

**Girls Preparatory Charter School
of New York**

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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David Nitkin, Ian Rowe, and Julie Jackson-Forsberg prepared the 2013-14 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mary Claire Ryan	Chair/President
Michael Karangelen	Member
Yaritza Cortez	Parent Rep
Nicole Julius	Parent Rep
Lauren Frank	Member

Kaitlin Seaver has served as Principal of Girls Preparatory Charter School of New York (grades 5-8) since 2011.

Versha Munshi-South served as resident Principal of Girls Preparatory Charter School of New York (grades K-4) in 2012-13, and assumed the full duties of Principal in July 2013

INTRODUCTION

Founded in 2005, Girls Preparatory Charter School of New York (hereafter “GPCSNY” or “Girls Prep”) follows a single-sex education model that achieves excellence through continuous learning and data-driven instruction. Our school model is designed to empower each student, build strong character, ensure every student demonstrates critical thinking and possesses critical knowledge, and propel every student toward a path to earn a degree from a four-year university.

At the close of our ninth year of operation, GPCSNY has found the educational program and school model to be effective in creating consistent academic achievement and a desire to learn among GPCSNY students. The results on the New York State English Language Arts and Math exams, as well as success in other school and organizational goals, are indicators of GPCSNY’s commitment to the students and families that GPCSNY serves.

In the coming years, GPCSNY expects to improve upon its current success by refining curricular and pedagogical practices and focusing on the next stage of success for graduates of GPCSNY. The school expects to provide graduates with the best opportunities for acceptance into high performing high schools as well as support the development of students as “college-goers” through guidance and school culture.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	48	50	50	50	52	58	44							352
2011-12	72	73	50	51	47	48	70	49						460
2012-13	75	71	74	50	51	52	50	68	47					538
2013-14	68	78	69	71	49	50	53	46	65					549

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language.

Background

GPCSNY's English language arts curriculum is focused around the core concepts of frequent diagnostic assessment, consistent applied learning models for reading and writing through a modified Readers and Writers workshop, and deep and thorough lessons that truly teach mastery of the Common Core State Standards (CCSS).

GPCSNY continues to use LitLife to assist faculty in planning. However, GPCSNY has provided extensive professional development to assist teachers in the transition to the CCSS. Faculty use read-alouds, shared reading, literacy center activities, word study and language concept study to engage students as well as provide instruction in a balanced literacy framework.

GPCSNY uses the Fountas and Pinnell reading assessment to obtain baseline reading levels on students, set goals and support the guided reading model. At GPCSNY both teachers and students collaborate in a structure that is standards-based, goal-oriented and driven by individual student interests.

The class routine is as follows:

- Direct instruction, mini lesson.
- Independent practice with one-on-one conferencing between teacher/s and student. Teachers use these conferences to note general trends in their class's writing and also to track the progress of individual students.
- A student-led share activity, where peer-to-peer feedback is the learning dialogue and formative assessment feedback is the practice of the teacher.

Reading instruction takes place throughout the day in all subject areas. However, dedicated instructional time for grades K-4 includes 45 minutes of small group instruction during Reading Group, which incorporates phonics, guided reading, language and communication skills, in addition to a 45 minute reading workshop each day. Middle school students receive 90 minutes a day of reading instruction and a 45 minute block of vocabulary. In addition to reading instruction, students receive a 45 minute writing workshop daily.

Assessment tools like the NWEA MAP assessment and interim assessments are used strategically by the principals, department chairs, reading specialists, and our network-level Director of Data and Assessment 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 captures 85% of students for enrichment and/or intervention.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 assessment to students in 3rd through 8th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	71	0	0	0	71
4	49	0	0	0	49
5	50	0	0	0	50
6	53	0	0	0	53
7	46	0	0	0	46
8	65	0	0	0	65
All	334	0	0	0	334

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

41.3% of Girls Prep students enrolled in at least their second year were proficient on the NYS English language arts examination.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	47.9%	71	52.4%	63
4	22.4%	49	26.2%	42
5	46.0%	50	59.4%	32
6	28.3%	53	26.8%	41
7	43.5%	46	44.4%	45
8	36.9%	65	37.5%	64
All	38.0%	334	41.1%	287

Evaluation

Girls Prep did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrates, Girls Prep students made significant growth, and also outperformed students in their host district. Accordingly, we believe the data indicates that Girls Prep is on a predictive path to meeting the goal of 75 percent proficiency in the future.

