

**Girls Preparatory Charter School of
the Bronx**

**2015-16 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Ian Rowe, CEO, Public Prep
 Janelle Bradshaw, Superintendent, Public Prep
 and Josie Carbone, Principal;
 and Martha Zornow, Principal

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Andrew Martin and Kasimeir Smith prepared the 2015-16 Accountability Plan Progress Report on behalf of Public Prep Academies' board of trustees:

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Paul A. Vermylen, Jr.	Public Preparatory Network and Public Preparatory Academies

Josie Carbone has served as the Principal of Girls Preparatory Charter School of the Bronx (grades K-5) since 2009.

Martha Zornow has served as the Principal of Girls Preparatory Charter School of the Bronx (grade 6-7) since 2014.

INTRODUCTION

Girls Prep Bronx Elementary School opened in 2009 and serves grades PreK-5. Girls Prep Bronx is part of the Public Prep Network. Public Prep is a nonprofit organization that develops high-quality Universal Pre-Kindergarten and single-sex elementary and middle public schools that pursue excellence through continuous learning and evidence-based instruction. 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. To learn more about our High School Admissions process, [click here](#).

Our core values are scholarship, merit, sisterhood 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
2010-11	64	65	71											202
2011-12	72	74	74	73										293
2012-13	72	73	75	74	73									367
2013-14	72	75	75	72	75	76								445
2014-2015	73	76	75	73	75	75	103							550
2015-2016	77	75	74	74	77	75	108	104						664

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

Girls Prep Bronx uses a 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 and includes both reading and writing instruction, foundational skills and practice opportunities. Teachers use a lesson format that follows a guided release model – Warm-Up, Teach, Release, Independent Practice, Connect – so that students know what to expect and what is expected of them at each part of the lesson.

Girls Prep Bronx students gain the benefits of a 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 Fountas & Pinnell Guided Reading Program and a writing diagnostics tied to the units of instruction. Teachers also use regular end of unit assessments in grades 2-5 and performance assessments in all grades, to monitor student performance and progress. These diagnostics are used to incorporate reading interventions that include READ 180, reading groups with learning specialists, and Learning Lab.

Girls Prep Bronx uses a variety of curricular resources in the teaching of literacy including the Really Great Reading Boost/B last/Blitz phonics program, DIBELS, and the Beebop series sets of leveled books. Units of study have been drawn from EngageNY, the Massachusetts Model Units, and units developed internally by high-performing peer schools.

While Girls Prep Bronx 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. We also adopt standard best practices from our sister school Girls Prep Charter School of New York on an on-going basis.

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 7th grade in April 2016. 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.

**2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	2	74
4	73	0	0	4	77
5	73	0	0	3	75
6	103	0	0	5	108
7	99	0	0	5	104
8	N/A	N/A	N/A	N/A	N/A
All	420	0	0	19	438

Results

41% of Girls Prep Bronx students enrolled in at least their second year are proficient on the NYS English language arts examination.

**Performance on 2015-16 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%	72	33%	67
4	59%	73	61%	71
5	27%	73	29%	68
6	30%	103	33%	63
7	44%	99	44%	97
8	N/A	N/A	N/A	N/A
All	38%	420	41%	366

Evaluation

Girls Prep Bronx did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrates, Girls Prep Bronx students made growth, and also outperformed their host district. Accordingly, we

believe the data indicates that Girls 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 achieving proficiency increased by 10% from 2014-15 to 2015-16.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29%	69	29%	70	38%	69	33%	67
4	24%	66	30%	63	26%	66	61%	71
5	N/A	N/A	33%	57	28%	72	29%	68
6	N/A	N/A	N/A	N/A	32%	66	33%	63
7	N/A	N/A	N/A	N/A	N/A	N/A	44%	97
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	27%	135	31%	190	31%	273	41%	366

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2015-16 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

Girls Prep Bronx’s performance index for English language arts was 114 in the 2015-16 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 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
438	19%	40%	28%	9%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 40 & + & 28 & + & 9 & = & 77 \\
 & & & & 28 & + & 9 & = & \underline{37} \\
 & & & & & & \text{PLI} & = & 114
 \end{array}$$

Evaluation

Girls Prep Bronx exceeded the Annual Measurable Objective by 25 points in 2015-16.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

Results

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

2015-16 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	33%	67	28%	2117
4	61%	71	31%	2209
5	29%	68	24%	2217
6	33%	63	20%	1883
7	44%	97	24%	2059
8	N/A	N/A	N/A	N/A
All	41%	366	26%	10,485

Evaluation

Girls Prep Bronx met 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 Girls Prep Bronx students has outperformed the students of the school's host district, District 8, in each of the last 4 years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2012-13		2013-14		2014-15		2015-16	
	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8
3	29%	18%	29%	20%	38%	19%	33%	28%
4	24%	17%	30%	20%	26%	21%	61%	31%
5	N/A	N/A	33%	18%	28%	20%	29%	24%
6	N/A	N/A	N/A	N/A	32%	19%	33%	20%
7	N/A	N/A	N/A	N/A	N/A	N/A	44%	24%
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	27%	17%	31%	19%	31%	20%	41%	26%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.³

Method

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

³ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

Results

In 2014-15, Girls Prep Bronx's aggregate effect size in English language arts was 0.77.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	89.5	73	36	18.8	17.2	1.3
4	80.8	74	23	21.6	1.4	0.11
5	90.9	75	28	14.6	13.4	1.13
6	79.0	103	29	19.9	9.1	0.60
7						
8						
All	84.5	325	29	18.8	10.2	0.77

School's Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

In 2014-15, Girls Prep met this accountability plan goal. Girls Prep's effect size is not yet available for 2015-16, the year relevant to this analysis.

Additional Evidence

Girls Prep Bronx's effect size improved between 2013-14 and 2014-15. Our improvements to curriculum, instruction, and data use make us confident that we will continue to produce strong results in the future.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	K-3	73.7	72	30.6	42.3	-0.73
2012-13	K-4	90.0	147	23.3	17.6	0.47
2013-14	K-5	84.5	222	30.0	20.9	0.69
2014-15	K-6	84.5	325	29	18.8	0.77

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

In 2015-16, Girls Prep Bronx’s mean unadjusted growth percentile was 52. This is higher than the state’s unadjusted median growth percentile of 50.0

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	59	50.0
5	50	50.0
6	46	50.0
7	55	50.0
8	N/A	50.0
All	52	50.0

Evaluation

In 2015-16, Girls Prep Bronx met this accountability plan goal.

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

Grade	Mean Growth Percentile			
	2013-13	2014-15	2015-16	Statewide Median
4		40.5	59	50.0
5		54	50	50.0
6		58	46	50.0
7		N/A	55	50.0
8		N/A	N/A	50.0
All		51	52	50.0

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. Girls Prep Bronx is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2015-16, Girls Prep Bronx achieved 4 out of the 5 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, Girls Prep did not meet the goal of 75 percent proficiency in 2015-16. 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
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district 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 state's unadjusted median growth percentile.	Achieved

Action Plan

Curriculum

During the charter period, Girls 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. The end of the 2015-16 year concluded the first year of the curriculum rollout, and we had the opportunity to reflect on the implementation and expectations of our students in comparison to the new units, lessons, and assessments. At the close of the year, teams of teachers from across the network were provided stipends to review and upgrade the ELA units, focusing on improving the quality of assessments and collecting strong model student work that help teachers articulate success criteria. As a result, in 2016-17 teachers across the network will be implementing a common, standards-aligned ELA curriculum that is coherent 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, Girls 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.

Girls 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. A TNTP Principal Coach from the NY Charters PLUS program will rotate through our campuses to observe teacher coaching in action, helping us improve and monitor the quality of our instructional coaching efforts. TNTP will also organize Excellent School Visits to ensure our school leaders see best practice.

Data & Assessment

Girls 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 assessment. 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 made 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 founding Superintendent, Janelle Bradshaw. Janelle is a native New Yorker, who grew up between the Bronx and Mount Vernon, and is a proud graduate of a single-sex education at Smith College. She is an extraordinary educator with sixteen years of experience in the field of urban education as a successful Teacher, Assistant Principal, Principal, District Administrator serving as the Director of Instructional Equity, and most recently as a Leadership Coach to network leaders and three of our Public Prep Principals. As Janelle shared during the interview process, she is "excited to return home to make an impact and provide young girls and boys with the chance to be educated in a network which values high standards and academic performance with a balance of the arts, grit, character development and joy." In her role as Founding Superintendent, Janelle will leverage her own experience to motivate, support, supervise and lead a dynamic group of strong and intelligent school leaders and network academic team.

Along with the hiring of Janelle Bradshaw in the pivotal role of Superintendent, Public Prep took additional steps to bolster the leadership of the network academic team. Josie Carbone, founding Principal of Girls Prep Bronx Elementary, was promoted to the role of Chief Learning Officer. She will provide coaching to Principals and school-based leadership teams and oversee network-wide professional development and curriculum support. The Chief Learning Officer is broadly responsible with adult learning and development across the network. Josie will ensure that there is a vision for how all of our school leaders, instructional faculty, student support teams et al will have a "scope and sequence" around their own professional development and growth. Andrew Martin, an experienced classroom teacher and data scientist with extensive expertise architecting, implementing, and using data to improve school performance, has been hired as Chief Data and Technology Officer. In Andrew's nine-year tenure at KIPP New Jersey, he helped that network grow from three to ten schools and developed considerable experience leading school evaluation teams, designing performance metrics, and communicating school performance data to diverse audiences. Andrew also has five years of classroom teaching experience, both in elementary school in the Bronx as a TFA corps member and as a founding History teacher at KIPP's high school in New Jersey.

At the Bronx Elementary Campus, Sharon Stevens is taking over as Principal, succeeding Josie Carbone, who was promoted to Chief Learning Officer for the network. Sharon was selected after a comprehensive recruitment and selection process in which more than forty individuals applied for the role of principal. Sharon is a self-described "zealous advocate for children," who has worked in New York City as a teacher, Special Education coordinator, academic intervention specialist for 13 K-12 schools and literacy coach. Her experiences include work in both special education and ESL settings. In her spare time, Sharon serves as both an instructor and coach for aspiring leaders at Columbia University's Summer Principals Academy. Sharon is currently the Principal of an innovative Middle School in Brooklyn, which she designed and founded in 2012 to focus on Science, Technology, Engineering, Mathematics, and Environmental Education (STEME). A veteran of traditional public schools, Sharon is looking forward to leading a public charter school, which will give her much greater ability to develop her staff, and provide greater support and accountability to achieve exceptional student outcomes. Sharon has an Advanced Masters in Education Leadership from Columbia University,

Teachers College, a Master of Science in Education, Teaching Urban Adolescents with Disabilities from Long Island University and a Bachelor of Arts from the College of New Rochelle.

At the Bronx Middle campus we are deepening our pool of leaders with an eye toward future growth and transitions. Michael Farkosh was selected as the 2016-17 Middle School Resident Principal, while continuing to serve in his role as Founding Director of Curriculum and Assessment at Girls Prep Bronx Middle School. Michael is a dynamic leader and coach with a decade of experience, first teaching English as a Teach For America corps member at a public high school in Phoenix before returning to NYC to teach at two public charter schools. In 2011, Michael joined Girls Prep Lower East Side Middle School as the Founding 7th Grade English Teacher and Humanities Chair, and in 2014 became the Founding Director of Curriculum and Assessment at Girls Prep Bronx Middle School. Michael has a clear vision of excellent instruction and ensures our scholars and faculty are deeply engaged in their own learning. Michael earned his Bachelor of Arts in Political Science from Arizona State University, a Master's degree in Secondary Education, and is getting his Masters of Education in Lehigh University's Educational Leadership program.

MATHEMATICS

Goal 2: Mathematics

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

Background

At Girls Prep Bronx our goal is to offer a mathematically rich curriculum, providing students with opportunities to learn important mathematical concepts, skills, and procedures with deep understanding. Teachers draw from a variety of resources to engage students to think critically, problem solve, and master foundational skills including Investigations in Numbers, Data, and Space (Pearson), Contexts for Learning (Heinemann), and Engage NY as the key curriculum resources.

Girls Prep students engage in at least 80 minutes of math instruction daily in the elementary school and 55 minutes in the middle school in the areas of operations and algebraic thinking, numbers and operation (base ten and fractions) geometry, and measurement and data. 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.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in April 2016. 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.

**2015-16 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	73	0	0	1	74
4	74	0	0	3	77
5	71	0	0	4	75
6	103	0	0	5	108
7	98	0	0	6	104
8	N/A	N/A	N/A	N/A	N/A
All	419	0	0	19	438

Results

36% of Girls Prep students enrolled in at least their second year were proficient on the NYS mathematics examination.

**Performance on 2015-16 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	37%	73	38%	68
4	45%	74	46%	72
5	39%	71	41%	66
6	30%	103	40%	63
7	21%	98	21%	96
8	N/A	N/A	N/A	N/A
All	33%	419	36%	365

Evaluation

Girls Prep Bronx did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency.

