

Girls Preparatory Charter School of the Bronx II



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3rd, 2023

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Anne Garretson, Network Director of Operations and Michael Burgevin, Chief Academic Officer, prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Boykin Curry	Chair	Finance, Academic, Real Estate
Nicole Greene	Trustee	Academic, Governance, Development
Samuel Greene	Trustee	Finance, Real Estate
Khairah Klein	Trustee	Academic
Juan Mejia	Trustee	Real Estate
Paul Vermynen	Trustee	Finance, Development
Laura Weil	Secretary	Governance, Real Estate
Tamara Zachery	Trustee	Development

Noelani Gabriel Holt has served as the Principal of Girls Preparatory Charter School of the Bronx II since 2022

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language.

BACKGROUND

Girls Prep uses a Science of Reading approach to literacy instruction in conjunction with the Common Core State Standards (CCSS) as a foundation for planning and instruction. Each day, scholars receive 120-145 minutes of Literacy instruction daily depending on their grade level. 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.

Our reading program starts in the youngest grade levels with a research-based Phonics program, where our scholars can learn the building blocks of reading with an emphasis on decoding, phonological awareness, and sight recognition. This approach grounds our scholars in the tools they need to become successful readers.

Girls Prep students gain the benefits of the collaborative model by learning to communicate in a positive and student-centered 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 the Roots Assessment in Elementary School, part of the Success for All Phonics curriculum which is a researched-backed assessment and curricular resource. Roots 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 their phonics program. Students also complete writing diagnostics tied to the units of instruction. Teachers use regular unit assessments in all grades to monitor student performance and progress.

The Roots Assessment, NWEA MAP assessment, interim assessments, and quizzes 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.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute Measure

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

The school did not administer the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in spring 2022.

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 (defined as enrolled by BEDS Day of the previous school year).

This school served students in kindergarten, first, and second grade in 2022-23. Map RIT proficiency scores are not available for grades below second grade, and New York State testing first begins in third grade.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
All	0	0	0	0	0	0	0	0

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
All	0	0	0	0	0	0

ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

At the time of this analysis, New York State has not released district-level scores for New York City. Students did not complete the New York State ELA exam as this school served students in kindergarten, first, and second grade in 2022-23.

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	0	Data currently unavailable.	
4	N/A	0		
5	N/A	0		

² Schools can acquire these data when the New York State Education Department releases its 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](#).

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6	N/A	0	
7	N/A	0	
8	N/A	0	
All	N/A	0	

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2022-23 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2022-23.

ELA Measure 5 - 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 target of 50.

The Institute does not require charters to report on this measure for 2022-23

INTERNAL EXAM RESULTS

NWEA

During 2022-23 the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

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. However, this school served students in kindergarten, first grade, and second grade in 2022-23. RIT proficiency scores are not available for grades below third grade.

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2022-23 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Outcome
Measure 1: Percentage of students at or above the 50th percentile in Grades 3-8	All students	50	N/A	N/A	N/A
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	55	N/A	N/A	N/A

End of Year Performance on 2022-23 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient ³	Number Tested *	Percent Proficient	Number Tested
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
All	0	0	0	0

This school served students in kindergarten, first grade, and second grade in 2022-23.

End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

Grade s	Median Growth Percentile	Number Tested
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0

³ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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All	0	0
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SUMMARY OF THE ELA 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.

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.	N/A
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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 school district of comparison.	N/A
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
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 target of 50.	N/A
Absolute	Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	N/A
Growth	Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th 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.	N/A
Comparative	Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Met
Absolute	Measure 4: Each year, 75% of 3 rd through 8 th grade 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. ⁴	N/A

⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

ELA 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 curriculum is an adoption of the Lavinia Insight Humanities curriculum, a multicultural, project-based, and integrated reading, writing, and social studies curriculum. This curriculum provides teachers with a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions.

We are partnering this core Humanities curriculum with Success for All's Fast Track Phonics program, a science-backed phonics curriculum that focuses on phonemic awareness, letter-sound correspondence, word-level blending, and spelling. The adoption of our Phonics program is part of a broader focus on the Science of Reading, and ensuring that our scholars have access to the best possible reading intervention.

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 observe teachers and provide instructional feedback on a weekly basis.

As a network, we have built out a cadence of network professional development to advance our focus on instructional practices, and we are implementing network-wide Professional Development days both over the summer and through the course of the year.

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 Lavinia, who provides bi-weekly observation and coaching of our network instructional leaders as they work to support schools. 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.

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 Roots 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 has built out a comprehensive Academics Team under the divisions of STEM, Humanities, and Early Learning, ensuring that daily coaching resources are available and that leaders receive consistent weekly coaching from the network team.

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 two math blocks, one for a core standards aligned unit of study, and a second that includes complex problem-solving and a combination of data-informed small group instruction and targeted practice using adaptive technology.

