



**Girls Preparatory Charter School
of the Bronx**

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Ian Rowe, CEO, Public Prep
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David Nitkin, Ian Rowe, and Julie Jackson-Forsberg prepared the 2013-14 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Boykin Curry IV	Chair/President
Lauren Frank	Vice Chair
Laura Weil	Member
Maria Zimmerman	Member
Nairobi Quinones	Parent Rep
Nicole Greene	Member

Josie Carbone has served as the school leader since 2009.

INTRODUCTION

Girls Prep Charter School of the Bronx (hereafter “Girls Prep Bronx” or “GPBX”) opened its doors to 132 Kindergarten and 1st grade girls in August 2009. The school community and founders are committed to the belief that with freedom comes great responsibility to succeed; Girls Prep Bronx is structured for innovation and the flexibility to achieve that success.

The Girls Prep Bronx community lives by four core values: Scholarship, Merit, Sisterhood and Responsibility. We believe that we should consistently see students valuing merit and scholarship and teachers encouraging exploration, joy in learning, and persistence.

The Girls Prep Bronx community reinforces high expectations for behavior. Faculty and staff facilitate mediation and peer-to-peer conflict resolution to build every student’s capacity to solve her problems through diplomacy and personal accountability. Programmatically, our social curriculum, “Second Step” and a school-wide discipline system support student culture and discipline.

Key programs and processes at Girls Prep Bronx:

- A balanced education which emphasizes creativity and health alongside academic excellence. In addition to strong core academics, our girls excel in music, art, yoga, dance and physical education and embody school values such as sisterhood and responsibility.
- A comprehensive set of assessments are triangulated to meet the diverse learning needs of every child and to target specific students and specific skills using small groups, centers, and differentiation built into lessons.
- Our Principal is an instructional leader. She dedicates her time to supporting teachers and ensuring academic excellence. In addition, Instructional Specialists aid classroom teachers in providing the best instruction possible and in identifying and serving students with special needs.
- Two instructors are present in K-1 classrooms — a fully certified Lead Teacher and a Fellow or Associate. This two-instructor model allows for increased individual attention and daily small group instruction. Our unique Fellows Program pairs new teachers with Lead Teachers for two years while they gain certification and experience. At the end of two years, Fellows are encouraged to apply to be Lead Teachers.
- Students with special needs and Individual Education Programs are supported through the school Student Support Team, a team of specialized educators that push in and pull out for SETTTS, academic intervention, speech therapy, and counseling,
- Girls Prep Bronx is also supported by the Public Prep Network where the a five-person academic team supports instructional leadership and guides teachers and instructional specialists in better providing small group instruction and intervention.
- With twelve bi-lingual staff members, Girls Prep Bronx has school wide capacity to communicate and serve English Language Learners and families with a primary language other than English
- Students who are LEP are also supported by the ESL Specialists who provide push-in and pull-out instructional services.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	64	65	71											202
2011-12	72	74	74	73										293
2012-13	72	73	75	74	73									367
2013-14	72	75	75	72	75	76								445

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

Girls Prep Bronx uses the Readers and Writers Workshop model in conjunction with the Common Core State Standards (CCSS) as a foundation for planning and instruction. Each workshop period is approximately 45-55 minutes. Teachers use a lesson format that follows a predictable structure – Warm-Up, Teach, Try, Clarify – so that students know what to expect and what is expected of them at each part of the lesson.

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

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

Girls Prep Bronx uses a variety of curricular resources in the workshop model including Recipe for Reading, a multi-sensory phonics program for kindergarten to second grade, the Complete Year in Reading and Writing series, and the Beebop series sets of leveled books.

Process Units in the workshop model follow a predictable structure that teaches through use to develop deep understanding. Each Unit includes Process, Strategy, Genre, and Conventions and is divided into four distinct stages that are based on the learning conditions outlined by the gradual release of responsibility from teacher to student:

1. **Immersion:** Students explore, notice, observe, and investigate a topic of study.
2. **Identification:** Students recognize, identify, name, and define what they will know by the end of the unit.
3. **Guided Practice:** Students experiment, try, find, and practice the skills and strategies being modeled so that they can work towards the goals of the unit.

