earning a Regents diploma with advanced designation.

#### METHOD

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

#### RESULTS AND EVALUATION

Fifty percent of students in the 2015 Cohort, passed an Advanced Placement exam with a score of 3 or higher. This percentage does not exceed the absolute measure of 75% of graduating students.

In addition, 71% of students in the 2015 Cohort also met or exceeded the “college and career readiness benchmark.” Although this number falls below the stated absolute measure, many of these students were also among the 50% earning a score of 3 or higher on an AP exam.

Uncommon Preparatory Charter High School does not offer courses in partnership with a college or university, nor does Uncommon Preparatory Charter High School offer the required foreign language instruction required to pass a foreign language Regents exam. Rather than adhere to the Advanced Regents program, Uncommon Preparatory Charter High School students take AP-aligned

classes outside the scope of the Regents curriculum. One hundred percent of students earn a Regents diploma, but do not take additional tests.

Percentage of the 2015 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	68	34	50%
Achieving the college and career readiness benchmark on the SAT	63	45	71%
Earning a Regents diploma with advanced designation	0	0	0%
Overall	68	50	74%

### ADDITIONAL EVIDENCE

The percentage of students in the 2015 cohort did not meet the indicators compared to the 2014 cohort.

### Goal 2: Absolute Measure

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

### METHOD

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

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by

<sup>4</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

### RESULTS AND EVALUATION

Students in our 2014 cohort met the CCCRI measure compared to the MIP set forth by NY State. We attribute this to our focus on the indicators listed above and our college readiness curriculum.

Students in our 2015 cohort did not meet the CCRI measure compared to the MIP set forth by NY State.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	63	128	154.76
2018-19	2015	68	130	128.26

### ADDITIONAL EVIDENCE

Last year was the first year that Uncommon Preparatory Charter High School received a CCCRI value. We intend to compare our program over the past two years to determine how we can continue to meet and exceed this measure in the future.

#### Goal 2: Comparative Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Our CCCRI value for the 2014 cohort is 154.76. Our CCCRI value for the 2015 cohort is 128.26. The district data is not available for comparison; we will update our data once it becomes available.

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

Cohort	Charter School	School District
2013	N/A	N/A
2014	154.76	Data Not Available
2015	128.26	Data Not Available

**Goal 2: Absolute Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Uncommon Preparatory Charter High School has a matriculation rate of 100%, far 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
2013	2016-17	N/A	N/A	N/A
2014	2017-18	63	63	100%
2015	2018-19	66	66	100%

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

Uncommon Preparatory Charter High School achieved the High School Graduation goals, graduating 100% of students during the 2018-19 school year that met 3 of the indicators. Furthermore, the school exceeded the New York State benchmark of 75% matriculating in a two- or four-year college.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	Did not meet

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

**ACTION PLAN**

- Uncommon Preparatory Charter High 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 focus around:
  - A College Preparatory Mission
  - High Standards for Academics and Character
  - A Highly Structured Learning Environment
  - A Longer School Day and A Longer School Year
  - 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. 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. 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.
- Uncommon Preparatory Charter High School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Uncommon Preparatory Charter High School will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the NY Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom 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.
- 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.
- Uncommon Preparatory Charter High School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

### GOAL 3: ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

ALL UNCOMMON NEW YORK CITY STUDENTS WILL BE PROFICIENT READERS AND WRITERS OF THE ENGLISH LANGUAGE.

#### BACKGROUND

The Leadership Prep Ocean Hill English Language Arts curriculum reflects our understanding that literacy is the foundation upon which all future knowledge is built. We provide our scholars with 160 minutes of reading instruction each day. Our reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of curricula that addresses 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); Computer Reading 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.

#### Grades K-4:

All Leadership Prep Ocean Hill scholars start the day with a 25-minute Read Aloud, where they sit on the rug, listen to their teacher read to them from a text taken from the Text Talk Program or a teacher-selected text, and answer questions that increase their reading comprehension skills and vocabulary base. Teachers select texts which allow them to teach particular comprehension concepts that are being taught during Reading Comprehension.

The Reading Mastery program, which Elementary Academy teachers use as the curriculum for one of the daily 45-minute reading blocks, has an extremely strong research base. It is particularly effective in building the core decoding and fluency skills of students; moreover, the program is designed in a very linear, sequential manner. Students are not allowed to move on until they show mastery of the reading material. The Leadership Prep Ocean Hill program gives scholars five 45-minute Reading Mastery lessons a week in order to rapidly accelerate them to mastery.

Scholars spend three 45-minute blocks each week doing Reading Comprehension. During this time, scholars delve into authentic literature and practice independent reading strategies. Scholars spend two 45-minute blocks each week doing Guided Reading using the STEP assessment. During this time, teachers use the assessment data as tools that are organized into a developmentally sequenced set of tasks that can help them understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time. Scholars spend their third 45-minute reading block each day of the week on the classroom computers using the computer Reading Program, which provides engaging individualized early literacy instruction that reinforces both phonics and comprehension skills.