Additional Evidence

The below table indicates that the percentage of students in at least their second year achieving proficiency increased by 6.6% from 2012-13 to 2013-14.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	56.5%	46	26.2%	42	52.4%	63
4	75.0%	44	31.3%	48	26.2%	42
5	69.8%	43	27.9%	43	59.4%	32
6	67.8%	60	46.7%	45	26.8%	41
7	60.5%	43	44.6%	56	44.4%	45
8	N/A	N/A	27.3%	44	37.5%	64
All	66.0%	236	34.5%	278	41.1%	287

Goal 1: Absolute Measure Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

GPCSNY’s performance index for English language arts was 119 in the 2013-14 school year. This exceeds the AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
334	19%	43%	32%	6%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 43 & + & 32 & + & 6 & = & 81 \\
 & & & & 32 & + & 6 & = & \underline{38} \\
 & & & & & & \text{PLI} & = & 119
 \end{array}$$

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 30 points in 2013-14.

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 local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.³

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

³ Schools can acquire these data when the New York State Education Department releases its Access 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

Students enrolled in at least their second year at Girls Prep outperformed those in their host district, NYC Community District 1.

2013-14 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	52.4%	63	36%	837
4	26.2%	42	40%	819
5	59.4%	32	34%	757
6	26.8%	41	35%	736
7	44.4%	45	41%	805
8	37.5%	64	38%	853
All	41.1%	287	37%	4807

Evaluation

Girls Prep met the accountability measure requiring that the proportion of all students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam be greater than that of all students in the same tested grades in the local school district.

Additional Evidence

The below table demonstrates that Girls Prep students have outperformed the students of the school's host district, District 1, in each of the last 3 years. In addition, the gap between GPCSNY and District 1 increased between 2012-13 and 2013-14, indicating that our revised instructional program is producing comparatively strong results.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	56.5%	51.3%	26.2%	34.3%	52.4%	36%
4	75.0%	54.5%	31.3%	34.5%	26.2%	40%
5	69.8%	55.3%	27.9%	30.5%	59.4%	34%
6	67.8%	50.8%	46.7%	33.5%	26.8%	35%
7	60.5%	50.1%	44.6%	30.7%	44.4%	41%
8	N/A	N/A	27.3%	33.8%	37.5%	38%
All	66.0%	52.4%	34.5%	32.9%	41.1%	37%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ 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 small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13, Girls Prep’s aggregate effect size in English language arts was 0.79.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.6	50	26.0	20.2	5.8	0.43
4	80.8	51	31.4	20.5	10.9	0.84
5	79.2	52	28.9	21.3	7.6	0.57
6	62.3	50	42.0	24.7	17.3	1.40
7	71.4	68	44.1	22.5	21.6	1.46
8	59.6	47	25.5	29.2	- 3.7	-0.26
All	73.1	318	33.7	22.9	10.7	0.79

School’s Overall Comparative Performance:

Higher than expected to a medium degree

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Evaluation

In 2012-13, Girls Prep met this accountability plan goal. Girls Prep's effect size is not yet available for 2013-14, the year relevant to this analysis.

Additional Evidence

GPCSNY has had a strongly positive effect size for each of the last three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	K-6	62	222	60.4	46.6	0.85
2011-12	K-7	56.2	262	64.1	49.6	0.95
2012-13	K-8	73.1	318	33.7	22.9	0.79

Goal 1: Growth Measure⁵

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 state's unadjusted median growth percentile.

Method

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

In 2012-13, Girls Prep's mean unadjusted growth percentile was 60.5. This is higher than the state's unadjusted median growth percentile of 50.0

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	50.0
4	66.0	50.0
5	56.0	50.0
6	61.5	50.0
7	69.0	50.0
8	47.5	50.0
All	60.5	50.0

Evaluation

In 2012-13, Girls Prep met this accountability plan goal. Girls Prep’s effect size is not yet available for 2013-14, the year relevant to this analysis.

