



**Girls Preparatory Charter School of the
Bronx**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Janelle Bradshaw, CEO, Public Prep

**Girls Prep Bronx
Elementary School**

681 Kelly Street
Bronx, NY 10455
Phone: 718-901-3855
Fax: 718-292-5586

**Girls Prep Bronx
Middle School**

890 Caldwell Avenue
Bronx, NY 10456
Phone: 718-665-6090
Fax: 718-665-6095

Jon Quintanilla, Managing Director of Data and Technology and Michael Burgevin, Chief Academic Officer, prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

| Trustee’s Name | Board Position | |
|------------------------|----------------|--|
| | Office | Committees |
| R. Boykin Curry | Chair | Finance, Academic, Real Estate, & Growth |
| Nicole Kail Greene | Member | Academic, Development, & Governance |
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| Laura Weil | Member | Real Estate, Growth, & Governance |
| Juan Mejia | Member | Development, Real Estate, & Growth |
| Tamara Spinner Zachary | Member | Development |

Tomasz Krzystosaniak served as Principal of Girls Preparatory Charter School of the Bronx (Grades Pre-K-5) since 2017.

Cate Prefontaine served as Principal of Girls Preparatory Charter School of the Bronx (grades 6-8) since 2019.

SCHOOL OVERVIEW

Girls Prep Bronx Elementary School opened in 2009 and serves grades PreK-5. 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, excellence, community, and integrity.

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 |
| 2017-18 | 82 | 86 | 78 | 91 | 71 | 82 | 80 | 77 | 93 | 0 | 0 | 0 | 0 | 740 |
| 2018-19 | 93 | 90 | 86 | 84 | 89 | 74 | 79 | 64 | 68 | 0 | 0 | 0 | 0 | 727 |
| 2019-20 | 95 | 84 | 86 | 83 | 81 | 89 | 75 | 84 | 58 | 0 | 0 | 0 | 0 | 735 |
| 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 |

GOAL 1: ENGLISH LANGUAGE ARTS

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 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.

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

The STEP Assessment, NWEA MAP assessment, interim assessments, 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.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 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.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) 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 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).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ¹ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|--------------|----------------|
| | | IEP | ELL | Absent | Other reason | |
| 3 | 78 | 0 | 0 | 7 | 0 | 85 |
| 4 | 72 | 0 | 0 | 11 | 0 | 83 |
| 5 | 73 | 0 | 0 | 5 | 0 | 78 |
| 6 | 62 | 0 | 0 | 8 | 0 | 70 |
| 7 | 71 | 0 | 0 | 4 | 0 | 75 |
| 8 | 52 | 0 | 0 | 4 | 0 | 56 |
| All | 408 | 0 | 0 | 39 | 0 | 447 |

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

RESULTS 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.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 56.4% | 78 | 61.3% | 62 |
| 4 | 40.3% | 72 | 44.4% | 63 |
| 5 | 43.8% | 73 | 47.5% | 59 |
| 6 | 75.8% | 62 | 80.5% | 41 |
| 7 | 59.2% | 71 | 65.5% | 58 |
| 8 | 67.3% | 52 | 67.3% | 49 |
| All | 56.1% | 408 | 59.6% | 332 |

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.

Goal 1: Absolute Measure

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 2021-22.

Goal 1: Comparative Measure

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

2021-22 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 | 61.3% | 62 | Currently not available | |
| 4 | 44.4% | 63 | | |
| 5 | 47.5% | 59 | | |
| 6 | 80.5% | 41 | | |
| 7 | 65.5% | 58 | | |
| 8 | 67.3% | 49 | | |
| All | 59.6% | 332 | | |

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a 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 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

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](#).

INTERNAL EXAM RESULTS

NWEA

During 2021-22, in addition to the New York State 3rd- 8th 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

| 2021-22 NWEA MAP ELA Assessment End of Year Results | | | | | |
|--|---|--------|--------|---------|--------------|
| Measure | Subgroup | Target | Tested | Results | Outcome |
| 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. | All students | 50.0 | 381 | 43.0 | Did not meet |
| 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. | Low initial achievers | 55.0 | 246 | 45.0 | Did not meet |
| 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. | Students with disabilities ³ | 41.0 | 89 | 44.0 | Met |

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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| | | | | | |
|--|-------------|-----|-----|-------|--------------|
| 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 | 2+ students | 75% | 332 | 35.8% | Did not meet |
|--|-------------|-----|-----|-------|--------------|

