



**Girls Preparatory Charter School
of New York**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Ian Rowe, CEO;
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David Nitkin and Kasimieir Smith prepared the 2014-15 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee Name	Board Campus
Phil Brandes	PPN
Mark Diker	PPN
Eric Grannis	PPN
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Maria Zimmerman	GP BX
Cary Davis	BP
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Paul Vermylen	BP
Laura Weil	BP
Ed Gordon	BP
Ming Mel	BP

Lacy Reed has served as Principal of Girls Preparatory Charter School of New York (grades 5-8) since July 2015.

Versha Munshi-South served as resident Principal of Girls Preparatory Charter School of New York (grades K-4) in 2012-13, and assumed the full duties of Principal in July 2013

INTRODUCTION

Founded in 2005, Girls Preparatory Charter School of New York (hereafter “GPCSNY” or “Girls Prep”) follows a single-sex education model that achieves excellence through continuous learning and data-driven instruction. Our school model is designed to empower each student, build strong character, ensure every student demonstrates critical thinking and possesses critical knowledge, and propel every student toward a path to earn a degree from a four-year university.

At the close of our tenth year of operation, GPCSNY has found the educational program and school model to be effective in creating consistent academic achievement and a desire to learn among GPCSNY students. The results on the New York State English Language Arts and Math exams, as well as success in other school and organizational goals, are indicators of GPCSNY’s commitment to the students and families that GPCSNY serves.

In the coming years, GPCSNY expects to improve upon its current success by refining curricular and pedagogical practices and focusing on the next stage of success for graduates of GPCSNY. The school expects to provide graduates with the best opportunities for acceptance into high performing high schools as well as support the development of students as “college-goers” through guidance and school culture.

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	48	50	50	50	52	58	44							352
2011-12	72	73	50	51	47	48	70	49						460
2012-13	75	71	74	50	51	52	50	68	47					538
2013-14	68	78	69	71	49	50	53	46	65					549
2014-15	70	74	71	71	71	68	49	47	41					562

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

GPCSNY uses the Readers and Writers Workshop model 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, Release, Independent Practice, Connect – so that students know what to expect and what is expected of them at each part of the lesson.

GPCSNY 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 Fountas & Pinnell Guided Reading Program and Complete Writing Series and writing diagnostic tied to the units of instruction. Teachers also use regular interim assessments in grades 2-5 to monitor student performance and progress.

Assessment tools like the NWEA MAP assessment and interim assessments are used strategically by the principals, department chairs, reading specialists, and our network-level Director of Data and Assessment 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 GPCSNY 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 Bronx Charter School 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 8th grade in April 2015. 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.

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	71	0	0	0	71
4	71	0	0	0	71
5	67	0	0	1	68
6	49	0	0	0	49
7	47	0	0	0	47
8	41	0	0	0	41
All	346	0	0	1	347

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

38.8% of Girls Prep students enrolled in at least their second year were proficient on the NYS English language arts examination.

Performance on 2014-15 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	33.1%	71	35.7%	56
4	47.9%	71	50.0%	58
5	22.4%	67	22.9%	35
6	26.5%	49	36.1%	36
7	31.9%	47	31.9%	47
8	56.1%	41	56.1%	41
All	36.4%	346	38.8%	273

Evaluation

Girls Prep 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 students made growth since 2012-13, and also outperformed students in 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 4.3% from 2012-13 to 2014-15.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2011-12		2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	56.5%	46	26.2%	42	52.4%	63	35.7%	56
4	75.0%	44	31.3%	48	26.2%	42	50.0%	58
5	69.8%	43	27.9%	43	59.4%	32	22.9%	35
6	67.8%	60	46.7%	45	26.8%	41	36.1%	36
7	60.5%	43	44.6%	56	44.4%	45	31.9%	47
8	N/A	N/A	27.3%	44	37.5%	64	56.1%	41
All	66.0%	236	34.5%	278	41.1%	287	38.8%	273

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 2014-15 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 200.²

Results

GPCSNY’s performance index for English language arts was 116 in the 2014-15 school year. This exceeds the AMO of 89.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
346	21%	44%	29%	7%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 44 & + & 29 & + & 7 & = & 80 \\
 & & & & 29 & + & 7 & = & \underline{36} \\
 & & & & & & \text{PLI} & = & 116
 \end{array}$$

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 27 points in 2014-15.

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.³

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

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](#).

Results

Students enrolled in at least their second year at Girls Prep outperformed those in their host district, NYC Community District 1.