Additional Evidence

GPCSNY has met this accountability goal in each of the last two years. In addition, GPCSNY’s mean growth percentile has increased in each of the last two years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3			N/A	50.0
4			66.0	50.0
5			56.0	50.0
6			61.5	50.0
7			69.0	50.0
8			47.5	50.0
All	44.0	58.4	60.6	50.0

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. GPCSNY is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2013-14, GPCSNY achieved 4 out of the 5 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

⁷ Grade level results not available.

Like the overwhelming majority of charter schools in New York City, Girls Prep did not meet the goal of 75 percent proficiency in 2013-14. However, our outstanding growth data gives us confidence that we are on a predictive path to attaining that goal in the future.

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 Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Achieved

Action Plan

Curriculum

In 2012-13, our network-wide data inquiry team established that students' lack of vocabulary and content knowledge impeded their ability to access complex texts. Accordingly, our three-year action plan calls for the creation of a vertically aligned, interdisciplinary curriculum with an increased emphasis on complex text and rich academic vocabulary. We believe that a curriculum that builds coherent knowledge from grade to grade through prolonged, scaffolded interaction with complex texts is in keeping with the Common Core shifts and will be a driver of future success.

The curriculum creation process will occur in phases over the next three years. The work will be led by network staff in collaboration with school-based staff. Our network team now includes a Chief Academic Officer and Director of Curriculum who will be supported by the Directors of Curriculum and Assessment at the school.

Instruction

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. This year, Girls Prep's full-time instructional leaders include an ELA coach, two math coaches, two Directors of Curriculum and Assessment, and our principals, who are our primary instructional leaders. All of these individuals 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.

In addition, the network is supporting the school's response to the Common Core shifts in ELA by developing a professional development partnership with the Vermont Writing Collaborative. Over the course of year-long professional development, both with the Vermont Writing Collaborative and with network staff, teachers will develop their abilities to work with students around reading and comprehending complex texts, developing original claims, and supporting those claims with evidence.

from the text.

Data & Assessment

In the area of data analysis and action planning, we have created an interlocking structure of network-wide data inquiry teams to ensure that all forms of data are being used and triangulated effectively. Similar in nature to professional learning communities, grade-level data inquiry teams will be led by grade-team leaders, who will in turn sit on school-wide data inquiry teams led by the Directors of Curriculum and Assessment, who will in turn sit on a network-wide data inquiry team led by the network's Director of Data and Assessment. All of the network's Directors of Curriculum and Assessment will participate in monthly like-position meetings with the network staff in order to share best practices and engage in professional development.

Finally, the network will be piloting vertically aligned, CCSS-based writing rubrics in 2014-15 to ensure that expectations scaffold appropriately from year to year and that all students are held to the same level of rigor.

MATHEMATICS

Goal 2: Mathematics

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

Background

GPCSNY 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.

GPCSNY's math instruction schedule includes a morning meeting each day, as well as a math lesson each day at the elementary level. There is one additional math period each week that is to be used for review and/or extension. In middle school, scholars have math instruction for one hour and thirty minutes daily.

GPCSNY is continuing to use publisher resources such as EnVision for the elementary and Connected Math 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.

GPCSNY's instructional leadership teams focus on abstract math to more readily assure that students will be able to take on a more diverse array of mathematical problems and apply their mathematical understandings to new and varied situations. With this strategy teachers are also able to hone their instructional technique through intensive development of lessons.

In every grade, GPCSNY uses data to differentiate instruction and create guided groups, centers, and lessons. Differentiated instruction is essential in reaching the needs of all students. We also strive to dig deep with our questioning and encourage students to explain and justify their ideas.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	71	0	0	0	71
4	49	0	0	0	49
5	50	0	0	0	50
6	53	0	0	0	53
7	46	0	0	0	46
8	63	0	0	2	65
All	332	0	0	2*	334

**Two grade 8 students who took the Algebra Regents Exam declined to take the Grade 8 mathematics exam.*

Results

46.5% of Girls Prep students enrolled in at least their second year were proficient on the NYS mathematics examination.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	53.5%	71	57.1%	63
4	44.9%	49	47.6%	42
5	28.0%	50	34.4%	32
6	49.1%	53	53.7%	41
7	69.6%	46	68.9%	45
8	19.0%	63	19.4%	62
All	43.2%	332	46.5%	284

Evaluation

Girls Prep did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrates, Girls Prep students made significantly more than a year of growth, and also outperformed their host district. Accordingly, we believe the data indicates that Girls Prep is on a predictive path to meeting the goal of 75 percent proficiency in the future.

