

**Boys Preparatory Charter School of
New York
2016-17 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Ian Rowe, CEO, Public Prep
Janelle Bradshaw, Superintendent, Public Prep
and Kristan Norgrove, Principal;

Boys Prep Elementary School

1695 Seward Avenue
1025 Morrison Avenue
Bronx, NY 10472
Phone: 718-860-8774
Fax: 718-860-8777

Kasimeir Smith prepared the 2016-17 Accountability Plan Progress Report on behalf of Public Prep Academies' board of trustees.

Trustee Full Name	Board Affiliation
H. Melvin Ming	Public Preparatory Academies
Laura Weil	Public Preparatory Academies
Lauren Frank	Public Preparatory Academies
Mary Claire Ryan	Public Preparatory Academies
Nicole Kail Greene	Public Preparatory Academies
Nicole Pullen Ross	Public Preparatory Academies
R. Boykin Curry	Public Preparatory Academies
Ramsey Lyons	Public Preparatory Academies
Bryan Lawrence	Public Preparatory Network
Dominique Schulte	Public Preparatory Network
Gregory Jones	Public Preparatory Network
Margery Mayer	Public Preparatory Network
Mark Diker	Public Preparatory Network
Philip O. Brandes	Public Preparatory Network
Eric Grannis	Public Preparatory Network and Public Preparatory Academies
Paul A. Vermynen, Jr.	Public Preparatory Network and Public Preparatory Academies

Kristan Norgrove has served as Principal of Boys Preparatory Charter School of New York (grades K-3) since July 2016.

INTRODUCTION

Boys Prep Bronx, the first all-boys public elementary school in the Bronx, opened in 2014 to change the narrative for generations of young men of color by starting their educational journey early to put them on a path to college completion.

Boys Prep is part of Public Preparatory Network, which launched in 2009 to support the administrative demand of the schools, to assist in the replication and start-up process and to open future single-sex public elementary and middle schools in New York City. Our model is designed to empower each student to build strong character, demonstrate critical thinking, possess a core body of knowledge and be on a predictive path to earn a degree from a four-year university.

Our model recognizes the significance of starting early in building the self-expectation in students that they will attend and complete college and of providing a strong foundation to help get them there. Our content-rich interdisciplinary curriculum ensures students obtain knowledge, skills, and vocabulary related to English Language Arts, mathematics, history, geography, science, foreign language, and the arts. Furthermore, our schools aim to develop our students' work habits and individual talents by integrating the visual arts, music, and athletics into our curriculum.

Everything we do is designed to ensure students are prepared to graduate into New York City's top performing independent, parochial, and public schools in order to ensure they continue along the path to college completion.

Our core values are scholarship, merit, brotherhood, and responsibility.

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	68	75												143
2015-16	68	69	65											202
2016-17	74	80	59	41										254

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

Boys Prep uses balanced literacy approach in conjunction with the Common Core State Standards (CCSS) as a foundation for planning and instruction. Each integrated literacy block is approximately 110 minutes long at the elementary school and 90 minutes long at the middle school and includes both reading and writing instruction and practice opportunities. Teachers use a lesson format that follows a predictable structure – Warm-Up, Teach, guided practice, Independent Practice, Connect – so that students know what to expect and what is expected of them at each part of the lesson.

Boys Prep students gain the benefits of the workshop model by learning to communicate in a positive and collaborative climate, apply knowledge through meaningful communication about what they have read, self-monitor through independent reading goals, and practice and master skills and standards by incorporating teacher and student feedback.

Teachers are trained and expected to monitor literacy growth using STEP, which is a research-based formative assessment, data management, and professional development system that has been proven to significantly improve student achievement in literacy. STEP assesses children's literacy skills, provides key data to educators, and trains teachers how to interpret that data in a way that moves children reliably through a 13-level system toward reading proficiency. Students also complete Writing Series and writing diagnostic tied to the units of instruction. Teachers use regular unit assessments in grades 2-5 to monitor student performance and progress.

