

# Girls Preparatory Charter School of the Bronx



## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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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 Vermylen	Trustee	Finance, Development
Laura Weil	Secretary	Governance, Real Estate
Tamara Zachery	Trustee	Development

**Robyn Milliner has served as the Principal of the Girls Preparatory Charter School of the Bronx (Grades K-5) since 2022.**

**Kendra Radkowski has served as the Principal of Girls Preparatory Charter School of the Bronx (Grades 6-8) since 2022.**

## SCHOOL OVERVIEW

Girls Prep Bronx Elementary School opened in 2009 and serves grades PreK-5. Girls Prep Bronx Middle School opened in 2014 and now serves grades 6-8. Both Girls Prep Bronx Elementary School and Girls Prep Bronx Middle school are a part of Public Preparatory Network, which launched in 2009 to first support the process of replicating its successful flagship school, Girls Preparatory Charter School of New York. Public Prep supports the instructional, operational, and administrative demands of its schools, as well as assists in the replication and start-up process to open future single-gender public elementary and middle schools in New York City. Our model is designed to help scholars see the possibilities for themselves, and to prepare every scholar to achieve their highest level of success.

Our teams recognize the significance of preparing scholars to realize their inherent greatness. From a very young age, we reinforce to our scholars that they are agents of change. We guide scholars in realizing their power and promise, through the values of scholarship, excellence, community, and integrity. Our scholars develop their abilities to read, write, listen, speak, create, and think critically across disciplines, with a particular focus on science, the arts, and math.

Our model is designed so scholars build strong character, depth of knowledge, and empathy for the world around them. We ensure scholars are prepared to graduate from middle school and into New York City's top performing independent, parochial, and public schools to continue on a pathway to pursue their passions and life-long success.

Girls Prep Bronx is part of the Public Prep Network. Public Prep is a nonprofit organization that develops high-quality Universal Pre-Kindergarten and single-sex elementary and middle public schools that pursue excellence through continuous learning and evidence-based instruction. Our model is designed to empower each student to build strong character, demonstrate critical thinking, possess a core body of knowledge and be on a predictive path to earn a degree from a four-year university.

Our model recognizes the significance of starting early in building the self-expectation in students that they will attend and complete college and of providing a strong foundation to help get them there. Our content-rich interdisciplinary curriculum ensures students obtain knowledge, skills, and vocabulary related to English Language Arts, mathematics, history, geography, science, foreign language, and the arts. Furthermore, our schools aim to develop our students' work habits and individual talents by integrating the visual arts, music, and athletics into our curriculum.

Everything we do is designed to ensure students are prepared to graduate into New York City's top performing independent, parochial, and public schools to ensure they continue along the path to college completion.

Our core values are scholarship, merit, sisterhood, and responsibility.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	85	91	80	84	80	78	81	74	80	0	0	0	0	733
2021-22	79	80	74	85	83	78	70	75	56	0	0	0	0	680
2022-23	59	83	72	85	86	85	66	70	66	0	0	0	0	672

## 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

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 administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8<sup>th</sup> grades in spring 2023. 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 (defined as enrolled by BEDS Day of the previous school year).

### RESULTS AND EVALUATION

This measure was not met. Largely due to the impact of COVID on students’ learning, 75% of students did not score proficient on the ELA exam. Our 8th graders who have been with us for more than one year came closest to meeting the goal, with 72% proficient.

### ADDITIONAL EVIDENCE

Starting during the 2019-2020 school year, Girls Prep implemented a fully synchronous learning program and supported the distribution of hundreds of devices to students and families. A remote instructional model with a high degree of fidelity was created to provide rigorous learning opportunities to students in a remote, synchronous format. While the overall goal was not met, students made academic growth on internal benchmarks.

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

Grade	Total Tested	Not Tested	Total Enrolled
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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
<b>3</b>	80	0	2	1	0	0	0	83
<b>4</b>	73	0	3	1	0	0	0	77
<b>5</b>	72	1	3	0	0	0	0	76
<b>6</b>	54	0	6	6	0	0	0	66
<b>7</b>	65	0	0	0	0	0	0	65
<b>8</b>	68	0	1	1	0	0	0	70
<b>All</b>	412	1	15	9	0	0	0	437

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
<b>3</b>	80	46	57%	58	35	60%
<b>4</b>	73	34	46%	62	31	50%
<b>5</b>	72	34	47%	62	31	50%
<b>6</b>	54	30	56%	33	21	64%
<b>7</b>	65	43	66%	46	32	70%
<b>8</b>	68	42	72%	58	42	72%
<b>All</b>	402	229	57%	319	192	61%

### 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.

<sup>1</sup> 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.

**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.<sup>2</sup>

**RESULTS AND EVALUATION**

This measure was met in all testing grades at Girls Preparatory Charter School of the Bronx in grades 3-8.

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	60%	58	31%	1525
4	50%	62	39%	1650
5	50%	62	35%	1718
6	64%	33	34%	1668
7	70%	46	38%	1766
8	72%	58	49%	1828
All	61%	319	38%	10155

**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.

<sup>2</sup> 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](#).