Because we have two teachers in each classroom, all Leadership Prep Ocean Hill EA scholars are able to rotate through the above-mentioned three 45-minute reading blocks each day in groups of

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

10-11 scholars. Between each reading group, scholars engage in a fun and energizing transition routine (e.g. singing the “Look at how I move! Dance to get from the desks to the rug.”).

Grades 5-8:

In the Middle Academy, students receive 60 minutes of reading and writing instruction daily, independent reading on several mornings of the week, as well as a robust library with word incentives, including special sweaters for students who reach up to 1,000,000 words. During independent reading, students can read an independent reading book on their level. Their levels are determined by the STAR Reading Assessment 4 times a year. The mobile school library carried books ranging across all grade levels to support scholars’ growth and knowledge. Scholars were given point goals every month to aid in increasing reading levels.

Leadership Prep Ocean Hill administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see “Summary of ELA Goal” section). School-created assessments include: bimonthly writing compositions and quarterly Interim Assessments. A full-time Learning Support Coordinator helps the Principal develop and lead extensive and intensive professional development to ensure that Leadership Prep Ocean Hill’s English Language Arts Goals are met.

### Goal 3: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in Grades 3 through 8 in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	88	10	5	0	0	88
4	90	9	1	0	0	90
5	88	12	2	0	0	88
6	88	7	0	0	0	88

<sup>5</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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

7	78	4	1	1	0	79
8	79	8	0	1	0	80
All	511	50	9	2	0	513

### RESULTS AND EVALUATION

This is the sixth year that Leadership Prep Ocean Hill tested students beyond their second year. We look forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

We believe that the steps we continue to take will help to increase student performance on the exam in the coming year.

- We are continuing to prioritize our teacher professional development with a renewed focus on differentiation to meet individualized teacher needs. This includes strengthening our curriculum and lesson plan alignment with NY Standards, providing real-time (in the moment) feedback, developing individual performance goals and implementing measures for accountability. These outlined areas of focus will enable our teachers to further drive student achievement and provide our students with the knowledge and skills to demonstrate proficiency on the NY examinations.
- Our school is focusing on driving the rigor in each classroom, and particularly in our reading and writing classes. Driving rigor in classrooms includes maintaining fidelity to our meticulously developed lesson plans, prioritizing time for student independent practice, and ensuring that teachers are collecting and responding to data throughout their instruction. By providing students with increased opportunities to practice and demonstrate new knowledge and skills, our school will prepare them for higher achievement more broadly, and specifically on the state examinations.
- Our school hosts weekly subject data meetings to dive deeply into student performance on lesson standards. This focus enables teachers to adjust lessons as needed in response to student data.

### Performance on 2018-19 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	72%	88	70%	87
4	74%	90	73%	90
5	51%	88	54%	84
6	57%	88	61%	82
7	58%	78	64%	70
8	72%	79	74%	76
All	64%	511	66%	489



## ADDITIONAL EVIDENCE

We have seen growth in Grades 6, 7 and 8. The school’s goal remains to see that at least 75% of students reach proficiency on the NYS ELA exam, and we are looking forward to implementing a higher level of rigor and complementary instructional supports in our English Language Arts classes and overall school day to better prepare our students to meet and exceed this bar.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	89%	80	86%	83	70%	87
4	87%	82	82%	79	73%	90
5	56%	80	52%	81	54%	84
6	48%	88	60%	77	61%	82
7	55%	75	55%	75	64%	70
8	55%	69	64%	78	74%	76
All	65%	474	67%	473	66%	489

### Goal 3: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

## RESULTS AND EVALUATION

In 2018-2019, Leadership Prep Ocean Hill Charter School tested students had a PI value of **165.9**. MIP for 2018 and 2019 for NY State has not yet been released at the time of this report. Based on the Accountability Identification Report data shared by NY State for 2017-18, our school met Higher MIP and State Long Term Goal for ELA.

English Language Arts 2018-19 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
511	9%	27%	42%	22%

$$(138)+(215 \times 2)+(112 \times 2.5)/(46+138+215+112) \times 100=165.9$$

### Goal 3: Comparative Measure

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

## METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

## RESULTS AND EVALUATION

In 2018-2019, Leadership Prep Ocean Hill Charter School's tested students in at least their second year outperformed all tested students in the same grades in Community District 23 on the English Language Arts exam. The school had 66% of students perform at proficiency compared to the district's 25%. This data further supports that the longer students are enrolled at Leadership Prep

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Ocean Hill Charter School, the more prepared they are for college. This demonstrates that when students are enrolled at Leadership Prep Ocean Hill Charter School, the more prepared they are for rigorous curriculum and to succeed in college.