End of Year Performance on 2021-22 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 ⁵ | Number Tested * | Percent Proficient | Number Tested |
| 3 | 32.5% | 77 | 36.7% | 60 |
| 4 | 40.3% | 72 | 43.8% | 64 |
| 5 | 21.9% | 73 | 25.0% | 60 |
| 6 | 26.7% | 60 | 33.3% | 39 |
| 7 | 31.0% | 71 | 33.9% | 59 |
| 8 | 39.6% | 53 | 42.0% | 50 |
| All | 31.8% | 406 | 35.8% | 332 |

*Spring 2021 MAP exam was used for this analysis

End of Year Growth on 2021-22 NWEA MAP ELA Assessment By All Students

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | 51.0 | 70 |
| 4 | 38.0 | 67 |
| 5 | 40.0 | 65 |
| 6 | 36.5 | 58 |
| 7 | 44.5 | 68 |
| 8 | 49.0 | 53 |
| All | 43.0 | 381 |

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

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.

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.

| Type | Measure | Outcome |
|-------------|--|--------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | Did not meet |
| 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. | Did not meet |
| 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. | Did not meet |
| 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. ⁶ | Did not meet |

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

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. Additionally, 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. In the 22-23 school year, all Public Prep schools are adopting two new curricula to address the gap we see in reading and our ELA Assessments. First, we are adopting FastTrack Phonics by Success for All, a research-based Phonics curriculum to ensure our scholars have the building blocks they need to build their strength in reading. Second, we are adopting Wit and Wisdom from Great Minds in grades 5-8 to ensure scholars are receiving rigorous and grade level aligned instruction in ELA in the middle school years.

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 12 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 the Lavinia Group. 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 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 has instituted the roles of both Chief Academic Officer and Superintendent to oversee the academic and school leaders strands of our work, respectively, putting day-to-day operations in the hands of the network's Academic Team. In addition, Public Prep has added a Director of Early Learning role at the network level to provide direct oversight over grades PK-2 across all schools.

GOAL 2: MATHEMATICS**Goal 2: Mathematics**

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

BACKGROUND

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

Girls Prep is continuing to use publisher resources such as TERC Investigations 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

Goal 2: 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 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 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).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ⁷ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|--------------|----------------|
| | | IEP | ELL | Absent | Other reason | |
| 3 | 78 | 0 | 0 | 7 | 0 | 85 |
| 4 | 74 | 0 | 0 | 9 | 0 | 83 |
| 5 | 75 | 0 | 0 | 3 | 0 | 78 |
| 6 | 61 | 0 | 0 | 9 | 0 | 70 |
| 7 | 70 | 0 | 0 | 5 | 0 | 75 |
| 8 | 0 | 0 | 0 | 0 | 56 | 56 |
| All | 358 | 0 | 0 | 33 | 56 | 447 |

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.

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

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Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 43.6% | 78 | 50.8% | 61 |
| 4 | 39.2% | 74 | 43.8% | 64 |
| 5 | 14.7% | 75 | 18.0% | 61 |
| 6 | 31.1% | 61 | 37.5% | 40 |
| 7 | 41.4% | 70 | 43.1% | 58 |
| 8* | N/A | 0 | N/A | 0 |
| All | 34.1% | 358 | 38.7% | 284 |

Eighth grade students completed the Integrated Algebra Regents in lieu of the New York State Mathematics exam.

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.

Goal 2: Absolute Measure

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 2021-22.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the 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.⁸

⁸ 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](#).

RESULTS AND EVALUATION

At the time of this analysis, New York State has not released district-level scores for New York City.

2021-22 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 | 43.6% | 78 | Currently not available | |
| 4 | 39.2% | 74 | | |
| 5 | 14.7% | 75 | | |
| 6 | 31.1% | 61 | | |
| 7 | 41.4% | 70 | | |
| 8 | N/A | 0 | | |
| All | 34.1% | 358 | | |

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a 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 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

NWEA

During 2021-22, in addition to the New York State 3rd- 8th 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

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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.

| 2021-22 NWEA MAP Mathematics Assessment End of Year Results | | | | | |
|---|---|--------|--------|---------|--------------|
| Measure | Subgroup | Target | Tested | Results | Outcome |
| 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. | All students | 50.0 | 330 | 53.0 | Met |
| 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. | Low initial achievers | 55.0 | 272 | 50.0 | Did not meet |
| 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. | Students with disabilities ⁹ | 55.0 | 74 | 42.0 | Did not meet |
| 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. ¹⁰ | 2+ students | 75% | 283 | 27.2% | Did not meet |