4. Commitment: Students reflect on their learning and commit to using this knowledge in their future reading and writing.

While Girls Prep Bronx is committed to incorporating the programs that build strong foundations and embed higher order critical thinking, we also ensure rigor and high academic expectations through standardization and structure. For example, we have developed standardized practices for grading and evaluating student work as well as for small group instruction and Response to Intervention process and criteria. We also adopt standard best practices from our sister school Girls Prep Charter School of New York on an on-going basis.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 5th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	0	72
4	75	0	0	0	75
5	75	0	1	0	76
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
All	222	0	1	0	223

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

Results

30.7% of Girls Prep Bronx students enrolled in at least their second year were proficient on the NYS English language arts examination.

Performance on 2013-14 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	27.8%	72	28.6%	70
4	30.7%	75	30.2%	63
5	30.7%	75	33.3%	57
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	29.6%	222	30.7%	190

Evaluation

Girls Prep Bronx did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrates, Girls Prep Bronx students made significant growth, and also outperformed their host district. Accordingly, we believe the data indicates that Girls Prep is on a predictive path to meeting the goal of 75 percent proficiency in the future.

Additional Evidence

The below table indicates that the percentage of students in at least their second year achieving proficiency increased by 4.0% from 2012-13 to 2013-14.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	31.3%	64	29.0%	69	28.6%	70
4	N/A	N/A	24.2%	66	30.2%	63
5	N/A	N/A	N/A	0	33.3%	57
6	N/A	N/A	N/A	0	N/A	N/A
7	N/A	N/A	N/A	0	N/A	N/A
8	N/A	N/A	N/A	0	N/A	N/A
All	31.3%	64	26.7%	135	30.7%	190

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 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

Girls Prep Bronx’s performance index for English language arts was 108 in the 2013-14 school year. This exceeds the AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22%	48%	22%	8%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 48 & + & 22 & + & 8 & = & 78 \\
 & & & & 22 & + & 8 & = & \underline{30} \\
 & & & & & & \text{PLI} & = & 108
 \end{array}$$

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 19 points in 2013-14.

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

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

school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

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

2013-14 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 Students	
	Percent	Number Tested	Percent	Number Tested
3	28.6%	70	20%	2267
4	30.2%	63	20%	2064
5	33.3%	57	18%	2202
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	30.7%	190	19%	13082