2018-19 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	70%	87	32%	676
4	73%	90	26%	711
5	54%	84	23%	662
6	61%	82	25%	781
7	64%	70	21%	787
8	74%	76	35%	783
All	66%	489	25%	4,400

### ADDITIONAL EVIDENCE

Over the past three years, the school has outperformed the community district overall and across almost every grade on the English Language Arts exam. In 2016-2017, 65% of Leadership Prep Ocean Hill Charter School students in at least their second year scored proficient compared with 21% in Community District 23. By the same metric in 2017-2018, there were 67% of Leadership Prep Ocean Hill Charter School students and 26% of community district students scoring proficient. Finally, in 2018-2019, there were 66% of Leadership Prep Ocean Hill Charter School students and 25% of community district students scoring proficient.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	89%	22%	86%	30%	70%	32%
4	87%	17%	82%	28%	73%	26%
5	56%	16%	52%	19%	54%	23%
6	48%	14%	60%	27%	61%	25%
7	55%	25%	55%	23%	64%	21%

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

8	55%	33%	64%	30%	74%	35%
All	65%	21%	67%	26%	66%	25%

### Goal 3: Comparative Measure

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

### METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

The table below shows that the school’s overall comparative performance is higher than expected overall. Once again, Leadership Prep Ocean Hill Charter School met this measure with a significant positive effect size in all grades. In 2017-2018, the aggregate effect size for Leadership Prep Ocean Hill Charter School was 1.80. Leadership Prep Ocean Hill Charter School’s student achievement continues to exceed the minimum 0.3 effect size year after year, with an effect size of 1.97 in the 2016-17 school year. We are continually pushing our student growth and are excited to see the magnitude of the work we are seeing each year.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>91.1</b>	<b>87</b>	<b>85.1</b>	<b>37.6</b>	<b>47.4</b>	<b>2.65</b>
4	<b>90.0</b>	<b>85</b>	<b>80.0</b>	<b>35.6</b>	<b>44.4</b>	<b>2.44</b>
5	<b>83.7</b>	<b>90</b>	<b>51.1</b>	<b>26.8</b>	<b>24.3</b>	<b>1.53</b>

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

6	89.7	84	60.7	34.8	25.9	1.42
7	82.3	78	56.4	29.7	26.8	1.44
8	83.9	84	63.1	38.1	25.0	1.29
All	86.8	508	66.1	33.8	32.4	1.80

### School's Overall Comparative Performance:

Higher than expected to a larger degree

### ADDITIONAL EVIDENCE

As the school continues to strengthen its English language program, the effect size is anticipated to increase.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	K-7, 9-10	83	420	64.8	25.9	2.28
2016-17	K-11	79.5	505	64.8	29.8	1.97
2017-18	K-12	86.8	508	66.1	33.8	1.80

### Goal 3: Growth Measure<sup>7</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The school's overall Mean Growth Percentile was 42.0, which is less than 50 and the Growth Measure set forth by the State. Individually, our school did meet the goal in Grade 8.

As a school, Leadership Prep Ocean Hill did not exceed the statewide median. Leadership Prep Ocean Hill exceeded this measure in Grade 8. In Grades 4, 5, 6 and 7, Leadership Prep Ocean Hill's Mean Growth Percentile did not meet this standard. We believe that with additional time, each grade will meet this standard.

#### 2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	44.9	50.0
5	28.9	50.0
6	39.0	50.0
7	48.1	50.0
8	50.1	50.0
All	<b>42.0</b>	50.0

### ADDITIONAL EVIDENCE

In 2016-2017, we did not meet this measure, save for Grade 4, and we spent time examining and analyzing teacher practice and support during the 2017-2018 school year to make progress toward this benchmark. This included better guided reading instruction and building a more cohesive English Language Arts curriculum. While we are still working toward meeting this measure across all grades, we are excited to see an increase in Grade 7 and Grade 8 from last year.

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

Grade	Mean Growth Percentile			Target
	2015-16	2016-17	2017-18	
4	57.1	54.7	44.9	50.0
5	49.3	34.0	28.9	50.0
6	54.2	49.2	39.0	50.0
7	67.5	45.8	48.1	50.0
8	0.0	48.3	50.1	50.0
All	56.9	46.0	42.0	50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its seventh year of state testing, Leadership Prep Ocean Hill met 2 out of the 4 applicable English Language Arts goals, and we feel confident we will reach 1 of 2 absolute goals once the MIP data is released.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Did Not Achieve

## ACTION PLAN

Literacy is the foundation on which all other learning rests, and accordingly, English Language Arts (ELA) instruction lies at the core of Leadership Prep Ocean Hill Charter School's curriculum. Leadership Prep Ocean Hill has come close to meeting most of its ELA accountability goals over this past year, has demonstrated progress towards all remaining goals, and is continuously improving upon its literacy instruction. Leadership Prep Ocean Hill realizes that, similar to most urban public schools, this is still an area for growth.

Based on historical accountability progress performance, Leadership Prep Ocean Hill urgently made adjustments to improve outcomes for students since last year. This year we intend to strengthen skills as well as systems for responding to data. Our Dean of Curriculum and Instruction will hold weekly practice groups with their newest teachers to give feedback and improve instruction provided to students, Instructional Leaders will review teacher lesson plans weekly and provided feedback before implementation, and leaders will increase the amount of real time feedback given to teachers during the school day. Additionally, our instructional leadership along with the Uncommon Curriculum and Development team will lead professional development sessions in addition to Weekly Data Meetings and Creating Response to Data Lessons. As a result, we intend to see an increase in student performance on the NYS ELA exam for this coming year and make more progress toward our absolute, growth and comparative ELA accountability goals and measures for school year 2019-2020.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

**Goal 3: Absolute Measure**

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

**METHOD**

The school administered 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 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.