Assessment tools like the NWEA MAP assessment and unit assessments are used strategically by the principals, department chairs, reading specialists, and our network-level Chief Data and Technology Officer to ensure that immediate re-teach and intervention of ELA skills is incorporated into the daily plans, as well as six week intervention plans. Additionally, the ongoing data informs our RTI (response to intervention) process, a network wide model that targets students for enrichment and/or intervention.

While Boys Prep is committed to incorporating the programs that build strong foundations and embed higher order critical thinking, we also ensure rigor and high academic expectations through standardization and structure. For example, we have developed standardized practices for grading and evaluating student work as well as for small group instruction and Response to Intervention process and criteria.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2017. 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.

**2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	37	0	0	1	38
4	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
All	37	0	0	1	38

Results

35% of Boys Prep students enrolled in at least their second year were proficient on the NYS English language arts examination.

**Performance on 2016-17 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	Number Tested	Percent	Number Tested
3	32%	37	35%	34
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	32%	37	35%	34

Evaluation

Boys Prep did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, we believe the data indicates that Boys Prep is on a predictive path to meeting the goal of 75 percent proficiency in the future.

Additional Evidence

The below table indicates that the percentage of students in at least their second year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2013-14		2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A	N/A	N/A	35%	34
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A	35%	34

Goal 2: Absolute Measure Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2016-17 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹

Results

Boys Prep's performance index for English language arts was 102 in the 2016-17 school year. This exceeds the AMO of 89.

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

English Language Arts 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
372	30%	38%	32%	0%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38 & + & 32 & + & 0 & = & 70 \\
 & & & & 32 & + & 0 & = & \underline{32} \\
 & & & & & & \text{PL} & = & 102 \\
 & & & & & & \text{I} & &
 \end{array}$$

Evaluation

Boys Prep exceeded the Annual Measurable Objective by 13 points in 2016-17.

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 local school district.

Method

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

Results

Students enrolled in at least their second year at Boys Prep outperformed those in their host district, NYC Community District 8.

2016-17 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District 8 Students	
	Percent	Number Tested	Percent	Number Tested
3	35%	34	30%	2085
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	35%	34	30%	2085

Evaluation

Boys Prep did not meet the accountability measure requiring that the proportion of all students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam be greater than that of all students in the same tested grades in the local school district.

Additional Evidence

The below table demonstrates that Boys Prep students have outperformed the students of the school's host district, District 8.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2013-14		2014-15		2015-16		2016-17	
	Boys Prep	District 8	Boys Prep	District 8	Boys Prep	District 8	Boys Prep	District 8
3	N/A	N/A	N/A	N/A	N/A	N/A	30%	2085
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A	30%	2085

Summary of the English Language Arts Goal

We are committed to providing the resources needed for our students to become proficient readers of the English language. Boys Prep is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2016-17, Boys Prep achieved 2 out of the 3 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Boys Prep did not meet the goal of 75 percent proficiency in 2016-17. However, our outstanding growth data gives us confidence that we are on a predictive path to attaining that goal in the future.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved

Action Plan

Curriculum

During the charter period, Boys Prep faculty worked diligently with peer faculty across the Public Prep Network to improve the quality and consistency of the ELA curriculum. The K-8 curriculum was constructed through a combination of upgrading the strongest of the units that were already in use, and bringing in high quality external units from Success Academy, Expeditionary Learning and other schools with a strong track record of academic excellence. In 2016-17 teachers across the network implemented a common, standards-aligned ELA curriculum that is coherent in PreK-8, and that contains rich, rigorous texts representing a diverse body of knowledge. Each unit provides common components, including the ability to choose among a variety of rigorous texts, aligned assessments, clear enduring understandings, interdisciplinary connections, and detailed lesson guides for teachers to use, amend, or build upon. All standards, skills, scope and sequence, and end-of-unit assessments are shared in common across Public Prep schools, allowing schools to share instructional techniques and benchmark progress against their peers.

Instruction

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. As the level of expectations of our students has increased, we have identified that our expectations for adult learning must also increase, and are providing additional levels of support and professional development opportunities to ensure successful and impactful instructional delivery. This year, Boys Prep's full-time instructional leaders include an ELA coach, a Director of Curriculum and Assessment at each campus, and our principals, who are our primary instructional leaders. All of these individuals will regularly observe teachers and provide instructional feedback. Grade team leaders will also conduct informal observations and peer observations. All observations will utilize the Danielson framework as our model of excellent teaching.