Evaluation

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

Additional Evidence

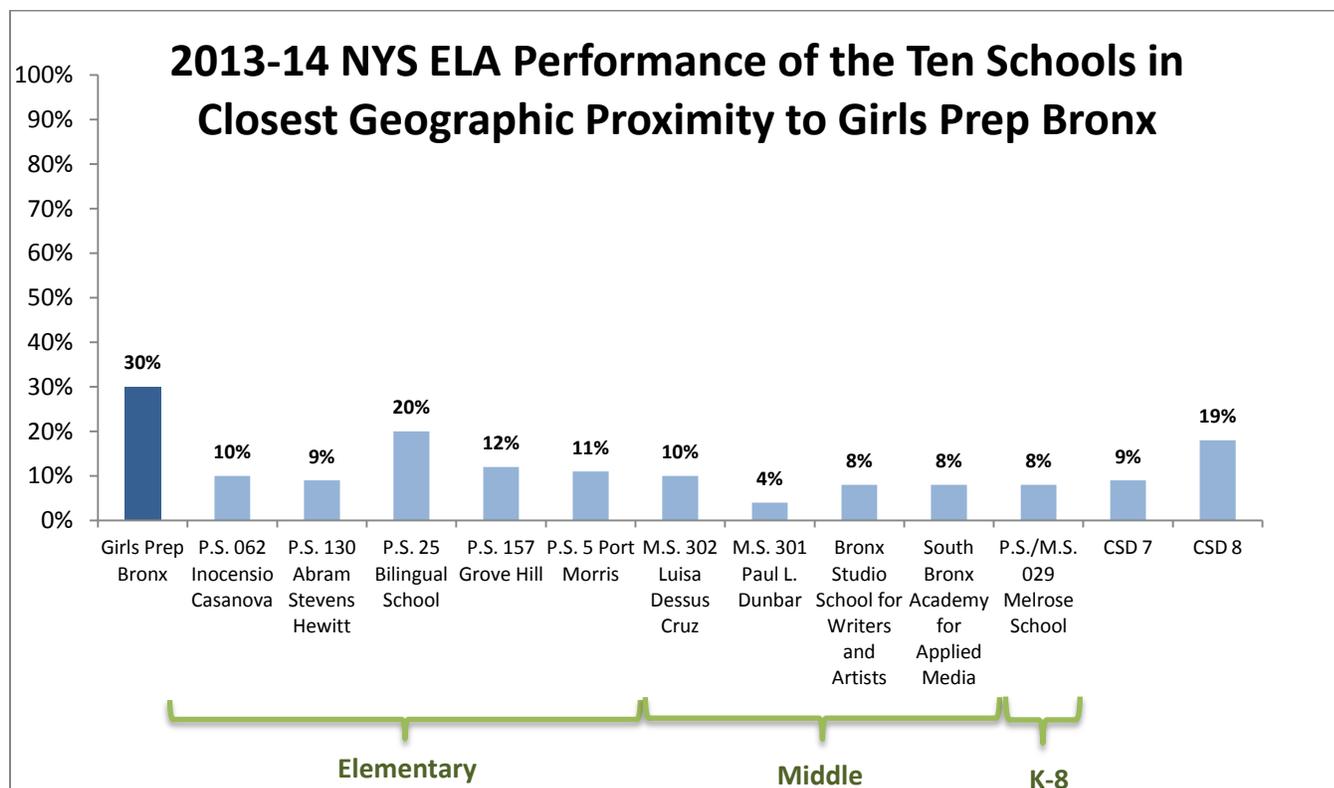
The below table demonstrates that Girls Prep Bronx students have outperformed the students of the school's host district, District 1, in each of the last 2 years.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8
3	31.3%	39.2%	29.0%	18.3%	28.6%	20%
4	N/A	N/A	24.2%	16.5%	30.2%	20%
5	N/A	N/A	N/A	N/A	33.3%	18%
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	31.3%	39.2%	26.7%	17.4%	30.7%	19%

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

The graph below compares Girls Prep Bronx’s proficiency rate on the 2013-14 English language arts assessment with the proficiency rates of the ten geographically nearest public schools serving grades K-8. This comparison demonstrate conclusively that Girls Prep Bronx offers a superior educational option for families in the surrounding neighborhood.



Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13, Girls Prep Bronx’s aggregate effect size in English language arts was 0.71.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.7	74	29.8	18.1	11.7	0.94
4	89.3	73	23.3	17.6	5.7	0.47
5						
6						
7						
8						
All	90.0	147	26.6	17.8	8.7	0.71

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

Evaluation

In 2012-13, Girls Prep met this accountability plan goal. Girls Prep’s effect size is not yet available for 2013-14, the year relevant to this analysis.

Additional Evidence

GPCSNY’s effect size drastically improved between 2011-12 and 2012-13. Our improvements to curriculum, instruction, and data use make us confident that we will continue to produce strong results in the future.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	K-3	73.7	72	30.6	42.3	-0.73
2012-13	K-4	90.0	147	23.3	17.6	0.47

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

In 2012-13, Girls Prep Bronx’s mean unadjusted growth percentile was 67.5. This is higher than the state’s unadjusted median growth percentile of 50.0

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	50.0
4	67.5	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	67.5	50.0

Evaluation

In 2012-13, Girls Prep Bronx met this accountability plan goal. Girls Prep’s effect size is not yet available for 2013-14, the year relevant to this analysis.