**RESULTS AND EVALUATION**

Uncommon Prep's 2014 cohort had 54 students (87%) pass the English Regents with a score of 75 or higher. The 2015 cohort had 48 students (71%) pass the English Regents with a score of 75 or higher.

This exceeds the goal of 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 Cohort<sup>9</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	N/A	N/A
2014	2017-18	63	87%
2015	2018-19	68	71%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	73	63%	70	70%	68	71%

<sup>9</sup> Based on the highest score for each student on the English Regents exam



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2016	96	39%	90	49%	79	61%
2017			136	24%	111	37%
2018					138	24%

### 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.

### RESULTS AND EVALUATION

100% of the 2014 cohort, and 99% of the 2015 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.

#### Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>10</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	N/A	N/A
2014	2017-18	63	100%
2015	2018-19	68	99%

### ADDITIONAL EVIDENCE

#### Percent Achieving at Least Level 3 by Cohort and Year

	2016-17	2017-18	2018-19
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<sup>10</sup> Based on the highest score for each student on the English Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	73	92%	70	96%	68	99%
2016	96	57%	90	70%	79	87%
2017			136	56%	111	73%
2018					138	56%

### Goal 3: Absolute Measure

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

### METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>11</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

### RESULTS AND EVALUATION

Based on the 2015 High School Accountability Cohort, the School achieved this measure and surpassed the 2018-2019 ELA MIP with a score of 234.5. At this time, the Performance Index benchmark is unavailable.

#### English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort

Percent of Students at Each Accountability Level	
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<sup>11</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Number in Cohort	Level 1	Level 2	Level 3	Level 4
68	0	1%	28%	71%

PI	=	1	+	28	+	71	=	100
				28	+	71	=	99
					+	35.5	=	35.5
						PI	=	234.5

### Goal 3: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

At the time of this report, comparative data for 2015 cohort has not yet been released. Uncommon Preparatory Charter High School will update this report when the data becomes available. As we look at our 2014 cohort data, UPC had 87% of the cohort score at proficient level of 4 or 5.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	87%	63	29%	1,512
2015	2018-19	71%	68	Data Not Available	Data Not Available

### ADDITIONAL EVIDENCE

#### 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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

At the time of this report, comparative data for 2015 cohort has not yet been released. Uncommon Preparatory Charter High School will update this report when the data becomes available.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	100%	63	62%	1,512
2015	2018-19	99%	68	Data Not Available	Data Not Available

### ADDITIONAL EVIDENCE

#### Goal 3: Comparative Measure

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

### METHOD

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

## RESULTS AND EVALUATION

At the time of this report, comparative Performance Index data for English Regents had not yet been released. Uncommon Preparatory Charter High School will update this report when the data becomes available.

English Regents Performance Index (PI)<sup>12</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	243.5	63	Data Not Available	Data Not Available
2015	2018-19	234.5	68	Data Not Available	Data Not Available

## ADDITIONAL EVIDENCE

### 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 8<sup>th</sup> 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

<sup>12</sup> For an explanation of the procedure to calculate the school's PI, see page 28.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Of the 30 students in the 2014 cohort who were not proficient in the 8<sup>th</sup> grade for English language arts exams, 80% 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 42 students in the 2015 cohort who were not proficient in the 8<sup>th</sup> grade for English language arts exams, 62% 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.

This does meet the measure.

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

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	N/A	N/A
2014	2017-18	30	80%
2015	2018-19	42	62%

### ADDITIONAL EVIDENCE

#### 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 8<sup>th</sup> 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

<sup>13</sup> Based on the highest score for each student on the English Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Of the 30 students in the 2014 cohort who were not proficient in the 8<sup>th</sup> 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 42 students in the 2015 cohort who were not proficient in the 8<sup>th</sup> grade for English language arts exams, 98% 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 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>14</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	N/A	N/A
2014	2017-18	30	100%
2015	2018-19	42	98%

### ADDITIONAL EVIDENCE

#### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The 2015 Graduating Cohort achieved and surpassed the English Language Arts goals. Approximately 71% of the 2015 cohort has scored a Level 4 on the Regents Exam in English Language Arts, and 99% of students scored at least a Level 3 on the exam. Regarding both measurements, the 2015 cohort surpassed the necessary benchmark and measure.

Additionally, among the students in the 2015 Graduating Cohort who did not achieve a proficient score in their 8<sup>th</sup> grade New York State English Language Arts exams, 62% achieved at least a Level 4 score and 98% achieved at least a level 3 score on their English Language Arts Regents Exams.

The 2015 Cohort has a Performance Index of 234.5 out of 250.