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

¹⁰ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2021-22 NWEA MAP Mathematics 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 ¹¹ | Number Tested | Percent Proficient | Number Tested |
| 3 | 25.6% | 78 | 31.1% | 61 |
| 4 | 30.7% | 75 | 33.3% | 66 |
| 5 | 12.5% | 72 | 15.3% | 59 |
| 6 | 15.0% | 60 | 20.5% | 39 |
| 7 | 30.0% | 70 | 32.8% | 58 |
| 8 | N/A* | 0 | N/A | 0 |
| All | 23.1% | 355 | 27.2% | 283 |

*Eighth Grade students completed the Integrated Algebra Regents in lieu of NWEA Map Math Exam.

End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment By All Students

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | 53.0 | 71 |
| 4 | 68.0 | 71 |
| 5 | 40.0 | 66 |
| 6 | 53.0 | 58 |
| 7 | 53.5 | 64 |
| 8 | N/A | N/A |
| All | 53.0 | 330 |

*Eighth Grade students completed the Integrated Algebra Regents in lieu of the NWEA Math exam.

ADDITIONAL EVIDENCE

Performance on a Mathematics Regents Exam Of 8th Grade All Students by Year

| Grade | Year | Regents Exam | Percent Passing with a 65 | Number Tested |
|-------|---------|--------------------|---------------------------|---------------|
| 8 | 2021-22 | Integrated Algebra | 69.2% | 52 |

¹¹ 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.

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. | Did not meet |
| 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 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 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. | Met |
| 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. | Did not meet |
| 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. | Did not meet |
| 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. ¹² | Did not meet |

¹² <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

ACTION PLAN

Increased Instructional Time

In Grades K-5, we have implemented a 35-minute math intervention block. Students will spend this time critically engaging with rigorous questions aligned to their development need, developing their own strategies, and discussing them with peers as a class. We have contracted with the Lavinia Group to support the implementation of our math blocks.

Instruction

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. All instructional leaders will regularly observe teachers and provide instructional feedback. Grade team leaders will also conduct informal observations and peer observations. All observations will utilize the Danielson framework as our model of excellent teaching. Girls Prep has invested in the TeachBoost platform to improve the quality of observation, coaching and evaluation. All teachers will receive a minimum of 12 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. 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 STEP assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

Leadership

As outlined in the ELA action plan above, Public Prep has made 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: SCIENCE

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

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. 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.

RESULTS AND EVALUATION

4th grade students did not meet this measure.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grade | Percent of Students at Proficiency of Students in At Least 2 nd Year | |
|-------|---|---------------|
| | Percent Proficient | Number Tested |
| 4 | 64.0% | 64 |
| 8* | N/A | N/A |
| All | 64.0% | 64 |

*8th Grade students completed the Living Environment Regents in lieu of the New York State Science Test

ADDITIONAL EVIDENCE

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| Grade | Year | Regents Exam | Percent Passing with a 65 | Number Tested |
|-------|---------|--------------------|---------------------------|---------------|
| 8 | 2021-22 | Living Environment | 54.0% | 50 |

During the 2020-21 school year, 8th grade students completed the Living Environment Regents in lieu of the New York State science exam.

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Based on the results of New York State science exam, Girls Prep did not meet the goal of 75% of students achieving proficiency.

ACTION PLAN

Increased Instructional Time

In Grades K-5, we have implemented an NGSS-aligned 45-minute curriculum each day from FOSS Next Generation. Students will spend this time critically engaging with a grade level appropriate questions, developing their own strategies and discussing them with peers as a class. In addition, we have hired centralized Science coaches to work with the Girls Prep team on the implementation of the Science program.. CGI has previously been implemented by other NYC charter schools that have seen substantial growth in math achievement as a result.

Instruction

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. All instructional leaders will regularly observe teachers and provide instructional feedback. Grade team leaders will also conduct informal observations and peer observations. All observations will utilize the Danielson framework as our model of excellent teaching. Girls Prep has invested in the TeachBoost platform to improve the quality of observation, coaching and evaluation. All teachers will receive a minimum of 12 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. 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 STEP assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

Leadership

As outlined in the ELA action plan above, Public Prep has made 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 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

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.

RESULTS AND EVALUATION

For the 2021-22 school year, Girls Prep was found to be in Good Standing.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2019-20 | Good Standing |
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |