

**Girls Preparatory Charter School of  
 New York  
 2017-18 ACCOUNTABILITY  
 PLAN  
 PROGRESS REPORT**

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Kasimeir Smith prepared the 2017-18 Accountability Plan Progress Report on behalf of Public Prep Academies' board of trustees:

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**Jessica Strong has served as Principal of Girls Preparatory Charter School of New York (grades 5-8) since July 2018.**

**Rebekah Adamek has served as Principal of Girls Preparatory Charter School of New York (grades K-4) since July 2017.**

## 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 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
2016-17	56	78	76	70	71	86	83	66	42					628
2017-18	53	70	83	84	78	81	78	71	54					652

## **Goal 1: English Language Arts**

Students will become proficient readers of the English language.

### **Background**

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

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

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

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

**Goal 1: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in Spring 2018. 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.

**2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	74	0	0	10	84
4	70	0	0	8	78
5	75	0	0	6	81
6	78	0	0	0	78
7	69	0	0	3	71
8	54	0	0	0	54
All	420	0	0	27	445

**Results**

69% of Girls Prep students enrolled in at least their second year were proficient on the NYS English language arts examination.

**Performance on 2017-18 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	64%	74	68%	59
4	61%	70	66%	47
5	60%	75	62%	52
6	71%	78	70%	66
7	70%	69	70%	69
8	80%	54	80%	54
All	67%	420	69%	347

## 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 2014-15, and 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 9% from 2016-17 to 2017-18.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2014-15		2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	36%	56	49%	57	69%	49	68%	59
4	50%	58	43%	55	62%	51	66%	47
5	23%	35	67%	51	48%	60	62%	52
6	36%	36	47%	49	57%	64	70%	66
7	32%	47	53%	45	53%	62	70%	69
8	56%	41	63%	43	72%	40	80%	54
All	39%	273	55%	300	60%	326	69%	347

**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 2017-18 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.

**Results**

Girls Prep’s performance index for English language arts was 160 in the 2017-18 school year. This exceeds the AMO of 89.

**English Language Arts 2017-18 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
372	7%	26%	43%	24%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 26 & + & 43 & + & 24 & = & 93 \\
 & & & & 43 & + & 24 & = & 67 \\
 & & & & & & \text{PL} & = & 160
 \end{array}$$

**Evaluation**

Girls Prep exceeded the Annual Measurable Objective by 71 points in 2017-18.

**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.

**Results**

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

**2017-18 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 <sup>nd</sup> Year		All District 1 Students	
	Percent	Number Tested	Percent	Number Tested
3	68%	59	59%	688
4	66%	47	58%	702
5	62%	52	49%	669
6	70%	66	55%	723
7	70%	69	48%	696
8	80%	54	56%	705
All	69%	347	54%	4183

**Evaluation**

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

**Additional Evidence**

The below table demonstrates that Girls Prep 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							
	2014-15		2015-16		2016-167		2017-18	
	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	38%	38%	49%	48%	69%	49%	68%	59%
4	36%	36%	43%	41%	62%	51%	66%	58%
5	39%	39%	67%	41%	48%	46%	62%	49%
6	38%	38%	47%	42%	57%	42%	70%	55%
7	36%	36%	53%	42%	53%	52%	70%	48%
8	43%	43%	63%	41%	72%	50%	80%	56%
All	38%	40%	55%	43%	60%	48%	69%	54%



**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.

**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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

**Results**

In 2016-17 Girls Prep's aggregate effect size in English language arts was 1.59.

**2016-17 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	72.9	72	63	36.5	26.5	1.51
4	84.5	66	59	29.2	29.8	1.63
5	83.9	82	45	23.8	21.2	1.41
6	72.3	78	58	25.2	32.8	2.06
7	78.8	63	52	31.2	20.8	1.12
8	72.1	40	73	38.5	34.5	1.88
All	77.8	401	57.0	29.9	27.1	1.59

<b>School's Overall Comparative Performance:</b>
Higher than expected to large degree

## Evaluation

In 2016-17, Girls Prep met this accountability plan goal. Girls Prep's effect size is not yet available for 2017-18, the year relevant to this analysis.

## Additional Evidence

Girls Prep 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
2015-16	K-8	77.2	372	52.9	28.8	1.45
2016-17	K-8	77.8	401	57.0	29.9	1.59

**Goal 1: Growth Measure**

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 2017-18 and have a state exam score from 2016-17, including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. For a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

**Results**

In 2017-18, Girls Prep’s mean unadjusted growth percentile was 58. This is higher than the state’s unadjusted median growth percentile of 50.0

**2016-17 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	56	50
5	62	50
6	55	50
7	55	50
8	63	50
All	<u>58</u>	50

**Evaluation**

In 2017-18, Girls Prep met this accountability plan goal.