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

<sup>14</sup> Based on the highest score for each student on the English Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Data Not Available
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Data Not Available
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	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 <sup>th</sup> 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

- Students will continue to receive 60-120 minutes of English instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom 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.
- 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.



- will continue to offer Regents/AP/SAT preparation beginning in the 9th grade and continuing through all four grades
- Uncommon Preparatory Charter High 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.

### GOAL 4: MATHEMATICS

#### Goal 4: Mathematics

STUDENTS WILL DEMONSTRATE COMPETENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL COMPUTATION AND PROBLEM SOLVING.

#### 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 an hour and a half 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.

Leadership Prep Ocean Hill Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

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

Leadership Prep Ocean Hill Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2018-19 school year. 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 Ocean Hill also utilized the information to target content- and skills-driven tutoring throughout the day in school from January to May.

#### Goal 4: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>15</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	88	10	5	0	0	88
4	90	9	1	0	0	90
5	87	12	2	1	0	88
6	87	7	0	0	0	87
7	78	4	1	0	0	78
8						
All	430	42	9	1	0	431

## RESULTS AND EVALUATION

This is the seventh year that Leadership Prep Ocean Hill has administered the NYS Math assessment. Based on data from the 2018-2019 Math Exam, we met the measure of 75 percent of all tested students enrolled in at least their second year performing at or above proficiency on the New York State Math examination for grades 3-8. For 2018-2019, 78% of our students enrolled in at least their second year performed at or above proficiency. We are thrilled to have met this metric and will continue to work towards a higher percentage of students meeting this metric for school year 2019-2020.

Performance on 2018-19 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80%	88	87%	75
4	71%	90	72%	86

<sup>15</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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

5	67%	87	69%	84
6	71%	87	76%	82
7	78%	78	87%	70
8	N/A	N/A	N/A	N/A
All	73%	430	78%	397

### ADDITIONAL EVIDENCE

We have seen growth in grade 7 from the previous year and a slight dip from the previous year in grades 3-6. The school's goal remains to see that at least 75% of students reach proficiency on the NYS Math exam, and we are looking forward to continuing to implement a higher level of rigor and complementary instructional supports in our Math classes and overall school day to better prepare our students to meet and exceed this bar.

### Performance on a Regents Mathematics Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra I	66	81
8	2017-18	Algebra I	68	85
8	2018-19	Algebra I	64	79

The chart above represents the percentage of Leadership Prep Ocean Hill's 8<sup>th</sup> grade cohort who passed the Algebra 1 regents with a score of 65. From our 2018-2019 8<sup>th</sup> grade cohort, 81% scored 65 or higher on the Algebra 1 Regents exam. Based on this data, we are confident that they are developing a strong foundation preparing them for College.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	99%	80	90%	84	87%	75
4	91%	82	90%	79	72%	86
5	73%	79	68%	81	69%	84
6	63%	88	70%	77	76%	82
7	61%	75	76%	75	87%	70

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

8	N/A	N/A	N/A	N/A	N/A	N/A
All	77%	404	79%	396	78%	397

### Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### RESULTS AND EVALUATION

Leadership Prep Ocean Hill achieved a Performance Level Index of 188. The **2019 MIP for NY State has not yet been released at the time of this report**. Therefore, Leadership Prep Ocean Hill cannot report if this measure was achieved.

#### Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	5%	22%	39%	35%

$$(95)+(168 \times 2)+(151 \times 2.5)/(22+95+168+151) \times 100=188$$

### Goal 4: Comparative Measure

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

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>16</sup>

### RESULTS AND EVALUATION

Leadership Prep Ocean Hill Charter School's percentage of students scoring proficient on the NYS mathematics exam exceeded the percentage of students in Community School District 23 scoring proficient or advanced on the exam in the same grades by 55%.

Leadership Prep Ocean Hill Charter School met its comparative measure with its overall percentage of students scoring proficient exceeding the percentage of students in CSD 23 scoring proficient or advanced on the 2019 NYS Math Exam. In all grades, 78% of students in at least their second year at Leadership Prep Ocean Hill Charter School scored proficient or advanced. While Leadership Prep Ocean Hill Charter School is still not satisfied by this performance and hopes to get all students to proficiency as quickly as possible, the school is glad to offer students a viable alternative to reaching math proficiency.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	87%	75	28%	690
4	72%	86	24%	714
5	69%	84	22%	673
6	76%	82	24%	775
7	87%	70	24%	786
8	N/A	N/A	19%	607
All	78%	397	23%	4,245

<sup>16</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**ADDITIONAL EVIDENCE**

Over the past three years, the school has outperformed the community district overall and across almost every grade on the NYS Math exam. In 2016-2017, 77% of Leadership Prep Ocean Hill Charter School students in at least their second year scored proficient compared with 15% in Community School District 23. By the same metric in 2017-2018, there were 79% of Leadership Prep Ocean Hill students and 21% of community district students scoring proficient. Finally, in 2018-2019, there were 78% of Leadership Prep Ocean Hill students and 23% of community district students scoring proficient.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	99%	23%	90%	29%	87%	28%
4	91%	12%	90%	22%	72%	24%
5	73%	19%	68%	17%	69%	22%
6	63%	12%	70%	20%	76%	24%
7	61%	15%	76%	18%	87%	24%
8	N/A	11%	N/A	18%	N/A	19%
All	77%	15%	79%	21%	78%	23%