In the 22-23 school year, Girls Prep’s core math curriculum was Investigation 3. Throughout the school year we piloted a new curriculum, Eureka3, with strong results. As such, we have adopted the curriculum network wide for the 23-24 school and began training leaders and teachers in the spring of 2023. As a network, we are committed to the implementation of a mathematics program grounded in problem based learning where students build conceptual understanding by making meaning of mathematics through inquiry, collaboration, and feedback. This approach promotes reasoning and problem solving, allows students to connect and build mathematical representations and engage in high-quality discourse, and build procedural fluency from conceptual understanding. Through our curriculum, our students are able to affirm their mathematical identity in the classroom and beyond as they connect mathematics to the world around them.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. 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

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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 (defined as enrolled by BEDS day of the previous school year).

2022-23 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
All	0	0	0	0	0	0	0	0	0

Performance on 2022-23 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year						
Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
All	0	0	0	0	0	0

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23.

Math Measure 3 - Comparative

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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 school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	0	Currently Not Available	
4	N/A	0		
5	N/A	0		
6	N/A	0		
7	N/A	0		
8	N/A	0		
All	N/A	0		

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2022-23 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2022-23.

Math Measure 5 - 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 target of 50.

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Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

NWEA

During 2022-23, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

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. However, this school served students in kindergarten and first grade in 2021-22. RIT proficiency scores are not available for grades below second grade.

2022-23 NWEA MAP Math Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Outcome
Measure 1: Percentage of students at or above the 50th percentile in Grades 3-8	All students	50	N/A	N/A	N/A
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	55	N/A	N/A	N/A

End of Year Performance on 2022-23 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students	Enrolled in at least their Second Year
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	Percent Proficient ⁵	Number Tested	Percent Proficient	Number Tested
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
All	0	0	0	0

This school served students in kindergarten, first grade, and second grade in 2022-23. Map RIT proficiency scores are not available for grades below second grade.

By All Students

Grade s	Median Growth Percentile	Number Tested
3	0	0
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
All	0	0

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.

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.	N/A
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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 school district of comparison.	N/A
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	N/A

⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

	than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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 target of 50.	N/A
Absolute	Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	N/A
Growth	Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	N/A
Comparative	Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	N/A
Absolute	Measure 4: Each year, 75% of 3 rd through 8 th grade 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. ⁶	N/A

MATHEMATICS ACTION PLAN

Increased Instructional Time

Across the network, Public Prep has adopted a new Elementary Math curriculum going into the 23-24 school year, Great Minds Eureka Math Squared. This curriculum, which is highly rated on EdReports, is part of a larger push to ensure that math instruction is closing standards level gaps for scholars each year. The curriculum is designed to advance equity in the math classroom by helping students build enduring math knowledge.

In Grades K-5, Public Prep is also implementing Lavinia’s Math for Meaning Story Problems, a math curriculum that engages students to develop multiple approaches for solving on and above-grade-level problems through hands-on learning and rich mathematical discourse. As students persevere through problem-solving and share their mathematical reasoning, they develop the confidence and precision necessary to tackle any mathematical task independently while building their mastery of grade-level standards.

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 observe teachers and provide instructional feedback on a weekly basis.

⁶ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

As a network, we have built out a cadence of network professional development to advance our focus on instructional practices, and we are implementing network-wide Professional Development days both over the summer and through the course of the year.

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 Lavinia, who provides bi-weekly observation and coaching of our network instructional leaders as they work to support schools. 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.

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 assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

Leadership

To better support the Instruction, Curriculum and Assessment, Public Prep made important changes to strengthen the organization’s central leadership team. To improve the support and supervision of principals, Public Prep has built out a comprehensive Academics Team under the divisions of STEM, Humanities, and Early Learning, ensuring that daily coaching resources are available and that leaders receive consistent weekly coaching from the network team.

GOAL 3: SCIENCE

Students will become proficient in all grade-level, science expectations.

BACKGROUND

The science curriculum at Girls Prep has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards. The curriculum provides students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

METHOD

The school did not administer the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2023. 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 to score at proficiency.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

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 school district of comparison.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

This school served students in kindergarten, first grade, and second grade in 2022-23. New York State testing first begins in third grade.

ACTION PLAN

Increased Instructional Time

In all Elementary Grades, Public Prep schools are implementing the Full Operations Science System (FOSS), a research-based science curriculum for grades K-8 developed at The Lawrence Hall of Science. The program aligns with the Next Generation Learning Standards, and is part of a larger push to ensure that we are implementing the best-in-class content for all scholars across grade levels.

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 observe teachers and provide instructional feedback on a weekly basis.

As a network, we have built out a cadence of network professional development to advance our focus on instructional practices, and we are implementing network-wide Professional Development days both over the summer and through the course of the year.

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 Lavinia, who provides bi-weekly observation and coaching of our network instructional leaders as they work to support schools. 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.

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 assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

Leadership

To better support the Instruction, Curriculum and Assessment, Public Prep made important changes to strengthen the organization’s central leadership team. To improve the support and supervision of principals, Public Prep has built out a comprehensive Academics Team under the divisions of STEM, Humanities, and Early Learning, ensuring that daily coaching resources are available and that leaders receive consistent weekly coaching from the network team.

GOAL 4: ESSA

ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

RESULTS AND EVALUATION

For the 2022-23 school year, Girls Prep was found to be in Good Standing

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