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

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

Summary of the English Language Arts Goal

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

In 2013-14, Girls Prep Bronx achieved 4 out of the 5 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Girls Prep did not meet the goal of 75 percent proficiency in 2013-14. However, our outstanding growth data gives us confidence that we are on a predictive path to attaining that goal in the future.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Curriculum

In 2012-13, our network-wide data inquiry team established that students' lack of vocabulary and content knowledge impeded their ability to access complex texts. Accordingly, our three-year action plan calls for the creation of a vertically aligned, interdisciplinary curriculum with an increased emphasis on complex text and rich academic vocabulary. We believe that a curriculum that builds coherent knowledge from grade to grade through prolonged, scaffolded interaction with complex texts is in keeping with the Common Core shifts and will be a driver of future success.

The curriculum creation process will occur in phases over the next three years. The work will be led by network staff in collaboration with school-based staff. Our network team now includes a Chief Academic Officer and Director of Curriculum who will be supported by the Directors of Curriculum and Assessment at the school.

Instruction

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

In addition, the network is supporting the school's response to the Common Core shifts in ELA by developing a professional development partnership with the Vermont Writing Collaborative. Over the course of year-long professional development, both with the Vermont Writing Collaborative and with network staff, teachers will develop their abilities to work with students around reading and comprehending complex texts, developing original claims, and supporting those claims with evidence from the text.

Data & Assessment

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

Finally, the network will be piloting vertically aligned, CCSS-based writing rubrics in 2014-15 to ensure that expectations scaffold appropriately from year to year and that all students are held to the same level of rigor.

MATHEMATICS

Goal 2: Mathematics

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

Background

At Girls Prep Bronx our goal is to offer a mathematically rich curriculum, providing students with opportunities to learn important mathematical concepts, skills, and procedures with deep understanding. Teachers draw from a variety of resources to engage students to think critically, problem solve, and master foundational skills including “Everyday Counts,” Calendar Math, enVision Math (Scott Foresman), and Investigations (Scott Foresman) as the key curriculum resources.

Girls Prep Bronx students engage in at least 70 minutes of math instruction daily in the areas of number sense and operations, algebra, geometry, statistics and probability, and measurement. In addition to a math workshop, students participate in daily math meetings and “Number Talks.” These serve as opportunities to deeply consider number relationships, to apply relationships to computation strategies, and to discuss and analyze their reasoning. Number Talks support the development of efficient, flexible, and accurate computation strategies.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in April 2014. 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.

2013-14 State Mathematics Exam

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	0	72
4	75	0	0	0	75
5	76	0	0	0	76
6	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
All	223	0	0	0	223

Results

45.0% of Girls Prep students enrolled in at least their second year were proficient on the NYS mathematics examination.

Performance on 2013-14 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	52.8%	72	52.9%	70
4	44.0%	75	47.6%	63
5	26.3%	76	31.6%	57
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	40.6%	223	45.0%	190

Evaluation

Girls Prep Bronx did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrates, Girls Prep Bronx students made significantly more than a year of growth, and also outperformed their host district. Accordingly, we believe the data indicates that Girls Prep Bronx 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 13.9% from 2012-13 to 2013-14.

Mathematics Performance by Grade Level and School Year

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	56.3%	64	27.5%	69	52.9%	70
4	N/A	N/A	34.8%	66	47.6%	63
5	N/A	N/A	N/A	0	31.6%	57
6	N/A	N/A	N/A	0	N/A	N/A
7	N/A	N/A	N/A	0	N/A	N/A
8	N/A	N/A	N/A	0	N/A	N/A
All	56.3%	64	31.1%	135	45.0%	190

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

Girls Prep Bronx's performance index for mathematics was 117 in the 2013-14 school year. This exceeds the AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25%	34%	27%	14%

$$\begin{array}{rcccccc}
 \text{PI} & = & 34 & + & 27 & + & 14 & = & 75 \\
 & & & & 27 & + & 14 & = & \underline{41} \\
 & & & & & & \text{PLI} & = & 116
 \end{array}$$

Evaluation

Girls Prep Bronx exceeded the Annual Measurable Objective by 30 points in 2013-14.

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

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

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

**2013-14 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	52.9%	70	26%	2304
4	47.6%	63	28%	2092
5	31.6%	57	28%	2221
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	45.0%	190	27% (3-5 only)	13,063

Evaluation

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

Additional Evidence

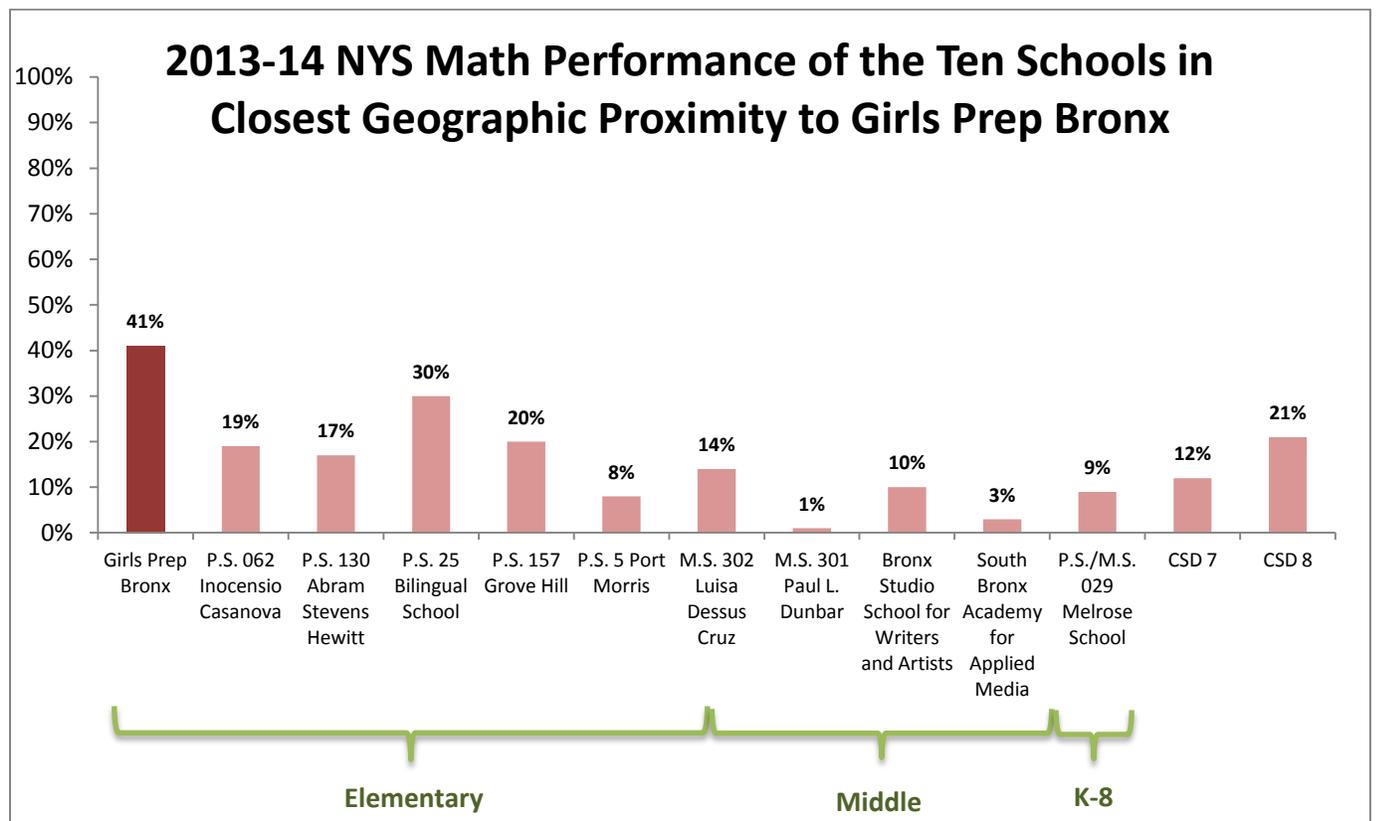
The below table demonstrates that Girls Prep Bronx students have outperformed the students of the school's host district, District 8, in each of the last 3 years. In addition, the gap between Girls Prep Bronx and District 1 increased between 2012-13 and 2013-14, indicating that our revised instructional program is producing comparatively strong results.

⁹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8	Girls Prep Bronx	District 8
3	56.3%	50.1%	27.5%	22.9%	52.9%	26%
4	N/A	58.1%	34.8%	23.2%	47.6%	28%
5	N/A	60.7%	N/A	19.7%	31.6%	28%
6	N/A	43.2%	N/A	14.0%	N/A	N/A
7	N/A	42.5%	N/A	11.7%	N/A	N/A
8	N/A	35.8%	N/A	11.2%	N/A	N/A
All	56.3%	48.4%	31.1%	17.0%	45.0%	27% (3-5 only)

The graph below compares Girls Prep Bronx’s proficiency rate on the 2013-14 mathematics assessment with the proficiency rates of the ten geographically nearest public schools serving grades K-8. This comparison demonstrate conclusively that Girls Prep Bronx offers a superior educational option for families in the surrounding neighborhood.



Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁰

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13, Girls Prep Bronx's aggregate effect size in mathematics was 0.57.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	90.7	74	28.4	21.7	6.7	0.40
4	89.3	73	35.6	23.2	12.4	0.73
5						
6						
7						
8						
All	90.0	147	32.0	22.4	9.5	0.57

School's Overall Comparative Performance:

Higher than expected to a medium degree

Evaluation

In 2012-13, Girls Prep Bronx met this accountability plan goal. Girls Prep's effect size is not yet available for 2013-14, the year relevant to this analysis.

¹⁰ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Additional Evidence

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

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	N/A	N/A	N/A	N/A	N/A	N/A
2011-12	K-3	73.7	73	53.4	49.6	0.20
2012-13	K-4	90.0	147	32.0	22.4	0.57

Goal 2: Growth Measure¹¹

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

Method

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹²

In 2012-13, Girls Prep Bronx's mean unadjusted growth percentile was 66.0. This is higher than the state's unadjusted median growth percentile of 50.0

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	N/A	50.0
4	66.0	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	66.0	50.0

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

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

Evaluation

In 2012-13, Girls Prep Bronx met this accountability plan goal. Girls Prep Bronx's effect size is not yet available for 2013-14, the year relevant to this analysis.

Summary of the Mathematics Goal

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

In 2013-14, Girls Prep Bronx achieved 4 out of the 5 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Girls Prep Bronx did not meet the goal of 75 percent proficiency in 2013-14. However, our outstanding growth data gives us confidence that we are on a predictive path to attaining that goal in the future.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State 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 whole class. We have contracted with Dr. Stephanie Smith to implement Cognitively Guided Instruction (CGI) 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.

Curriculum

In 2012-13, our network-wide data inquiry team established that students' lack of vocabulary and content knowledge impeded their ability to access complex texts. Accordingly, our three-year action plan calls for the creation of a vertically aligned, interdisciplinary curriculum with an increased emphasis on complex text and rich academic vocabulary. We believe that a curriculum that builds coherent knowledge from grade to grade through prolonged, scaffolded interaction with complex texts is in keeping with the Common Core shifts and will be a driver of future success.

The curriculum creation process will occur in phases over the next three years. The work will be led by network staff in collaboration with school-based staff. Our network team now includes a Chief Academic Officer and Director of Curriculum who will be supported by the Directors of Curriculum and Assessment at the school.

Instruction

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

Data & Assessment

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

Finally, the network will be piloting vertically aligned, CCSS-based writing rubrics in 2014-15 to ensure that expectations scaffold appropriately from year to year and that all students are held to the same level of rigor.

SCIENCE

Goal 3: Science

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

Background

Science at Girls Prep Bronx allows students to explore the world through a hands-on, inquiry based approach. Throughout their years in school students will study physical, life, and earth science. Science in kindergarten explores the physical properties of matter (solids) and the changes in plants and animals through the seasons. First grade students study animal diversity, properties of matter (solids and liquids), and the changes in weather through the seasons. In second grade, students use the scientific process to learn about the physics of motion, study properties of earth materials, and look at the symbiotic relationship of plants and animals.

As students move on to third grade, they build on their early childhood learning. Third grade students at Girls Prep Bronx complete an in-depth study of metric measurement and its role in quantifying observations on properties of matter. They explore energy through the physics of sound, construct simple machines (force and motion), and look at plant and animal adaptations (structures of life). In every grade, teachers integrate opportunities for students to read and write about the content, skills, and processes developed through their inquiry work. Teachers use Delta Education FOSS science and the state standards as the key resources in planning instruction.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

85% of Girls Prep students enrolled in at least their second year were proficient on the NYS science examination.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		District 8 Students (2012-13)	
	Percent	Number Tested	Percent	Number Tested
4	81%	63	85%	2,196
8	N/A	N/A	N/A	N/A

Evaluation

Girls Prep Bronx met this accountability plan goal.

Additional Evidence

Girls Prep Bronx has met this accountability goal in each year that its students have been eligible to take the Grade 4 science assessment. However, we are alarmed by the dip in scores between 2012-13 and 2013-14. We will be investigating the cause(s) of this relative decline and building action plans throughout 2014-15.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	N/A	N/A	98%	66	81%	63
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	98%	66	81%	63

Goal 3: Comparative Measure

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

Method

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

Results

Students enrolled in at least their second year at Girls Prep Bronx performed slightly lower than those in their host district, District 8.

2013-14 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		District 8 Students (2012-13)	
	Percent	Number Tested	Percent	Number Tested
4	81%	63	85%	2,196
8	N/A	N/A	N/A	N/A

Evaluation

Girls Prep Bronx did not meet 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. We are investigating the cause(s) of this decline and expect to see serious growth in this area in 2014-15.

Additional Evidence

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

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	N/A	N/A	98%	85%	81%	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	98%	85%	81%	N/A

Summary of the Science Goal

GPCSNY met one out of two science goals in 2013-14. 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 2014-15

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Did Not Achieve

Action Plan

We will be looking critically at the alignment of our science curriculum to the Grade 4 NYS science test. Although we are confident that our curriculum covers all of the material necessary to succeed on the Grade 4 NYS science test, certain content areas may not receive appropriate emphasis or be taught in the appropriate sequence. We will seek to uncover and remedy any gaps in 2014-15.

NCLB

Goal 4: NCLB

The school will be in Good Standing each year.

Goal 4: Absolute Measure

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

Method

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

Results

For the 2012-13 school year Girls Prep Bronx was in Good Standing.

Evaluation

Girls Prep Bronx met this accountability goal.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	TBD

Additional Evidence

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

Goal 6: Parent Satisfaction

Goal 6: Absolute Measure

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

Method

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

Results

The parent response rate on the 2013-14 survey was 82%

2013-14 Parent Satisfaction on Key Survey Results

Item	% Satisfaction	Citywide Average
Instructional Core	98%	92%
Systems for Improvement	94%	89%
School Culture	97%	91%

Evaluation

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

The responses to selected individual questions from the family survey illustrate the success of this approach:

Category	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Instructional Core	How satisfied are you with the education your child has received this year?	74%	25%	1%	0%
	How satisfied are you with the overall quality of your child's teachers this year?	76%	24%	1%	0%

Category	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
Systems for Improvement	My child's school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school.	70%	27%	2%	2%
	My child's school gives my child extra help when he or she needs it.	66%	31%	2%	1%
School Culture	My child's school makes me feel welcome	74%	25%	1%	1%
	My child's school has high expectations for my child	77%	22%	0%	1%