Boys Prep has invested in the TeachBoost platform to improve the quality of observation, coaching and evaluation. All teachers will receive a minimum of 15 short and 5 long classroom observations from their coach, which is the average reported by top-quartile schools on TNTP's Insight survey. Our coaching and observation program will also be supported through our partnership with TNTP. From the research literature on school improvement, we know that strong coaching and feedback is one of the highest-leverage strategies that a principal has to improve student achievement. TNTP will also organize Excellent School Visits to ensure our school leaders see best practice.

Data & Assessment

Boys Prep teachers and instructional leaders routinely collect and analyze a wide variety of qualitative and quantitative data in order to improve curriculum and instruction. Students are assessed using curricular-aligned, performance-based assessments as measures of absolute performance. These rigorous assessments require synthesis and high-level application of knowledge from all subject areas. Student growth is measured using the NWEA MAP and STEP assessments. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

Leadership

To better support the Instruction, Curriculum and Assessment, Public Prep will make important changes to strengthen the organization's central leadership team. To improve the support and supervision of principals, Public Prep unbundled some of the responsibilities of the CEO, putting day-to-day operations in the hands of the network's Academic Team. This department includes a superintendent, assistant superintendent of elementary schools, assistant superintendent middle schools, chief learning officer, chief data and technology officer, director of English language arts instruction, 3 ELA instructional coaches, director of math instruction, a math instructional coach, and a director of instructional technology.

MATHEMATICS

Goal 2: Mathematics

Boys Prep students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

Background

Boys Prep has an intensive math curriculum that utilizes the Common Core State Standards as a foundation and folds in rigorous curricula to challenge students and allow teachers to narrow and deepen the scope of math instruction. Boys Prep’s math instruction schedule includes a morning meeting each day, as well as a math lesson each day at the elementary level. Teachers use data from student work and math lessons in order to plan for future instruction. In middle school, scholars have math instruction for one hour and thirty minutes daily.

Boys Prep is continuing to use publisher resources such as Engrade NY at the elementary and middle school, but the program is supplemented with additional content and exemplars to provide more process based problem solving and to fill gaps in the curriculum. The use of math centers to develop and reinforce mathematical concepts and skills is a critical component of the math workshop. In addition to a math workshop, students participate in solving complex word problems during “Cognitively Guided Instruction” (CGI). CGI serves as a daily opportunity for students to deeply consider number relationships, to apply relationships to computation strategies, and to discuss and analyze their reasoning. CGI supports the development of efficient, flexible, meaningful, and accurate computation strategies.

Boys Prep’s instructional leadership teams focus on abstract math to more readily assure that students will be able to take on a more diverse array of mathematical problems and apply their mathematical understandings to new and varied situations. With this strategy teachers are also able to hone their instructional technique through intensive development of lessons.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2017. 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.

**2016-17 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	37	0	0	1	38
4	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
All	37	0	0	1	38

Results

51% of Boys Prep students enrolled in at least their second year were proficient on the NYS mathematics examination.

**Performance on 2016-17 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	Number Tested	Percent	Number Tested
3	51%	37	51%	37
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	51%	37	51%	37

Evaluation

Boys Prep did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, we believe the data indicates that Boys Prep is on a predictive path to meeting the goal of 75 percent proficiency in the future.

Additional Evidence

The below table indicates the percentage of students in at least their second year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2013-14		2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A	N/A	N/A	51%	37
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A	51%	37

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2016-17 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

Boys Prep's performance index for mathematics was 142 in the 2016-17 school year. This exceeds the AMO of 86.

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

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
372	11%	38%	38%	14%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 38 & + & 38 & + & 14 & = & 90 \\
 & & & & 38 & + & 14 & = & \underline{52} \\
 & & & & & & \text{PL} & = & 142 \\
 & & & & & & \text{I} & &
 \end{array}$$

Evaluation

Boys Prep exceeded the Annual Measurable Objective by 53 points in 2016-17.