**Goal 4: Comparative Measure**

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

**METHOD**

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

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

### RESULTS AND EVALUATION

The table below shows that the school’s overall comparative performance is higher than expected overall. Once again, Leadership Prep Ocean Hill Charter School met this measure with a significant positive effect size in all grades. In 2017-2018, the aggregate effect size for Leadership Prep Ocean Hill was 2.31. We are continually pushing our student growth and are excited to see the magnitude of our work each year.

*2017-18 Mathematics Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	91.1	88	89.9	40.4	49.5	2.39
4	90.0	87	90.8	34.0	56.8	2.85
5	83.7	89	67.4	31.4	36	1.94
6	89.7	83	71.1	27.8	43.3	2.10
7	82.3	77	79.2	28.1	51.1	2.25
8	NA	NA	N/A	N/A	N/A	N/A
All	87.4	424	79.7	32.5	47.2	2.31

**School’s Overall Comparative Performance:**

**Higher than expected to a large degree**

### ADDITIONAL EVIDENCE

As the school continues to strengthen its English language program, the effect size is anticipated to increase.

*Mathematics Comparative Performance by School Year*

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	K-7, 9,10	83	421	77.7	27.9	2.47
2016-17	K-11	79.6	430	77.9	30.7	2.35
2017-18	K-12	87.4	424	79.7	32.5	2.31



### Goal 4: Growth Measure<sup>17</sup>

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

#### METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>18</sup>

#### RESULTS AND EVALUATION

The school’s overall Mean Growth Percentile was 41.7, which is less than 50 and the Growth Measure set forth by the State. Individually, our school did meet the goal in 7th grade individually.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.3	50.0
5	26.2	50.0
6	33.1	50.0
7	63.3	50.0
8	N/A	50.0
All	<b><u>41.7</u></b>	50.0

#### ADDITIONAL EVIDENCE

In 2016-2017, we did not meet this measure, and we spent time examining and analyzing teacher practice and support during the 2017-2018 school year to make progress toward this benchmark. This included a more cohesive Math curriculum. While we are still working toward meeting this measure across all grades, we are excited to see an increase in Grades 5 and 7 from last year.

<sup>17</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>18</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	<u>32.1</u>	<u>36.9</u>	<u>46.3</u>	50.0
5	<u>14.9</u>	<u>18.5</u>	<u>26.2</u>	50.0
6	<u>49.8</u>	<u>46.7</u>	<u>33.1</u>	50.0
7	<u>82.0</u>	<u>60.1</u>	<u>63.3</u>	50.0
8	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	50.0
All	<u>43.0</u>	<u>40.1</u>	<u>41.7</u>	50.0

### SUMMARY OF THE MATHEMATICS GOAL

In its seventh year of state testing, Leadership Prep Ocean Hill Charter School achieved the goal of having 75% of all tested students who are enrolled in at least their second-year score proficient. In addition, Leadership Prep Ocean Hill Charter School achieved the comparative goals. Additionally, Leadership Prep Ocean Hill, as a whole, outperformed its district peers by 55 percentage points. The school had an effect size of 2.31, exceeding the goal of exceeding the predicted level of performance by an effect size of 0.3.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Not Available
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Did Not Achieve

### ACTION PLAN

Leadership Prep Ocean Hill Charter School met most of its math accountability goals for school year 2018-2019, 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. As a network, we will 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

#### Goal 4: Absolute Measure

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

#### METHOD

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

#### RESULTS AND EVALUATION

Of the 2014 cohort, 43% of students have passed at Mathematics Regents with Performance Level of 4 by their fourth year. Of the 2015 cohort, 16% of students have passed at Mathematics Regents with Performance Level of 4 by their fourth year.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Uncommon Preparatory Charter High School did not meet this measure for each Accountability Cohort.

### Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>19</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016-17	N/A	N/A
2014	2017-18	63	43%
2015	2018-19	68	16%

### ADDITIONAL EVIDENCE

Our data indicates that future cohorts at Uncommon Preparatory Charter High School will see an increased percentage of students meeting or exceeding this measure.

### Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	73	14%	70	14%	68	16%
2016	96	39%	90	38%	79	41%
2017			136	52%	111	59%
2018					138	37%

### Goal 4: Absolute Measure

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

### METHOD

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

<sup>19</sup> Based on the highest score for each student on a mathematics Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Of the 2014 Cohort at Uncommon Prep, 100% of students have scored at or above Level 3 on a Regents Mathematics Exam. Of the 2015 Cohort, 100% of students have scored at or above Level 3 on a Regents Mathematics Exam.