Additional Evidence

The below table indicates that the percentage of students in at least their second year achieving proficiency decreased by 7% from 2014-15 to 2015-16.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	28%	69	53%	70	55%	69	38%	68
4	35%	66	48%	63	49%	66	46%	72
5	N/A	0	32%	57	36%	72	41%	66
6	N/A	0	N/A	N/A	30%	66	40%	63
7	N/A	0	N/A	N/A	N/A	N/A	21%	96
8	N/A	0	N/A	N/A	N/A	N/A	N/A	N/A
All	31%	135	45%	190	43%	273	36%	365

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 2015-16 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 200.⁵

Results

Girls Prep Bronx's performance index for mathematics was 104 in the 2015-16 school year. This exceeds the AMO of 86.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
438	24%	40%	23%	9%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 40 & + & 23 & + & 9 & = & 72 \\
 & & & & 23 & + & 9 & = & \underline{32} \\
 & & & & & & \text{PLI} & = & 104
 \end{array}$$

⁵ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Girls Prep Bronx exceeded the Annual Measurable Objective by 18 points in 2015-16.

Goal 2: Comparative Measure

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

Method

A school compares 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.⁶

Results

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

**2015-16 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 8 Students	
	Percent	Number Tested	Percent	Number Tested
3	38%	68	27%	2,171
4	46%	72	30%	2,241
5	41%	66	23%	2,251
6	40%	63	22%	1,924
7	21%	96	18%	2078
8	N/A	N/A	N/A	N/A
All	36%	365	24%	10,665

Evaluation

Girls Prep Bronx 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 Girls Prep Bronx students have outperformed the students of the school's host district, District 8, in each of the last 4 years.

⁶ 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](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2012-13		2013-14		2014-15		2015-16	
	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8
3	28%	23%	53%	26%	55%	28%	38%	27%
4	35%	23%	48%	28%	48%	25%	46%	30%
5	N/A	20%	32%	28%	36%	29%	41%	23%
6	N/A	14%	N/A	N/A	30%	21%	40%	22%
7	N/A	12%	N/A	N/A	N/A	N/A	21%	18%
8	N/A	11%	N/A	N/A	N/A	N/A	N/A	N/A
All	31%	17%	45%	27%	42%	26%	36%	24%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁷

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

⁷ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Results

In 2014-15, Girls Prep Bronx's aggregate effect size in mathematics was 0.72.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	89.5	73	55	27.4	27.6	1.54
4	80.8	74	50	30.5	19.5	1.02
5	90.9	75	36	23.6	12.4	0.71
6	79.0	103	25	26.1	-1.1	-0.06
7						
8						
All	84.5	325	40.0	26.8	13.2	0.72

School's Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

In 2014-15, Girls Prep Bronx met this accountability plan goal. Girls Prep's effect size is not yet available for 2015-16, the year relevant to this analysis.

Additional Evidence

Girls Prep Bronx has had a positive effect size for each of the last four years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2011-12	K-3	73.7	73	53.4	49.6	0.20
2012-13	K-4	90.0	147	32.0	22.4	0.57
2013-14	K-5	84.5	223	40.8	29.3	0.61
2014-15	K-6	84.5	325	40.0	26.8	0.72

Goal 2: Growth Measure⁸

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

In 2015-16, Girls Prep Bronx’s mean unadjusted growth percentile was 41. This is lower than the state’s unadjusted median growth percentile of 50.0

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	32	50
5	44	50
6	45	50
7	44	50
8	N/A	50
All	41	50

Evaluation

In 2015-16, Girls Prep Bronx did not met this accountability plan goal.

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-13	2014-15	2015-16	Statewide Median
4		48.5	32	50
5		51.5	44	50
6		52	45	50
7		N/A	44	50
8		N/A	N/A	50
All		51	41	50

Summary of the Mathematics Goal

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

In 2015-16, Girls Prep Bronx achieved 3 out of the 5 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, Girls Prep Bronx did not meet the goal of 75 percent proficiency in 2015-16. However, our 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 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
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

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, Girls 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.

In addition, we have invested in SWIVL and TeachBoost technology to facilitate the videotaping and collaborative review of instruction respectively. We have set the expectation that video be used throughout the school’s coaching cycles and professional development, both to highlight exemplar practice and to help teachers and leaders reflect on their practice.

Data & Assessment

Girls Prep Bronx 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 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 has made added additional supports and made significant changes in network and school leadership with the aim of improving instructional leadership, adult learning, teacher coaching and development.