**Additional Evidence**

Girls Prep 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	2016-17	2017-18
4	66	44	50	54	60	56
5	56	58.5	51	64	56	62
6	61.5	50.5	49	59	58	55
7	69	58.5	52	61	63	55
8	47.5	44	50	54	65	63
All	<b>60.6</b>	<b>50</b>	<b>51</b>	<b>58</b>	<b>60</b>	<b>58</b>

### Summary of the English Language Arts Goal

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

In 2017-18, Girls Prep 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 most charter schools in New York City, Girls Prep did not meet the goal of 75 percent proficiency in 2017-18. 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 2016-17 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. In 2017-18, teachers across the network implemented a common, standards-aligned ELA curriculum that is coherent in PreK-8. 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 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. All of Girls Prep's instructional leaders 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 must utilize to improve student achievement. 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 to improve curriculum and instruction. Students are assessed using curricular-aligned, performance-based assessments as measures of absolute performance. These rigorous assessments require synthesis and high-level application of knowledge from all subject areas. Student growth is measured using the NWEA MAP and STEP assessments. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

### **Leadership**

To better support the Instruction, Curriculum and Assessment, Public Prep 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 Academic Team.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

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

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

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

### **Goal 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 3<sup>rd</sup> through 8<sup>th</sup> grade in Spring 2018. 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.

**2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested			Total Enrolled
		IEP	ELL	Absent	
3	75	0	0	9	84
4	70	0	0	8	78
5	75	0	0	6	81
6	78	0	0	0	78
7	68	0	0	3	71
8	53	0	0	1	54
All	419	0	0	27	445

**Results**

69% of Girls Prep students enrolled in at least their second year were proficient on the NYS mathematics examination.

**Performance on 2017-18 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	Percent	Number
		Tested		Tested
3	64%	74	68%	59
4	61%	70	66%	47
5	60%	75	62%	52
6	71%	78	70%	66
7	70%	69	70%	69
8	80%	54	80%	54
All	67%	420	69%	347

**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 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 21% from 2016-17 to 2017-18.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2014-15		2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	57%	56	61%	69	61%	49	68%	59
4	55%	58	41%	71	52%	50	66%	47
5	26%	35	54%	78	30%	60	62%	52
6	33%	36	37%	65	63%	65	70%	66
7	34%	47	33%	45	45%	62	70%	69
8	54%	41	41%	44	38%	40	80%	54
All	43%	273	46%	372	48%	326	69%	347

### 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 2017-18 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.

### Results

Girls Prep's performance index for mathematics was 150 in the 2017-18 school year. This exceeds the AMO of 86.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
372	13%	26%	36%	26%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 26 & + & 36 & + & 26 & = & 88 \\
 & & & & 36 & + & 26 & = & \underline{62} \\
 & & & & & & \text{PLI} & = & 150
 \end{array}$$

### Evaluation

Girls Prep exceeded the Annual Measurable Objective by 64 points in 2017-18.



**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.

**Results**

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

**2017-18 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	68%	59	56%	710
4	66%	47	47%	741
5	62%	52	52%	714
6	70%	66	50%	772
7	70%	69	45%	744
8	80%	54	29%	602
All	69%	347	47%	4283

**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							
	2014-15		2015-16		2016-17		2017-18	
	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	57%	48%	61%	51%	61%	52%	68%	56%
4	55%	46%	41%	46%	52%	50%	66%	47%
5	26%	50%	54%	45%	30%	49%	62%	52%
6	33%	44%	37%	46%	63%	47%	70%	50%
7	34%	34%	33%	36%	45%	42%	70%	45%
8	54%	27%	41%	23%	38%	20%	80%	29%
All	43%	42%	46%	42%	48%	44%	69%	47%

**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.

**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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

**Results**

In 2016-17, Girls Prep’s aggregate effect size in mathematics was 0.87.

**2016-17 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		
<b>3</b>	<b>72.9</b>	<b>72</b>	<b>56</b>	<b>41.9</b>	<b>14.1</b>	<b>0.72</b>
<b>4</b>	<b>84.5</b>	<b>65</b>	<b>48</b>	<b>29.3</b>	<b>18.7</b>	<b>0.95</b>
<b>5</b>	<b>83.9</b>	<b>82</b>	<b>33</b>	<b>28.9</b>	<b>4.1</b>	<b>0.22</b>
<b>6</b>	<b>72.3</b>	<b>79</b>	<b>58</b>	<b>31.0</b>	<b>27.0</b>	<b>1.35</b>
<b>7</b>	<b>78.8</b>	<b>63</b>	<b>44</b>	<b>24.2</b>	<b>19.8</b>	<b>0.96</b>
<b>8</b>	<b>72.1</b>	<b>40</b>	<b>38</b>	<b>15.6</b>	<b>22.4</b>	<b>1.20</b>
<b>All</b>	<b>77.7</b>	<b>401</b>	<b>46.7</b>	<b>29.7</b>	<b>17.1</b>	<b>0.87</b>

<b>School's Overall Comparative Performance:</b>
<b>Higher than expected to large degree</b>

**Evaluation**

In 2016-17, Girls Prep met this accountability plan goal. Girls Prep's effect size is not yet available for 2017-18, the year relevant to this analysis.

**Additional Evidence**

Girls Prep 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
2015-16	K-8	77.2	372	45.8	29.3	0.83
2016-17	K-8	77.7	401	46.7	29.7	0.87

**Goal 2: Growth Measure**

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 2017-18 and have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. For a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

In 2017-18, Girls Prep’s mean unadjusted growth percentile was 56. This is higher than the state’s unadjusted median growth percentile of 50.0

**2015-16 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
4	54	50
5	48	50
6	47	50
7	58	50
8	77	50
All	56	50

**Evaluation**

In 2017-18, Girls Prep met this accountability plan goal.

**Additional Evidence**

Girls Prep 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				
	2013-14	2014-15	2015-16	2016-17	2017-18
4	50	54	41	47	54
5	38	38	49	47	48
6	71	52	62	64	47
7	69	46	62	70	58
8	49	33	58	70	77
All	55	45	54	59	56

**Summary of the Mathematics Goal**

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

In 2016-17, Girls Prep 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 most charter schools in New York City, Girls Prep did not meet the goal of 75 percent proficiency in 2017-18. 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.	Achieved

**Action Plan**

**Increased Instructional Time**

In Grades K-4, we have implemented a new 30-minute problem-solving block. Students will spend this time critically engaging with a single rigorous question, developing their own strategies and discussing them with peers and as a 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. All instructional leaders 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 must utilize improve student achievement. TNTP will also organize Excellent School Visits to ensure our school leaders see best practice.

### **Data & Assessment**

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

### **Leadership**

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

## SCIENCE

### **Goal 3: Science**

GIRLS PREP 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. Every student at Girls Prep takes science every day, which is taught in our dedicated science labs by subject specific teachers.

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

As students move on to third grade, they build on their early childhood learning. Third grade students at Girls Prep 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 4<sup>th</sup> and 8<sup>th</sup> grade in springs 2018. 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**

96% of Girls Prep students enrolled in at least their second year were proficient on the NYS science examination.

**Charter School Performance on 2017-18 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	98%	51	-	-
8	94%	41	-	-
All	96%	92	-	-

**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							
	2014-15		2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	88%	58	98%	54	96%	51	98%	51
8	88%	41	86%	42	83%	41	94%	41
All	88%	99	93%	96	90%	92	96%	92

**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 2016-17 than those in their host district, District 1, performed. Comparative data for 2017-18 has not yet been published.

**2017-18 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	98%	51	-	-
8	94%	41	-	-
All	96%	92	-	-

## 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 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 2017-18.

### 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							
	2014-15		2015-16		2016-17		2017-18	
	Girls Prep	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	88%	83%	98%	88%	96%	84%	98%	-
8	88%	65%	70%	51%	83%	47%	94%	-
All	88%	76%	85%	74%	90%	70%	96%	-

## Summary of the Science Goal

Girls Prep has met one out of two science goals in 2017-18. Science Scores for District 1 have not yet been released to the public. Although our performance was relatively strong, we are not satisfied with our results, and will seek to enhance our instructional program to improve them in 2017-18

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

## Action Plan

We will be looking critically at the alignment of our science curriculum to the Grade 4 and 8 NYS science test. Although we are confident that our curriculum covers all 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 2018-19.

## 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 2017-18 school year Girls Prep was in Good Standing.

### Evaluation

Girls Prep met this accountability goal.

**NCLB Status by Year**

<b>Year</b>	<b>Status</b>
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
2016-17	Good Standing
2017-18	Good Standing

### Additional Evidence

Girls Prep 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 2017-18 survey was 42%

#### 2016-17 Parent Satisfaction on Key Survey Results

Item	Satisfaction	Citywide Average
Rigorous Instruction	3.09	3.69
Collaborative Teachers	2.10	3.79
Effective School Leadership	2.90	3.62
Strong Family-Community Ties	3.52	3.79
Trust	2.44	3.68

#### 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.