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### ELA INTERNAL EXAM RESULTS

#### NWEA

During 2022-23, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, 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. Additionally, these tables indicate 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

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	54	403	49	No
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	85	403	52	No

End of Year Performance on 2022-23 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>3</sup>	Number Tested *	Percent Proficient	Number Tested
3	51%	80	55%	58

<sup>3</sup> 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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<b>4</b>	36%	76	41%	64
<b>5</b>	43%	75	45%	65
<b>6</b>	56%	55	57%	35
<b>7</b>	58%	62	59%	44
<b>8</b>	58%	55	58%	55
<b>All</b>	50%	403	51%	321

\*Spring 2023 MAP exam was used for this analysis

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

Grades	Median Growth Percentile	Number Tested
3	46	80
4	38	76
5	35.5	75
6	64.5	55
7	73	62
8	59	55
All	50	403

### 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.	No
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.	Yes
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	Yes

	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 English language arts for all tested students in grades 4-8 will be above the target of 50.	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 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 elementary math curriculum was Investigation 3. Girls Prep is using Illustrative Math by Kendall Hunt at the middle school. Each program is supplemented with additional content and exemplars to provide more process-based problem solving and to fill gaps in the curriculum. Throughout the school year we piloted a new elementary 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.

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 using publisher resources such as Eureka Math Squared at the elementary school and Illustrative Math by Kendall Hunt at the 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 Lavinia Group Math for Meaning, including Story Problems, Number Strings, and Counting Jar. Math for Meaning 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, and supports the development of efficient, flexible, meaningful, and accurate computation strategies.

## 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 3<sup>rd</sup> through 8th grades in spring 2023. 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 (defined as enrolled by BEDS day of the previous school year). Note that Girls Prep administers the Regents exam in Algebra in lieu of the 8th grade mathematics exam.

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	80	1	2	0	0	0	0	0	83
4	71	1	4	1	0	0	0	0	77
5	73	0	2	0	0	0	0	0	75

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6	54	0	6	0	0	0	0	0	60
7	64	0	1	0	0	0	0	0	65
8	0	0	N/A	0	0	0	0	59	59
All	342	2	15	1	0	0	0	59	419

### 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	80	44	55%	57	35	61%
4	71	30	42%	59	28	47%
5	73	27	37%	63	26	41%
6	54	28	52%	33	21	64%
7	64	36	56%	45	29	64%
8	0	0	0%	0	0	0%
All	342	165	48%	257	139	55%

#### RESULTS AND EVALUATION

This measure was not met. Largely due to the impact of COVID on students' learning, 75% of students did not score proficient on the mathematics exam.

#### 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

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.

#### 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

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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.<sup>4</sup>

### RESULTS AND EVALUATION

This measure was met in all testing grades at Girls Preparatory Charter School of the Bronx in grades 3-7.

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
<b>3</b>	61%	57	41%	1569
<b>4</b>	47%	59	37%	1686
<b>5</b>	41%	63	36%	1764
<b>6</b>	64%	33	35%	1687
<b>7</b>	64%	45	35%	1783
<b>8</b>	0%	0	31%	1663
<b>All</b>	55%	257	36%	10152

#### 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.

<sup>4</sup> 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](#).

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, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, 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. 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.

Overall, the measure was not met in every grade. However, the percentage of students who continued to perform proficient remained consistent from the 2021-22 academic year. Furthermore, 83% of our students passed their Algebra Regents exam. Not only is this data point encouraging to see that we are getting closer to our goal, but the high passing rate on the Algebra Regents is a testament of the foundational work that is being done in grades 3-7.

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	348	31	No
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	67	348	44	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>5</sup>	Number Tested *	Percent Proficient	Number Tested
<b>3</b>	39%	80	43%	58
<b>4</b>	18%	74	21%	62
<b>5</b>	27%	75	29%	65
<b>6</b>	33%	57	36%	36
<b>7</b>	40%	62	44%	45
<b>8</b>	0%	0	0%	0
<b>All</b>	31%	348	34%	266

\*Spring 2023 MAP exam was used for this analysis

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

Grades	Median Growth Percentile	Number Tested
<b>3</b>	51	80
<b>4</b>	36	74
<b>5</b>	30	75
<b>6</b>	49	57
<b>7</b>	53	62
<b>8</b>	0	0
<b>All</b>	43	348

#### ADDITIONAL EVIDENCE

### Performance on a Mathematics Regents Exam Of 8<sup>th</sup> Grade All Students by Year

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<sup>5</sup> 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.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

In 8th grade, we met the goal of 75% or more students scoring proficient. In lieu of the state exam, our students took the Algebra regents, a high school level exam, and 83% of students passed this exam.

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2022-23	Integrated Algebra	83%	54

### 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.	No
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.	Yes
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.	Yes
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

### 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.

In middle school, we are using a combination of Illustrative Mathematics from Kendall Hunt and the personalized intervention platform in IXL to target and support both standard-level mastery and individualized intervention. These resources support all of our scholars in achieving their individualized goals.

### **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 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

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.

The school did not administer the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2022 or 2023. 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 <sup>nd</sup> 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

#### RESULTS AND EVALUATION

4<sup>th</sup> grade students did not meet this measure. Girls Prep students have not taken the New York State Science exam since 2020-21.

#### ADDITIONAL EVIDENCE

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2022-23	Living Environment	60%	52

During the 2022-23 school year, 8<sup>th</sup> grade students completed the Living Environment Regents in lieu of the New York State science exam.

### 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.

### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	Living Environment	50	27	54%
8	2022-23	Living Environment	52	31	60%

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Based on the results of New York State Living Environment Regents exam, Girls Prep met the goal of 60% of students achieving proficiency.

### 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.

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**Data & Assessment**

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**Leadership**

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**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 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