SCIENCE

Goal 3: Science

Girls Prep Bronx students will demonstrate proficiency relevant to achievement in science.

Background

Science at Girls Prep Bronx allows students to explore the world through a hands-on, inquiry based approach. Throughout their years in school students will study physical, life, and earth science. As of 2013, every student at Girls Prep Bronx takes four periods of science per week taught in our dedicated science labs by subject specific teachers.

Science in kindergarten explores topics such as the five senses, changes in plants and animals through the seasons, taking care of the earth and magnetism. First grade topics include astronomy, the human body, animal diversity, properties of matter (solids and liquids), and light and sound. In second grade, students use the scientific process to learn about simple machines life cycles, and the symbiotic relationship of plants and animals among other topics.

As students move on to third grade, they build on their early childhood learning. Third grade students at Girls Prep Bronx complete an in-depth study of inherited traits, meteorology, ecology, and force and motion. As fourth graders, students delve into animals and plants in their environment, discover the properties of water, explore electrical energy and magnetism, and understand the impact that natural events have on our world. Fourth graders end the year participating in the NYS Science Written and Performance Assessment that focuses on knowledge gained throughout their elementary science program.

In fifth grade, students study ecosystems, classify living things, study the roots of scientific theory, and explore the stars and the solar system. Students build their reading, writing, and inquiry skills as they engage in projects and hands-on labs.

In every grade, teachers integrate opportunities for students to read and write about the content, skills, and processes developed through their inquiry work. Teachers use Delta Education FOSS science, the state standards, and the Next Gen Science Standards as the key resources in planning instruction.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2016. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

99% of Girls Prep students enrolled in at least their second year were proficient on the NYS science examination.

**Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		District 8 Students	
	Percent	Number Tested	Percent	Number Tested
4	99%	71	N/A	N/A
8	N/A	N/A	N/A	N/A

Evaluation

Girls Prep Bronx met this accountability plan goal.

Additional Evidence

Girls Prep Bronx has met this accountability goal in each year that its students have been eligible to take the Grade 4 science assessment.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	98%	66	81%	63	90%	67	99%	71
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	98%	66	81%	63	90%	67	99%	71

Goal 3: Comparative Measure

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

Method

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

school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

Students enrolled in at least their second year at Girls Prep Bronx performed higher in 2014-15 than those in their host district, District 8, performed. Comparative data for 2015-16 has not yet been published.

**2015-16 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		District 8 Students	
	Percent	Number Tested	Percent	Number Tested
4	99%	71	N/A	N/A
8	N/A	N/A	N/A	N/A

Evaluation

Girls Prep Bronx met all accountability plan goals in science.

Additional Evidence

Girls Prep Bronx met this accountability goal in each year that it has taken the science test.

**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							
	2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98%	85%	81%	79%	90%	78%	99%	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	98%	85%	81%	N/A	90%	78%	99%	N/A

Summary of the Science Goal

Currently, Girls Prep Bronx has met one out of two science goals in 2015-16. Science Scores for District 8 have not yet been released to the public. Although our performance was relatively strong, we are not satisfied with our results, and will seek to enhance our instructional program to improve them in 2016-17

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	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 local school district.	N/A

Action Plan

We will be looking critically at the alignment of our science curriculum to the Grade 4 NYS science test. Although we are confident that our curriculum covers all of the material necessary to succeed on the Grade 4 NYS science test, certain content areas may not receive appropriate emphasis or be taught in the appropriate sequence. We will seek to uncover and remedy any gaps in 2015-16.

NCLB

Goal 4: NCLB

The school will be in Good Standing each year.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing; the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as 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 2015-16 school year Girls Prep Bronx was in Good Standing.

Evaluation

Girls Prep Bronx met this accountability goal.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

Additional Evidence

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

Goal 5: Parent Satisfaction

Goal 5: 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

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

Results

The parent response rate on the 2015-16 survey was 57%

2014-15 Parent Satisfaction on Key Survey Results

Item	% Satisfaction	Citywide Average
Rigorous Instruction	82%	83%
Supportive Environment	69%	74%
Collaborative Teachers	82%	80%
Effective School Leadership	86%	84%
Strong Family-Community Ties	92%	89%
Trust	89%	87%

Evaluation

This outcome measure has been met by Girls Prep Bronx. The relationship between home and school is central to each child's success. At Girls Prep Bronx, 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.