Uncommon Preparatory Charter High School has met this absolute measure.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	N/A	N/A
2014	2017-18	63	100%
2015	2018-19	68	100%

### ADDITIONAL EVIDENCE

Our data shows that subsequent cohorts are also on track to meet or exceed this benchmark in future years.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	73	96%	70	99%	68	100%
2016	96	94%	90	97%	79	99%
2017			136	89%	111	91%
2018					138	88%

#### 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.

<sup>20</sup> Based on the highest score for each student on a mathematics Regents exam

**METHOD**

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>21</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

**RESULTS AND EVALUATION**

The Performance Index for the Mathematics Regents exam for the 2015 Graduating Cohort is 208 out of the highest possible 250.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
68	0%	0%	84%	16%

  

PI	=	0	+	84	+	16	=	100
				84	+	16	=	100
					+	8	=	8
						PI	=	208

**ADDITIONAL EVIDENCE**

**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.

<sup>21</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see [www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

**METHOD**

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

**RESULTS AND EVALUATION**

At the time of this report, comparative 2015 cohort data for NYS Mathematics Regents has not yet been released. The school will update this report when the data becomes available.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	43%	63	5%	2,026
2015	2018-19	16%	68	Data Not Available	Data Not Available

**ADDITIONAL EVIDENCE**

**Goal 4: Comparative Measure**

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

**METHOD**

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

At the time of this report, comparative 2015 cohort data for NYS Mathematics Regents has not yet been released. The school will update this report when the data becomes available. Compared to our school district, our 2014 cohort exceeded the percentage of comparable students in the district at least partially Common Core expectations.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	100%	63	46%	2,026
2015	2018-19	100%	68	Data Not Available	Data Not Available

### ADDITIONAL EVIDENCE

#### Goal 4: Comparative Measure

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

#### METHOD

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

### RESULTS AND EVALUATION

At the time of this report, comparative Performance Index data for NYS Mathematics Regents has not yet been released. The school will update this report when the data becomes available.

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

Cohort	Charter School	School District
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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Fourth Year	PI	Cohort Size	PI	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	221.5	63	Data Not Available	Data Not Available
2015	2018-19	208	68	Data Not Available	Data Not Available

### ADDITIONAL EVIDENCE

#### 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 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

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

#### RESULTS AND EVALUATION

Of the 11 of students in the 2014 cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam, 73% of students achieved a level 4 on a Regents Mathematics exam. Of the 12 of students in the 2015 cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam, 17% of students achieved a level 4 on a Regents Mathematics exam.

The school did not meet the benchmark for this measure.

#### Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>22</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	N/A	N/A
2014	2017-18	11	73%
2015	2018-19	12	17%

<sup>22</sup> Based on the highest score for each student on the English Regents exam

## ADDITIONAL EVIDENCE

### 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 8<sup>th</sup> 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 11 students in the 2014 cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam, 100% of students achieved a level 3 on a Regents Mathematics exam. Of the 12 students in the 2015 cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam, 100% of students achieved a level 3 on a Regents Mathematics exam.

The school met the benchmark for this measure.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>23</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	N/A	N/A
2014	2017-18	11	100%
2015	2018-19	12	100%

## ADDITIONAL EVIDENCE

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>24</sup>

The Accountability Cohort of School Name met and exceeded all but one of the mathematics goals for school year 2018-2019.

<sup>23</sup> Based on the highest score for each student on the mathematics Regents exam

<sup>24</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
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.	Data Not Available
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.	Data Not Available
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	Not 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 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

### ACTION PLAN

- Students will continue to receive 60-120 minutes of math instruction each day.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom 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.
- 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.
- Uncommon Preparatory Charter High School will continue to offer Regents/AP/SAT preparation beginning in the 9th grade.
- Uncommon Preparatory Charter High 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.

## GOAL 5: SCIENCE

### Goal 5: Science

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

#### BACKGROUND

Leadership Prep Ocean Hill’s science curriculum is aligned to the NY State standards and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of textbooks in class to ensure that students are reading to learn new material presented.

The science curriculum is created within the Uncommon Schools Network. Lesson plans associated multi-media resource materials and assessments are aligned to NYS standards. The curricula are designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

#### Goal 5: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> in spring 2019. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

#### RESULTS AND EVALUATION

For our 4<sup>th</sup> grade, 93% in at least their second year at Leadership Prep Ocean Hill’s achieved proficiency on the State Science Exam. In 8<sup>th</sup> grade, students took the Living Environment Regents instead of the New York State Science exam and 77% scored proficient. For both 4th grade and 8th grade, the goal was met.

Charter School Performance on 2018-19 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	93%	84

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

8	77%	79
All	85%	163

### ADDITIONAL EVIDENCE

Since 2013, Leadership Prep Ocean Hill has maintained a high level of performance on the 4<sup>th</sup> Grade Science State Exam with students meeting proficiency every year. For 8<sup>th</sup> grade, 77% of students scored proficient on the high school level science exam, which shows that we are preparing our students for science in high school.

### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Living Environment	72%	76
8	2017-18	Living Environment	81%	77
8	2018-19	Living Environment	77%	79

In 8<sup>th</sup> grade, students took the Living Environment Regents instead of the New York State Science exam and 77% scored proficient. For 8<sup>th</sup> grade, the goal was met.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97.5%	82	98.8%	80	93%	84
8	N/A	N/A	N/A	N/A	N/A	N/A
All	97.5%	82	98.8%	80	93%	84

### Goal 5: Comparative Measure

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

## METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state’s release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district’s **2017-18** data.

## RESULTS AND EVALUATION

The district comparative data was not available for the 2018-2019 State Science Exam or Living Environment Regents Exam while completing this report so we are using 2017-18 data for comparison purposes. Leadership Prep Ocean Hill Charter School had 85% of students score as proficient or advanced compared to 69% of Community School District 23.

### 2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>25</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	84	73%	492
8	77%	79	55%	148
All	85%	163	69%	640

### Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	97.5%	78%	98.8%	73%	93%	N/A
8	72%	38%	81%	55%	77%	N/A

<sup>25</sup> This table uses the prior year’s results as 2018-19 district science scores are not yet available.

## SUMMARY OF THE SCIENCE GOAL

The absolute measure was achieved, and the comparative data was achieved when comparing the 2018-2019 Leadership Prep Ocean Hill Charter School data to the 2017-2018 Community School District data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

## ACTION PLAN

In 2019-20, Leadership Prep Ocean Hill 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 Ocean Hill 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

### Goal 5: Absolute Measure

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

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, 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.



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Uncommon Preparatory Charter High School had 100% of students in the 2014 and 97% of students in the 2015 cohorts passed the Living Environment Regents with a score of 65 or higher.

This measure was met and exceeded for the 2018-2019 school year.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>26</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	63	100%
2015	2018-19	68	97%

### ADDITIONAL EVIDENCE

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	73	88%	70	89%	68	97%
2016	96	88%	90	87%	79	92%
2017			136	83%	111	92%
2018					138	83%

#### Goal 5: Comparative Measure

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

#### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

<sup>26</sup> Based on the highest score for each student on any science Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

At the time of submission, comparative data for the 2015 cohort has not been released. For the 2014 cohort, Uncommon Preparatory Charter High School has met the measure of having a higher percentage of students pass the science exam with a 65 of above compared to the community school district our school is located in.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	100%	63	64%	1214
2015	2018-19	97%	68	Data Not Available	Data Not Available

## GOAL 6: SOCIAL STUDIES

### 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.

### RESULTS

The 2015 cohort had 100% of student pass the US History Regents compared to 100% in 2014.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>27</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	63	100%
2015	2018-19	68	100%

### EVALUATION

Uncommon Preparatory Charter High School met and surpassed this measure with a 100% pass rate on the US History Regents in the 2015 cohort.

### ADDITIONAL EVIDENCE

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

<sup>27</sup> Based on the highest score for each student on a science Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2015	73	33%	70	84%	68	100%
2016	96	16%	90	17%	79	61%
2017			136	15%	111	16%
2018					138	0%

### Goal 6: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

### RESULTS

At the time of this report, comparative graduation data for U.S. History Regents had not yet been released for the 2015 cohort. Uncommon Preparatory Charter High School will update this report when the data becomes available.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	100%	63	57%	1,214
2015	2018-19	100%	68	Data Not Available	Data Not Available

### EVALUATION

Uncommon Preparatory Charter High School will update this report when the data becomes available.

### ADDITIONAL EVIDENCE

### Goal 6: Absolute Measure

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

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

### RESULTS

The 2015 cohort had a 93% pass rate on the Global History Regents. The 2014 cohort had a 95% pass rate.

by Fourth Year Accountability Cohort<sup>28</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	N/A	N/A
2014	2017-18	63	95%
2015	2018-19	68	93%

### EVALUATION

Based on the data shared in the table above the measure was met, with 93% of students achieving proficiency or passing the Global History exam by the completion of their fourth year in the 2015 cohort.

### ADDITIONAL EVIDENCE

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	73	90%	70	86%	68	93%
2016	96	0%	90	63%	79	86%
2017			136	0	111	45%
2018					138	0

### Goal 6: Comparative Measure

<sup>28</sup> Based on the highest score for each student on a science Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS

At submission, comparative graduation data for Global History Regents had not yet been released for the 2015 cohort. Uncommon Preparatory Charter High School will update this report when the data becomes available. In comparison to the district, the 2013 and 2014 cohorts met this measure.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	95%	63	57%	1,214
2015	2018-19	93%	68	Data Not Available	Data Not Available

### EVALUATION

At submission, comparative graduation data for Global History Regents had not yet been released for the 2015 cohort. Uncommon Preparatory Charter High School will update this report when the data becomes available.

### ADDITIONAL EVIDENC

## GOAL 7: ESSA

### Goal 7: ESSA

The school will remain in good standing under the state’s ESSA accountability system.

#### Goal 4: 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 Ocean Hill (and Uncommon Preparatory Charter High 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
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing