

**Girls Preparatory Charter School
of New York**

**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
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and Lacy Reed, Principal

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

Trustee Full Name	Board Affiliation
H. Melvin Ming	Public Preparatory Academies
Laura Weil	Public Preparatory Academies
Lauren Frank	Public Preparatory Academies
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Nicole Pullen Ross	Public Preparatory Academies
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Dominique Schulte	Public Preparatory Network
Gregory Jones	Public Preparatory Network
Margery Mayer	Public Preparatory Network
Mark Diker	Public Preparatory Network
Philip O. Brandes	Public Preparatory Network
Eric Grannis	Public Preparatory Network and Public Preparatory Academies
Paul A. Vermylen, Jr.	Public Preparatory Network and Public Preparatory Academies

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

Girls Prep Lower East Side Elementary is the first all-girls charter school in New York City. It was founded in 2005 and serves grades K-4.

Girls Prep Lower East Side 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.

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	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
2015-16	63	73	68	69	71	78	65	45	44					576

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

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

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 unit assessments in grades 2-5 to monitor student performance and progress.

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

While 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 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	69	0	0	0	69
4	71	0	0	0	71
5	78	0	0	0	78
6	65	0	0	0	65
7	45	0	0	0	45
8	44	0	0	0	44
All	372	0	0	0	372

Results

55% of Girls Prep students enrolled in at least their second year were 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	51%	69	49%	57
4	54%	71	43%	55
5	58%	78	67%	51
6	42%	65	47%	49
7	53%	45	53%	45
8	61%	44	63%	43
All	53%	372	55%	300

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 16% 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	26%	42	52%	63	36%	56	49%	57
4	31%	48	26%	42	50%	58	43%	55
5	28%	43	59%	32	23%	35	67%	51
6	47%	45	27%	41	36%	36	47%	49
7	45%	56	44%	45	32%	47	53%	45
8	27%	44	38%	64	56%	41	63%	43
All	35%	278	41%	287	39%	273	55%	300

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

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

Results

GPCSNY's performance index for English language arts was 144 in the 2015-16 school year. This exceeds the AMO of 89.

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
372	10%	38%	43%	10%

$$\begin{array}{rcccccccl}
 \text{PI} & = & 38 & + & 43 & + & 10 & = & 91 \\
 & & & & 43 & + & 10 & = & \underline{53} \\
 & & & & & & \text{PLI} & = & 144
 \end{array}$$

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 55 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 outperformed those in their host district, NYC Community District 1.

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 1 Students	
	Percent	Number Tested	Percent	Number Tested
3	49%	57	48%	739
4	43%	55	41%	348
5	67%	51	41%	755
6	47%	49	42%	789
7	53%	45	42%	777
8	63%	43	41%	747
All	55%	300	43%	4,155

² 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](#).

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 three 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	District 1	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	26%	34%	52%	36%	38%	38%	49%	48%
4	31%	35%	26%	40%	36%	36%	43%	41%
5	28%	31%	59%	34%	39%	39%	67%	41%
6	47%	34%	27%	35%	38%	38%	47%	42%
7	45%	31%	44%	41%	36%	36%	53%	42%
8	27%	34%	38%	38%	43%	43%	63%	41%
All	35%	33%	41%	37%	38%	40%	55%	43%

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 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.

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.

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’s aggregate effect size in English language arts was 0.94.

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	82.4	71	34	21.4	12.6	0.88
4	72	71	48	25.5	22.5	1.72
5	81.2	67	22	18.6	3.4	0.26
6	75.5	49	27	21.4	5.6	0.38
7	77.1	47	32	18.7	13.3	0.90
8	63.4	41	56	30.6	25.4	1.50
All	76.1	346	35.9	22.4	13.5	0.94

School’s Overall Comparative Performance:
Higher than expected to a large 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

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
2014-15	K-8	76.1	346	35.9	22.4	0.94

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’s mean unadjusted growth percentile was 58. 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	54	50
5	64	50
6	59	50
7	61	50
8	54	50
All	58	50

Evaluation

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

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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			
	2012-13	2013-14	2014-15	2015-16
4	66	44	50	54
5	56	58.5	51	64
6	61.5	50.5	49	59
7	69	58.5	52	61
8	47.5	44	50	54
All	60.6	50	51	58

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 2015-16, 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.

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 Lower East Side Elementary campus Patricia Jahaly is taking over as Principal, succeeding Versha Munshi-South, who resigned from Girls Prep to become a principal coach. Patricia was selected after a comprehensive recruitment and selection process in which more than forty individuals applied for the role of principal. Patricia is an experienced educator and leader who has also worked for a decade in public elementary schools, including her role as Director of Curriculum and Instruction at Harlem Hebrew Language School, Founding Literacy Coach and Mentor Teacher at Amani Public Charter, and the last year as Director of Curriculum and Assessment at Girls Prep Bronx Elementary. Patricia establishes high expectations for student achievement and classroom practice, and is a thought-provoking leader who consistently uses data to measure progress to inform professional development. Most importantly, Patricia is always reading! Patricia is getting her Master of Science in Education Leadership from Bank Street College, and earned a Master of Science in Education from Sarah Lawrence College, permanent NY State Certification in Early Childhood and Childhood General Education, and a Bachelor of Science in Business Management from Adelphi University.