2015-15 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 1 Students	
	Percent	Number Tested	Percent	Number Tested
3	35.7%	56	37.5%	750
4	50.0%	58	36.3%	771
5	22.9%	35	39.4%	790
6	36.1%	36	37.6%	785
7	31.9%	47	35.6%	736
8	56.1%	41	43.0%	809
All	38.8%	273	38.2%	4,641

Evaluation

Girls Prep did 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 Girls Prep students have outperformed the students of the school's host district, District 1, 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							
	2011-12		2012-13		2013-14		2014-15	
	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	56.5%	51.3%	26.2%	34.3%	52.4%	36%	37.5%	37.5%
4	75.0%	54.5%	31.3%	34.5%	26.2%	40%	36.3%	36.3%
5	69.8%	55.3%	27.9%	30.5%	59.4%	34%	39.4%	39.4%
6	67.8%	50.8%	46.7%	33.5%	26.8%	35%	37.6%	37.6%
7	60.5%	50.1%	44.6%	30.7%	44.4%	41%	35.6%	35.6%
8	N/A	N/A	27.3%	33.8%	37.5%	38%	43.0%	43.0%
All	66.0%	52.4%	34.5%	32.9%	41.1%	37%	38.2%	39.9%

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.⁴

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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

In 2013-14 Girls Prep's aggregate effect size in English language arts was 1.22.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	% Economically Disadvantaged	Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.2	71	48	21.9	26.1	1.93
4	82.4	49	22	22.9	-0.9	-0.06
5	78.0	50	46	21.0	25.0	1.95
6	75.5	53	29	19.8	9.2	0.62
7	72.3	46	44	21.1	22.9	1.47
8	83.1	65	37	20.8	16.2	1.18
All	79.8	334	38.2	21.3	16.9	1.22
School's Overall Comparative Performance:						
Higher than expected to a large degree						

⁴ 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.

Evaluation

In 2013-14, Girls Prep met this accountability plan goal. Girls Prep's effect size is not yet available for 2014-15, the year relevant to this analysis.

Additional Evidence

GPCSNY has had a strongly positive effect size for each of the last four years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	K-6	62	222	60.4	46.6	0.85
2011-12	K-7	56.2	262	64.1	49.6	0.95
2012-13	K-8	73.1	318	33.7	22.9	0.79
2013-14	K-8	79.8	334	38.2	21.3	1.22

Goal 1: Growth Measure⁵

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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁶

Results

In 2014-15, Girls Prep's mean unadjusted growth percentile was 51. This is higher than the state's unadjusted median growth percentile of 50.0

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	N/A
4	50	50
5	51	50
6	49	50
7	52	50
8	50	50
All	<u>51</u>	50

Evaluation

In 2014-15, Girls Prep met this accountability plan goal.

Additional Evidence

GPCSNY has met this accountability goal in each of the last four years.

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

Grade	Mean Growth Percentile				
	2010-11 ⁷	2011-12 ⁷	2012-13	2013-14	2014-15
3			N/A	N/A	N/A
4			66.0	44	50
5			56.0	58.5	51
6			61.5	50.5	49
7			69.0	58.5	52
8			47.5	44	50
All	44.0	58.4	<u>60.6</u>	<u>50</u>	<u>51</u>

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

In 2014-15, GPCSNY 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.

⁷ Grade level results not available.

Like the overwhelming majority of charter schools in New York City, Girls Prep did not meet the goal of 75 percent proficiency in 2013-14. 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

In 2012-13, our network-wide data inquiry team established that students' lack of vocabulary and content knowledge impeded their ability to access complex texts. Accordingly, we embarked upon a curriculum upgrade process to improve the rigor and coherence of our ELA curriculum. In 2013-14, we assembled a team of 24 teachers and school leaders from across our network to lead this work. This team audited our existing units, as well as high quality external units from EngageNY and high-performing peer schools. They selected "the best of the best" units and engaged in an upgrade process to match those units to our core values and ensure that they built a coherent set of knowledge and skills.

In 2014-15 we will be implementing this new curriculum in all grades. The work will be led by network staff in collaboration with school-based staff. Our network team now includes a Chief Academic Officer and two Directors of Literacy Achievement, who are supported by the Principals, Directors of Curriculum and Assessment, and Literacy Coach at each school.

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 math coaches, 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/Torsh technology to facilitate the videotaping and collaborative review of instruction. 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

In the area of data analysis and action planning, we have created an interlocking structure of network-wide data inquiry teams to ensure that all forms of data are being used and triangulated effectively. Similar in nature to professional learning communities, grade-level data inquiry teams will be led by grade-team leaders, who will in turn sit on school-wide data inquiry teams led by the Directors of Curriculum and Assessment, who will in turn sit on a network-wide data inquiry team led by the network's Chief Data and Accountability Officer. All of the network's Directors of Curriculum and Assessment will participate in monthly like-position meetings with the network staff in order to share best practices and engage in professional development.

MATHEMATICS

Goal 2: Mathematics

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

Background

GPCSNY 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.

