

**Girls Preparatory School of the
Bronx**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 23rd, 2024

By: Dr. Marquitta Speller-Richardson

Elementary: 681 Kelly Street, Bronx, N.Y. 10455
(718)-901-3855

Middle: 890 Cauldwell Ave, Bronx N.Y. 10456
Middle: (718)-665-6090



2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The following PPN Staff Members prepared this 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

- Julie Anne Garretson, Network Director of Operations
- Shanice Adamns, Managing Director of Schools
- Chaitanya Ramineni, Managing Director of Data and Technology

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

Robyn Milliner served as the Principal of the Girls Preparatory Charter School of the Bronx (Grades K-5) from 2022-2024

Kendra Radkowski served as the Principal of Girls Preparatory Charter School of the Bronx (Grades 6-8) from 2022-2024

SCHOOL OVERVIEW

Girls Prep Bronx Elementary School opened in 2009 and serves grades Pre-K-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, supports the instructional, operational, and administrative demands of PPA schools. Public Prep was founded on the premise that every family, regardless of race, income level or ZIP code, can and should have the power to access a great, tuition-free and single-gender public school education. Our approach is rooted in love and justice, and requires an ongoing commitment to delivering high quality, accessible, and anti-racist education. Our model is designed to help scholars see the possibilities for themselves, and to prepare every scholar to achieve their highest level of success.

Further, 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.

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
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
2023-24	51	62	71	74	79	67	60	58	48	0	0	0	0	570

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language

Background

PPA uses a Science of Reading approach to literacy instruction in conjunction with the New York 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.

The 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.

Students gain the benefits of a 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. Ongoing assessment data collection and analysis informs our RTI (response to intervention) process, a network wide model that targets students for enrichment and/or intervention.

While PPA 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 tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 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	69	0	3	0	0	0	1	73
4	75	0	2	0	0	0	0	77
5	62	3	0	0	0	0	0	65

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

6	54	1	2	0	0	0	0	57
7	56	0	0	0	0	0	0	56
8	43	2	1	0	0	0	0	46
All	359	6	8	0	0	0	1	374

Performance on 2023-24 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	69	45	65%	60	42	70%
4	75	37	49%	64	36	56%
5	62	35	56%	49	31	63%
6	54	32	59%	29	20	69%
7	56	33	59%	46	30	65%
8	43	38	88%	36	32	89%
All	359	220	61%	284	191	67%

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. ^[1]

English Language Arts 2023-24 Performance Index (PI)

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
359	[65]	[74]	[134]	[86]

$PI = 21\% + 2 \times 37\% + 2.5 \times 24\% = 155$

The school exceeded the state’s MIP of 113 for the year 2023-24 by 42 points with a PI of 155, showing the success of PPA’s approach to ELA instruction and how setting high expectations for achievement has benefitted students.

[1] You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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.

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

2023-24 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	70%	60	30%	1534
4	56%	64	34%	1543

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

5	63%	49	35%	1636
6	69%	29	32%	1586
7	65%	46	42%	1636
8	89%	36	43%	1741
All	67%	284	36%	9676

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. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results. ^[1]

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.9	450	437.7	1.16
4	97.7	446	439.9	0.6
5	96.5	448	438.8	1
6	93.9	450	438.6	1.29
7	91.4	456	442.6	1.56
8	87.9	460	447	1.49
All	93.6	451.3	440.6	1.16

^[1] These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available.

This report contains 2022-23 results, the most recent Growth Model data available.^[1]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.6	50
5	56.6	50
6	59.9	50
7	65.0	50
8	53.3	50
All	56.9	50

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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 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 2023-24, 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. PPA students take the MAP 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. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year

2023-24 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	364	52%	No
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	85	364	48%	No

End of Year Performance on 2023-24 NWEA MAP ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ³	Number Tested *	Percent Proficient	Number Tested
3	44%	68	48%	58
4	28%	74	33%	63
5	34%	65	39%	51
6	46%	57	53%	30
7	41%	56	43%	46
8	48%	44	47%	36
All	39%	364	43%	284

*Spring 2024 MAP exam was used for this analysis

End of Year Growth on 2023-24 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	43	68
4	44	74
5	44	65
6	59	57
7	48	56
8	49	44
All	47	364

Summary of the ELA Goal

We are committed to providing the resources needed for our students to become proficient readers of the English language. PPA 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

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.

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.	Yes
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 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 English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

Evaluation of ELA Goal

This measure was not met across the board. However, we have seen growth in all grade bands. Our 8th graders who have been with us for multiple years exceeded the goal, with 89% proficiency. While the overall goal was not met, students across the board made academic growth on internal benchmarks.

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. Each unit is thematically connected and designed around inquiry-based essential questions, ensuring a cohesive learning experience that builds throughout the year.

To complement our core Humanities curriculum, we’ve integrated **Success for All’s Fast Track Phonics program**, a research-backed approach focused on phonemic awareness, letter-sound correspondence, word-level blending, and spelling. This adoption reflects our commitment to the **Science of Reading**, ensuring our scholars receive top-tier reading instruction and 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 PPA’s instructional leaders observe teachers and provide instructional feedback on a weekly basis.

As a network, we have built out a cadence of **network-wide 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.

PPA 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

PPA 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 **curriculum-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 instruction, curriculum and assessment, Public Prep made important changes to strengthen the organization's central leadership team. This includes increased support and supervision of principals, as 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 guidance.

GOAL 2: MATHEMATICS

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

Background

PPA uses an intensive math curriculum that utilizes the New York 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. 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.

Throughout the school year, PPA used a new elementary curriculum, Eureka squared K-4, with stronger results. For the 24-25 SY we have rolled out the program across grades K-8. 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,

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

collaboration, and feedback. This approach promotes reasoning and problem solving, allows students to connect and build mathematical representations, 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 tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested						Took Regents	Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason		
3	67	0	3	0	0	0	3	0	73
4	72	1	0	0	0	0	4	0	77
5	64	1	0	0	0	0	0	0	65
6	54	0	3	0	0	0	0	0	57
7	55	1	0	0	0	0	0	0	56
8	0	N/A	N/A	N/A	N/A	N/A	N/A	46	46
All	312	3	6	0	0	0	7	46	374

Performance on 2023-24 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	67	50	75%	57	46	81%
4	72	32	44%	61	29	48%

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

5	64	22	34%	50	20	40%
6	54	25	46%	29	15	52%
7	55	32	58%	45	28	62%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	312	161	52%	242	138	57%

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
312	[58]	[93]	[129]	[32]

$$PI = 30\% + 2 \cdot 41\% + 2.5 \cdot 10\% = 137$$

The school exceeded the state's MIP of 115.3 for the year 2023-24 by 21.7 points with a PI of 137a sign that the switching of curriculum and continued emphasis on academic rigor in mathematics within the classroom and beyond continue to bring student success.

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2023-24 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	81%	57	43%	1598
4	48%	61	44%	1616
5	40%	50	42%	1633
6	52%	29	38%	1655
7	62%	45	47%	1657
8	N/A	N/A	N/A	N/A
All	57%	242	43%	8159

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.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	92.9	453	443.4	0.66
4	97.7	445	440.7	0.31
5	96.5	442	438.7	0.28
6	93.9	454	439.9	1.11
7	91.4	454	443.5	0.88
8	NA	NA	NA	NA
All	94.5	449.3	441.3	0.62

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.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available.

This report contains 2022-23 results, the most recent Growth Model data available.^[1]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

[1] These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	46.1	50

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

5	36.4	50
6	79.0	50
7	62.0	50
8	0.0	50
All	54.3	50

Additional Evidence

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

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 93% of students passed this exam.

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2023-24	Integrated Algebra	93%	43

Mathematics Internal Exam Results

This Metric was not met. However, going into the second year with Eureka, we are expecting to see consistent gains.

NWEA

During 2023-24, 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 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. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall, the measure was not met in every grade.

2023-24 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	314	40%	No
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	67	314	52%	No

End of Year Performance on 2023-24 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 ⁴	Number Tested *	Percent Proficient	Number Tested
3	29%	69	32%	59
4	22%	72	24%	62
5	13%	61	15%	47
6	30%	56	40%	30
7	29%	56	33%	46
8	N/A	N/A	N/A	N/A
All	25%	314	29%	244

*Spring 2024 MAP exam was used for this analysis

End of Year Growth on 2023-24 NWEA MAP Math Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3	57	69
4	38	72
5	58	61

⁴ 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.

6	55	56
7	59	56
8	N/A	N/A
All	53	314

Additional Evidence

Summary of the Mathematics Goal

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts. Our goal is not only to ensure that students are mastering key concepts but also to use this data-driven approach to inform instruction, adjust pacing, and tailor interventions to meet individual learning needs. Over time, this will result in measurable improvements in mathematical proficiency and critical thinking skills across all student groups.

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.	Yes
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.	Yes

Mathematics Action Plan

Eureka Squared

In the 2023-24 school year, Public Prep adopted a new elementary math curriculum, 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 middle school, we are implementing Eureka in the 2024-25 school year to ensure all scholars are getting strong instruction and working towards meeting their individual goals as well as the overall goal.

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. PPA'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

As with ELA, to improve the support and supervision of principals, Public Prep has built out a comprehensive Academics Team under the divisions of STEM and Humanities, 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

PPA’s science curriculum 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 administered the New York State Testing Program computer-based science assessment to students in 5th grade. During the 2023-24 school year, 8th grade students completed the Living Environment Regents in lieu of the New York State science exam. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 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
5	47	13	28%
8	N/A	N/A	N/A
All	61	13	21%

Additional Evidence

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2023-24	Living Environment	71%	41

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The Institute does not require charters to report on this measure for 2023-24.

Summary of the Elementary/Middle Science Goal

Present a narrative providing an overall discussion of the school’s attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Yes

Evaluation of the Science Goal

Based on scholars’ results as assessed by the 5th grade NYS Science exam and the results of New York State Living Environment Regents exam, Girls Prep did not meet the goal of 75% of students achieving proficiency. However, it is noteworthy that the percentage of students meeting proficiency on the Living Environment Regents has increased over the last three years.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	50	27	54%
8	2022-23	Living Environment	52	31	60%
8	2023-24	Living Environment	41	29	71%

Science Action Plan

New Curriculum

PPA has adopted a new science curriculum for grades K-7. Amplify offers a research-based, hands-on approach that aligns with the **Next Generation Science Standards (NGSS)**. This program engages students in active learning through inquiry, exploration, and real-world problem solving.

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. PPA'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.

PPA 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

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.

Leadership

PPA has improved systems related to instruction, curriculum and assessment, and has strengthened 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 and Humanities 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.

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](#).

Accountability Status by Year

Year	Status
2021-22	Good standing
2022-23	Good standing
2023-24	Good standing