Additional Evidence

⁸ 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.

The below table indicates that the percentage of students in at least their second year achieving proficiency increased by 8.0% from 2012-13 to 2013-14.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	75.0%	44	31.0%	42	57.1%	63
4	86.1%	44	50.0%	48	47.6%	42
5	44.1%	43	18.6%	43	34.4%	32
6	74.5%	59	60.0%	45	53.7%	41
7	86.0%	43	26.8%	56	68.9%	45
8	N/A	N/A	45.5%	44	19.4%	62
All	73.3%	233	38.5%	278	46.5%	284

In addition, 21 students in Grade 8 at GPCSNY took the Algebra Regents exam in 2013-14. All 21 of those students passed the Regents exam, including 9 students who did not pass the NYS Grade 8 Mathematics Test. If students who passed the Regents exam are counted as proficient, the overall proficiency rate for students in at least their 2nd year stands at 49.6%

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

GPCSNY's performance index for mathematics was 129 in the 2013-14 school year. This exceeds the AMO of 86.

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	16%	41%	32%	11%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 41 & + & 32 & + & 11 & = & 84 \\
 & & & & 32 & + & 11 & = & \underline{43} \\
 & & & & & & \text{PLI} & = & 127
 \end{array}$$

Evaluation

GPCSNY exceeded the Annual Measurable Objective by 41 points in 2013-14.

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 local school district.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.¹⁰

Results

Students enrolled in at least their second year at Girls Prep outperformed those of their host district, NYC Community District 1.

2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	57.1%	63	47%	838
4	47.6%	42	49%	824
5	34.4%	32	41%	765
6	53.7%	41	42%	741
7	68.9%	45	38%	764
8	19.4%	62	29%	722
All	46.5%	284	41%	4654

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

Evaluation

Girls Prep met the accountability measure requiring that students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam to be greater than that of all students in the same tested grades in the local school district.

Additional Evidence

The below table demonstrates that Girls Prep students have outperformed the students of the school's host district, District 1, in each of the last 3 years. In addition, the gap between GPCSNY and District 1 increased between 2012-13 and 2013-14, indicating that our revised instructional program is producing comparatively strong results.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Girls Prep	District 1	Girls Prep	District 1	Girls Prep	District 1
3	75.0%	60.5%	31.0%	42.0%	57.1%	47%
4	86.1%	69.7%	50.0%	41.3%	47.6%	49%
5	44.1%	64.9%	18.6%	32.3%	34.4%	41%
6	74.5%	63.0%	60.0%	37.9%	53.7%	42%
7	86.0%	64.0%	26.8%	33.2%	68.9%	38%
8	N/A	N/A	45.5%	35.6%	19.4%	29%
All	73.3%	64.3%	38.5%	37.1%	46.5%	41%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13, Girls Prep’s aggregate effect size in mathematics was 0.71.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	84.6	50	30.0	23.7	6.3	0.36
4	80.8	51	49.0	26.2	22.8	1.33
5	79.2	52	21.1	21.4	- 0.3	-0.02
6	62.3	50	54.0	25.8	28.2	1.57
7	71.4	68	22.0	19.0	3.0	0.17
8	59.6	47	42.5	22.6	19.9	1.07
All	73.1	318	35.5	22.9	12.6	0.71

School’s Overall Comparative Performance:
Higher than expected to a medium degree

Evaluation

In 2012-13, Girls Prep met this accountability plan goal. Girls Prep’s effect size is not yet available for 2013-14, the year relevant to this analysis.

Additional Evidence

GPCSNY has had a strongly positive effect size for each of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	K-6	62	222	81.1	56.2	1.32
2011-12	K-7	56.2	265	75.8	59.7	0.85
2012-13	K-8	73.1	318	35.5	22.9	0.71

Goal 2: Growth Measure¹²

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 state’s unadjusted median growth percentile.

Method

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

In 2012-13, Girls Prep’s mean unadjusted growth percentile was 59.5. This is higher than the state’s unadjusted median growth percentile of 50.0

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	N/A	50.0
4	59.0	50.0
5	44.0	50.0
6	74.5	50.0
7	53.0	50.0
8	70.5	50.0
All	59.5	50.0

Evaluation

In 2012-13, Girls Prep met this accountability plan goal. Girls Prep’s effect size is not yet available for 2013-14, the year relevant to this analysis.

Additional Evidence

GPCSNY has met this accountability goal in two of the last three years. In addition, GPCSNY’s mean growth percentile has increased in each of the last two years.

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3			N/A	50.0
4			59.0	50.0
5			44.0	50.0
6			74.5	50.0
7			53.0	50.0
8			70.5	50.0
All	55.5	49.8	59.5	50.0

Summary of the Mathematics Goal

We are committed to providing the resources needed for our students to become proficient mathematicians. GPCSNY is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2013-14, GPCSNY achieved 4 out of the 5 possible measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Like the overwhelming majority of charter schools in New York City, Girls Prep did not meet the goal of 75 percent proficiency in 2013-14. However, our outstanding growth data gives us confidence that we are on a predictive path to attaining that goal in the future.

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 Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
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 state's unadjusted median growth percentile.	Achieved

¹⁴ Grade level results not available.

Action Plan

Increased Instructional Time

In Grades K-4, we have implemented a new 30 minute problem-solving block. Students will spend this time critically engaging with a single rigorous question, developing their own strategies and discussing them with peers and as a whole class. We have contracted with Dr. Stephanie Smith to implement Cognitively Guided Instruction (CGI) during this problem-solving block. CGI has previously been implemented by other NYC charter schools that have seen substantial growth in math achievement as a result.

Curriculum

In 2012-13, our network-wide data inquiry team established that students' lack of vocabulary and content knowledge impeded their ability to access complex texts. Accordingly, our three-year action plan calls for the creation of a vertically aligned, interdisciplinary curriculum with an increased emphasis on complex text and rich academic vocabulary. We believe that a curriculum that builds coherent knowledge from grade to grade through prolonged, scaffolded interaction with complex texts is in keeping with the Common Core shifts and will be a driver of future success.

The curriculum creation process will occur in phases over the next three years. The work will be led by network staff in collaboration with school-based staff. Our network team now includes a Chief Academic Officer and Director of Curriculum who will be supported by the Directors of Curriculum and Assessment at the school.

Instruction

The second key lever to drive academic improvement is to continue to refine our coaching and observation processes. This year, Girls Prep's full-time instructional leaders include an ELA coach, two math coaches, two Directors of Curriculum and Assessment, and our principals, who are our primary instructional leaders. All of these individuals 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.

Data & Assessment

In the area of data analysis and action planning, we have created an interlocking structure of network-wide data inquiry teams to ensure that all forms of data are being used and triangulated effectively. Similar in nature to professional learning communities, grade-level data inquiry teams will be led by grade-team leaders, who will in turn sit on school-wide data inquiry teams led by the Directors of Curriculum and Assessment, who will in turn sit on a network-wide data inquiry team led by the network's Director of Data and Assessment. All of the network's Directors of Curriculum and Assessment will participate in monthly like-position meetings with the network staff in order to share best practices and engage in professional development.

Finally, the network will be piloting vertically aligned, CCSS-based writing rubrics in 2014-15 to ensure that expectations scaffold appropriately from year to year and that all students are held to the same level of rigor.

SCIENCE

Goal 3: Science

Girls Prep Bronx students will demonstrate proficiency relevant to achievement in science.

Background

Science at Girls Prep allows students to explore the world through a hands-on, inquiry based approach. Throughout their years in school students will study physical, life, and earth science.

Science in kindergarten explores the physical properties of matter (solids) and the changes in plants and animals through the seasons. First grade students study animal diversity, properties of matter (solids and liquids), and the changes in weather through the seasons. In second grade, students use the scientific process to learn about the physics of motion, study properties of earth materials, and look at the symbiotic relationship of plants and animals.