GPCSNY's math instruction schedule includes a morning meeting each day, as well as a math lesson each day at the elementary level. There is one additional math period each week that is to be used for review and/or extension. In middle school, scholars have math instruction for one hour and thirty minutes daily.

GPCSNY is continuing to use publisher resources such as EnVision for the elementary and Connected Math at the 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.

GPCSNY'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.

In every grade, GPCSNY uses data to differentiate instruction and create guided groups, centers, and lessons. Differentiated instruction is essential in reaching the needs of all students. We also strive to dig deep with our questioning and encourage students to explain and justify their ideas.

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 8th grade in April 2015. 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.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	71	0	0	0	71
4	71	0	0	0	71
5	68	0	0	0	68
6	49	0	0	0	49
7	47	0	0	0	47
8	41	0	0	0	41
All	347	0	0	0	347

Results

43.1% of Girls Prep students enrolled in at least their second year were proficient on the NYS mathematics examination.

**Performance on 2014-15 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	53.5%	71	57.1%	56
4	53.5%	71	55.2%	58
5	25.0%	68	25.7%	35
6	28.6%	49	33.3%	36
7	34.0%	47	34.0%	47
8	53.7%	41	53.7%	41
All	41.4%	347	43.1%	273

Evaluation

Girls Prep 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 students made significantly more than a year of 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 4.6% from 2012-13 to 2014-15.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2011-12		2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	75.0%	44	31.0%	42	57.1%	63	57.1%	56
4	86.1%	44	50.0%	48	47.6%	42	55.2%	58
5	44.1%	43	18.6%	43	34.4%	32	25.7%	35
6	74.5%	59	60.0%	45	53.7%	41	33.3%	36
7	86.0%	43	26.8%	56	68.9%	45	34.0%	47
8	N/A	N/A	45.5%	44	19.4%	62	53.7%	41
All	73.3%	233	38.5%	278	46.5%	284	43.1%	273

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 2013-14 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 200.⁸

Results

GPCSNY's performance index for mathematics was 123 in the 2014-15 school year. This exceeds the AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	19%	39%	29%	13%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 39 & + & 29 & + & 13 & = & 81 \\
 & & & & 29 & + & 13 & = & \underline{42} \\
 & & & & & & \text{PLI} & = & 123
 \end{array}$$

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 37 points in 2014-15.

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.⁹

Results

Students enrolled in at least their second year at Girls Prep outperformed those of their host district, NYC Community District 1.

**2014-15 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	57.1%	56	48.2%	765
4	55.2%	58	45.8%	803
5	25.7%	35	49.7%	782
6	33.3%	36	44.3%	765
7	34.0%	47	34.3%	697
8	53.7%	41	27.3%	652
All	43.1%	273	41.6%	4,464

Evaluation

Girls 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 Girls Prep students have outperformed the students of the school's host district, District 1, in each of the last 4 years.

⁹ 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							
	2011-12		2012-13		2013-14		2014-15	
	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	75.0%	60.5%	31.0%	42.0%	57.1%	47%	57.1%	48.2%
4	86.1%	69.7%	50.0%	41.3%	47.6%	49%	55.2%	45.8%
5	44.1%	64.9%	18.6%	32.3%	34.4%	41%	25.7%	49.7%
6	74.5%	63.0%	60.0%	37.9%	53.7%	42%	33.3%	44.3%
7	86.0%	64.0%	26.8%	33.2%	68.9%	38%	34.0%	34.3%
8	N/A	N/A	45.5%	35.6%	19.4%	29%	53.7%	27.3%
All	73.3%	64.3%	38.5%	37.1%	46.5%	41%	43.1%	41.6%

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.¹⁰

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 2013-14 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

¹⁰ 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 2013-14, Girls Prep’s aggregate effect size in mathematics was 0.88.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	% Economically Disadvantaged	Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.2	71	53	30.9	22.1	1.22
4	82.4	49	45	30.8	14.2	0.72
5	78.0	50	28	29.9	-1.9	-0.10
6	75.5	53	49	27.7	21.3	1.03
7	72.3	46	69	23.6	45.4	2.35
8	83.1	63	19	15.3	3.7	0.18
All	79.8	332	43.2	26.3	16.9	0.88
School’s Overall Comparative Performance:						
Higher than expected to a medium degree						

Evaluation

In 2013-14, Girls Prep met this accountability plan goal. Girls Prep’s effect size is not yet available for 2014-15, the year relevant to this analysis.

