Girls Preparatory Charter School of the Bronx II
2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Ian Rowe, CEO, Public Prep
Janelle Bradshaw, Superintendent, Public Prep
And Namrata Lala, Principal;

Girls Prep Elementary School II
192 East 151st Street, Bronx, NY 10451
Bronx, NY 10473
Phone: 718-742-4321
Fax: 718-744-2497

Despina Matos & Kasimeir Smith prepared the 2020-21 Accountability Plan Progress Report on behalf of Public Prep Academies' board of trustees:

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Namrata Lala has served as Principal of Girls Preparatory Charter School of New York (grades PK-1) since June 2020.

INTRODUCTION

Girls Prep Bronx II opened in the Boys Prep school in the fall of 2020. Girls Prep Bronx II will have it's own dedicated wing on the first floor. On the walls in the hallways you will see the Girls Prep core values, quotes from Classroom Namesakes, and student work displayed proudly on bulletin boards. Classroom doors are decorated to represent the Namesake. Walk inside any classroom and you will see a welcome message on the easel, the Girls Prep cheer, learning strategies on posters, and more student work examples. You will feel Girls Prep pride when you step into our building.

Girls Prep is part of Public Preparatory Network, which launched in 2009 to support the administrative demand of the schools, to assist in the replication and start-up process and to open future single-sex public elementary and middle schools in New York City. 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, brotherhood 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
2019-20	76													76
2020-21	57	70												127

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

Girls Prep uses a balanced literacy approach in conjunction with the Common Core State Standards (CCSS) as a foundation for planning and instruction. Each integrated literacy block is approximately 110 minutes long at the elementary 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 the 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 strategically by staff 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

Method

MAP Growth is a computer adaptive test created by NWEA our students take three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. MAP Growth dynamically adjusts to each student's performance and creates a personalized assessment experience that accurately measures performance— whether a student performs on, above, or below grade level. MAP benchmarks are derived based on an empirical analysis of the scores that have best correlated with NYS test proficiency in the past. After each year of NYS testing, the Public Prep Academic Team may revise the NWEA MAP benchmarks to improve alignment to the previous year's NYS test.

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.

2020-21 Winter MAP Test Administration
Number of Students Tested and Performing on Grade Level

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
0	58%	35	0.00%	0
All	58%	35	0.00%	0

Results
58% of Girls Prep students enrolled performed on grade-level during MAP Reading Growth winter administration.

Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. Girls Prep did not take the MAP test in the fall of 2020 and does not have growth data.

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.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	35	58.33%	Yes
Measure 2: Each year, the school's median growth percentile of all students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	N/A	N/A	N/A	N/A
Measure 3: Each year, the median growth percentile of students with disabilities at the school will be equal to or greater than the median growth of general education students at the school.	Students with disabilities	2	5	1	No
Measure 4: Each year, 75% of students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	N/A	N/A	N/A	N/A

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

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Goal 2: Mathematics
Girls Prep students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

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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.

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 techniques through intensive development of lessons.

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Goal 1: Absolute Measure
N/A

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Method

MAP Growth is a computer adaptive test created by NWEA our students take three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. MAP Growth dynamically adjusts to each student's performance and creates a personalized assessment experience that accurately measures performance— whether a student performs on, above, or below grade level. MAP benchmarks are derived based on an empirical analysis of the scores that have best correlated with NYS test proficiency in the past. After each year of NYS testing, the Public Prep Academic Team may revise the NWEA MAP benchmarks to improve alignment to the previous year's NYS test.

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Results
58% of Girls Prep students enrolled performed on grade-level during MAP Math Growth winter administration.

Measure 2: Each year, the school's median growth percentile of all 3rd through 8th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. Girls Prep did not take the MAP test in the fall of 2020 and does not have growth data.

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.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	35	58.33%	Yes
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Measure 3: Each year, the median growth percentile of students with disabilities at the school will be equal to or greater than the median growth of general education students at the school.	Students with disabilities	6	5	3	No
Measure 4: Each year, 75% of students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	N/A	N/A	N/A	N/A

Action Plan

Increased Instructional Time
In Grades K-5, 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 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.

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

teacher coaching and development.

Goal 3: NCLB
The school will be in Good Standing each year.

Goal 1: 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 2020-21 school year Girls Prep was in Good Standing.

Evaluation

Girls Prep met this accountability goal.

NCLB Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing

Additional Evidence

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