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. Teachers use data from student work and math lessons in order to plan for future instruction. In middle school, scholars have math instruction for one hour and thirty minutes daily.

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

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.

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 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	69	0	0	0	69
4	71	0	0	0	71
5	78	0	0	0	78
6	65	0	0	0	65
7	45	0	0	0	45
8	44	0	0	0	44
All	372	0	0	0	372

Results

46% 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	61%	69	58%	57
4	41%	71	38%	55
5	54%	78	59%	51
6	37%	65	42%	49
7	33%	45	33%	45
8	41%	44	42%	43
All	46%	372	46%	300

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 3% 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	31.0%	42	57%	63	57%	56	61%	69
4	50%	48	48%	42	55%	58	41%	71
5	19%	43	34%	32	26%	35	54%	78
6	60%	45	54%	41	33%	36	37%	65
7	27%	56	69%	45	34%	47	33%	45
8	46%	44	19%	62	54%	41	41%	44
All	39%	278	47%	284	43%	273	46%	372

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

GPCSNY's performance index for mathematics was 132 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
372	14%	40%	33%	13%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 40 & + & 33 & + & 13 & = & 86 \\
 & & & & 33 & + & 13 & = & \underline{46}
 \end{array}$$

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

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 46 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 outperformed those of their host district, NYC Community District 1.

**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 Students	
	Percent	Number Tested	Percent	Number Tested
3	61%	69	51%	740
4	41%	71	46%	750
5	54%	78	45%	783
6	37%	65	46%	807
7	33%	45	36%	769
8	41%	44	23%	604
All	46%	372	42%	4,453

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](#).

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.

**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	District 1	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	31%	42%	57%	47%	57%	48%	61%	51%
4	50%	41%	48%	49%	55%	46%	41%	46%
5	19%	32%	34%	41%	26%	50%	54%	45%
6	60%	38%	54%	42%	33%	44%	37%	46%
7	27%	33%	69%	38%	34%	34%	33%	36%
8	46%	36%	19%	29%	54%	27%	41%	23%
All	39%	37%	47%	41%	43%	42%	46%	42%

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

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.

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.

Results

In 2014-15, Girls Prep's aggregate effect size in mathematics was 0.75.

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	82.4	71	54	30.7	23.3	1.22
4	72.0	71	54	35.2	18.8	1.04
5	81.2	68	25	28.7	-3.7	-0.20
6	75.5	49	29	28.0	1.0	0.05
7	77.1	47	34	22.3	11.7	0.59
8	63.4	41	54	18.5	35.5	2.06
All	76.1	347	42.1	28.3	13.8	0.75

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

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
2014-15	K-8	76.1	347	42.1	28.3	0.75

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's mean unadjusted growth percentile was 54. This is higher 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
4	41	50
5	49	50
6	62	50
7	62	50
8	58	50
All	54	50

Evaluation

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

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

Additional Evidence

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	2015-16
4	59	50	54	41
5	44	38	38	49
6	74.5	71	52	62
7	53	69	46	62
8	70.5	49	33	58
All	59.5	55	45	54

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 2015-16, 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.

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 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	Achieved

	above the state's unadjusted median growth percentile.	
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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

GPCSNY students will demonstrate proficiency relevant to achievement in science.

Background

Science at GPCSNY 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 GPCSNY 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 and 8th grade in springs 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

93% 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		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	98%	54	N/A	N/A
8	86%	42	N/A	N/A
All	93%	96	N/A	N/A

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							
	2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	98%	48	98%	42	88%	58	98%	54
8	70%	44	56%	64	88%	41	86%	42
All	85%	92	73%	106	88%	99	93%	96

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 higher in 2014-15 than those in their host district, District 1, 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		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	98%	54	N/A	N/A
8	86%	42	N/A	N/A
All	93%	96	N/A	N/A

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 2015-16.

**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	
	Girls Prep	Local District	Girls Prep	Local District	Girls Prep	Local District	Charter School	Local District
4	98%	87%	98%	85%	88%	83%	98%	N/A
8	70%	54%	56%	51%	88%	65%	70%	N/A
All	85%	74%	73%	71%	88%	76%	85%	N/A

Summary of the Science Goal

GPCSNY met two out of two science goals in 2015-16.

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 2016-17.

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 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
2014-15	Good Standing
2015-16	Good Standing

Additional Evidence

GPCSNY 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 uses the NYC DOE school survey to gauge family satisfaction.

Results

The parent response rate on the 2015-16 survey was 72%

2015-16 Parent Satisfaction on Key Survey Results

Item	% Satisfaction	Citywide Average
Rigorous Instruction	85%	83%
Supportive Environment	71%	74%
Collaborative Teachers	85%	80%
Effective School Leadership	87%	84%
Strong Family-Community Ties	91%	89%
Trust	85%	87%

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.