Additional Evidence

GPCSNY has had a strongly 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
2010-11	K-6	62	222	81.1	56.2	1.32
2011-12	K-7	56.2	265	75.8	59.7	0.85
2012-13	K-8	73.1	318	35.5	22.9	0.71
2013-14	K-8	79.8	332	43.2	26.3	0.88

Goal 2: Growth Measure¹¹

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

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹²

In 2014-15, Girls Prep's mean unadjusted growth percentile was 45. This is lower than the state's unadjusted median growth percentile of 50.0

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	N/A	50
4	54	50
5	38	50
6	52	50
7	46	50
8	33	50
All	45	50

Evaluation

In 2014-15, Girls Prep did not meet this accountability plan goal.

Additional Evidence

GPCSNY has met this accountability goal in three of the last five years.

¹² Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	2010-11 ¹³	2011-12 ¹⁴	2012-13	2013-14	2014-15
3			N/A	N/A	N/A
4			59.0	50	54
5			44.0	38	38
6			74.5	71	52
7			53.0	69	46
8			70.5	49	33
All	55.5	49.8	59.5	55	45

Summary of the Mathematics Goal

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

In 2014-15, GPCSNY 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 did not meet the goal of 75 percent proficiency in 2014-15. 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 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

¹³ Grade level results not available.

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 math coaches, 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.

Data & Assessment

In the area of data analysis and action planning, we have created an interlocking structure of network-wide data inquiry teams to ensure that all forms of data are being used and triangulated effectively. Similar in nature to professional learning communities, grade-level data inquiry teams will be led by grade-team leaders, who will in turn sit on school-wide data inquiry teams led by the Directors of Curriculum and Assessment, who will in turn sit on a network-wide data inquiry team led by the network’s Director of Data and Assessment. All of the network’s Directors of Curriculum and Assessment will participate in monthly like-position meetings with the network staff in order to share best practices and engage in professional development.

SCIENCE

Goal 3: Science

GPCSNY students will demonstrate proficiency relevant to achievement in science.

Background

Science at Girls Prep 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.

Science in kindergarten explores the physical properties of matter (solids) and the changes in plants and animals through the seasons. First grade students study animal diversity, properties of matter (solids and liquids), and the changes in weather through the seasons. In second grade, students use the scientific process to learn about the physics of motion, study properties of earth materials, and look at the symbiotic relationship of plants and animals.

As students move on to third grade, they build on their early childhood learning. Third grade students at Girls Prep complete an in-depth study of metric measurement and its role in quantifying observations on properties of matter. They explore energy through the physics of sound, construct simple machines (force and motion), and look at plant and animal adaptations (structures of life).

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 and the state 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 and 8th grade in springs 2014. 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

88% of Girls Prep students enrolled in at least their second year were proficient on the NYS science examination.

**Charter School Performance on 2014-15 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		All District Students (2013-14)	
	Percent	Number Tested	Percent	Number Tested
4	87.9%	58	85%	862
8	87.8%	41	51%	591
All	87.9%	99	71.3%	1,453

Evaluation

Girls Prep met this accountability goal.

Additional Evidence

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2011-12		2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	95%	43	98%	48	97.6%	42	87.9%	58
8	N/A	N/A	70%	44	56.3%	64	87.7%	41
All	95%	43	85%	92	72.6%	106	87.9%	99

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 performed slightly lower than those in their host district, District 1.

**2014-15 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		All District Students (2013-14)	
	Percent	Number Tested	Percent	Number Tested
4	87.9%	58	85%	862
8	87.7%	41	51%	591
All	87.9%	99	71.3%	1,453

Evaluation

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

Additional Evidence

Girls Prep met this accountability goal in each year of the accountability period prior to 2013-14.

**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							
	2011-12		2012-13		2013-14		2014-15	
	Girls Prep	District 1	Girls Prep	Local District	Charter School	Local District	Charter School	Local District
4	95%	86%	98%	87%	97.6%	85%	87.9%	N/A
8	N/A	N/A	70%	54%	56.3%	51%	87.7%	N/A
All	95%	86%	85%	74.3%	72.6%	71.3%	87.9%	N/A

Summary of the Science Goal

GPCSNY met two out of two science goals in 2014-15.

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.	Achieved

Action Plan

We will be looking critically at the alignment of our science curriculum to the Grade 4 and 8 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 2014-15.

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 2013-14 school year Girls Prep was in Good Standing.

Evaluation

GPCSNY met this accountability goal.

NCLB Status by Year

Year	Status
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

Additional Evidence

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

Goal 6: Parent Satisfaction

Goal 6: 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 uses the NYC DOE school survey to gauge family satisfaction.

Results

The parent response rate on the 2014-15 survey was 78%

2014-15 Parent Satisfaction on Key Survey Results

Item	% Satisfaction	Citywide Average
Rigorous Instruction	90%	90%
Supportive Environment	85%	87%
Collaborative Teachers	93%	88%
Effective School Leadership	88%	81%
Strong Family-Community Ties	87%	84%
Trust	90%	90%

Evaluation

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