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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

Students enrolled in at least their second year at Boys Prep outperformed those of their host district, NYC Community District 8.

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

**2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	51%	37	30%	2125
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	51%	37	30%	2,125

Evaluation

Boys Prep met the accountability measure requiring that students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam to be greater than that of all students in the same tested grades in the local school district.

Additional Evidence

The below table demonstrates that Boys Prep students have outperformed the students of the school's host district, District 8.

**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							
	2013-14		2014-15		2015-16		2016-17	
	Boys Prep	District 8	Boys Prep	District 8	Boys Prep	District 8	Boys Prep	District 8
3	N/A	N/A	N/A	N/A	N/A	N/A	51%	30%
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A	51%	30%

Summary of the Mathematics Goal

We are committed to providing the resources needed for our students to become proficient mathematicians. Boys Prep is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2016-17, Boys Prep achieved 2 out of the 3 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Boys Prep did not meet the goal of 75 percent proficiency in 2016-17. However, we are on a predictive path to attaining that goal in the future.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved

Action Plan

Increased Instructional Time

In Grades K-4, we have implemented a new 30 minute problem-solving block. Students will spend this time critically engaging with a single rigorous question, developing their own strategies and discussing them with peers and as a whole class. We have contracted with Dr. Stephanie Smith to implement Cognitively Guided Instruction (CGI) "Number Talks" during this problem-solving block. CGI has previously been implemented by other NYC charter schools that have seen substantial growth in math achievement as a result.

Instruction

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. This year, Boys Prep's full-time instructional leaders include an ELA coach, two Directors of Curriculum and Assessment, and our principals, who are our primary instructional leaders. All of these individuals will regularly observe teachers and provide instructional feedback. Grade team leaders will also conduct informal observations and peer observations. All observations will utilize the Danielson framework as our model of excellent teaching.

Boys Prep has invested in the TeachBoost platform to improve the quality of observation, coaching and evaluation. All teachers will receive a minimum of 15 short and 5 long classroom observations from their coach, which is the average reported by top-quartile schools on TNTP's Insight survey. Our coaching and observation program will also be supported through our partnership with TNTP. From the research literature on school improvement, we know that strong coaching and feedback is one of the highest-leverage strategies that a principal has to improve student achievement. TNTP will also organize Excellent School

Visits to ensure our school leaders see best practice.

Data & Assessment

Boys Prep Lower East Side teachers and instructional leaders routinely collect and analyze a wide variety of qualitative and quantitative data in order to improve curriculum and instruction. Students are assessed using curricular-aligned, performance-based assessments as measures of absolute performance. These rigorous assessments require synthesis and high-level application of knowledge from all subject areas. Student growth is measured using the NWEA MAP and STEP assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

Leadership

As outlined in the ELA action plan above, Public Prep will add additional supports and made significant changes in network and school leadership with the aim of improving instructional leadership, adult learning, teacher coaching and development.

NCLB

Goal 3: NCLB

The school will be in Good Standing each year.

Goal 1: Absolute Measure

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

Method

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

Results

For the 2016-17 school year Boys Prep was in Good Standing.

Evaluation

Boys Prep met this accountability goal.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

Additional Evidence

Boys Prep has been in good standing for each year of the Accountability Period.

Goal 4: Parent Satisfaction

Goal 4: Absolute Measure

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of all parents/guardians provide a positive response to the survey items.

Method

Boys Prep uses the NYC DOE school survey to gauge family satisfaction.

Results

The parent response rate on the 2016-17 survey was 30%

2016-17 Parent Satisfaction on Key Survey Results

Item	Satisfaction	Citywide Average
Rigorous Instruction	2.58	3.94
Collaborative Teachers	1.63	4.01
Effective School Leadership	1.95	3.84
Strong Family-Community Ties	3.21	3.78
Trust	2.05	3.89

Evaluation

This outcome measure has been met by Boys Prep. The relationship between home and school is central to each child's success. At Boys Prep, we partner with families to provide maximum support to our students. Every year begins with a home visit by the student's teachers; this initial visit allows families and teachers to establish a relationship before the school year begins. We continue to build a partnership throughout the year and from year-to-year so that every child is supported and sees success.