As students move on to third grade, they build on their early childhood learning. Third grade students at Girls Prep complete an in-depth study of metric measurement and its role in quantifying observations on properties of matter. They explore energy through the physics of sound, construct simple machines (force and motion), and look at plant and animal adaptations (structures of life).

In every grade, teachers integrate opportunities for students to read and write about the content, skills, and processes developed through their inquiry work. Teachers use Delta Education FOSS science and the state standards as the key resources in planning instruction.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 springs 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

72.6% of Girls Prep students enrolled in at least their second year were proficient on the NYS science examination.

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students (2012-13)	
	Percent	Number Tested	Percent	Number Tested
4	97.6%	42	87%	772
8	56.3%	64	54%	483
All	72.6%	106	74.3%	1,225

Evaluation

Girls Prep did not meet this accountability plan goal. Our results were strong in Grade 4, where every student but one passed the test. In contrast, our results in Grade 8 were alarming, and we will be investigating the root cause(s) and building action plans throughout 2014-15. We are confident that our Grade 8 science scores should be substantially higher in 2014-15 than they were in 2013-14.

Additional Evidence

Girls Prep has met this accountability goal in each year of the accountability period prior to this one. Our overall dip in overall performance is entirely attributable to low scores in Grade 8; our performance in Grade 4 continues to be strong in both absolute and relative terms.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	95%	43	98%	48	97.6%	42
8	N/A	N/A	70%	44	56.3%	64
All	95%	43	85%	92	72.6%	106

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 local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

Students enrolled in at least their second year at Girls Prep performed slightly lower than those in their host district, District 1.

2013-14 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students (2012-13)	
	Percent	Number Tested	Percent	Number Tested
4	97.6%	42	87%	772
8	56.3%	64	54%	483
All	72.6%	106	74.3%	1,225

Evaluation

GPCSNY did not meet the accountability measure requiring that students who are enrolled in at least their second year and performing at proficiency on the state science exam to be greater than that of all students in the same tested grades in the local school district. This is entirely attributable to a decline in Grade 8 performance. We are investigating the cause(s) of this decline and expect to see serious growth in this area in 2014-15.

Additional Evidence

Girls Prep met this accountability goal in each year of the accountability period prior to 2013-14.

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Girls Prep	District 1	Girls Prep	Local District	Charter School	Local District
4	95%	86%	98%	87%	97.6%	N/A
8	N/A	N/A	70%	54%	56.3%	N/A
All	95%	86%	85%	74.3%	72.6%	N/A

Summary of the Science Goal

GPCSNY met zero out of two science goals in 2013-14. Our performance in Grade 4 was very strong, with only one student out of 42 failing to pass the NYS science assessment. However, our results in Grade 8 declined substantially between 2012-13 and 2013-14.

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.	Did Not Achieve
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 local school district.	Did Not Achieve

Action Plan

We will be looking critically at the alignment of our science curriculum to the Grade 8 NYS science test, particularly in grades 5-8. Although we are confident that our curriculum covers all of the material necessary to succeed on the Grade 8 NYS science test, certain content areas may not receive appropriate emphasis or be taught in the appropriate sequence. We will seek to uncover and remedy any gaps in 2014-15.

In addition, we have changed our middle school staffing model to include 3 rather than 2 science teachers. This will increase the time for planning and co-observation, which we think will lead to higher quality instruction and stronger results from students.

NCLB

Goal 4: NCLB

The school will be in Good Standing each year.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing; the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

For the 2012-13 school year Girls Prep was in Good Standing.

Evaluation

GPCSNY met this accountability goal.

NCLB Status by Year

Year	Status
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

Additional Evidence

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

Goal 6: Parent Satisfaction

Goal 6: Absolute Measure

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of all parents/guardians provide a positive response to the survey items.

Method

Girls Prep uses the NYC DOE school survey to gauge family satisfaction.

Results

The parent response rate on the 2013-14 survey was 87%

2013-14 Parent Satisfaction on Key Survey Results

Item	% Satisfaction	Citywide Average
Instructional Core	89%	89%
Systems for Improvement	88%	86%
School Culture	91%	87%

Evaluation

This outcome measure has been met by Girls Prep. The relationship between home and school is central to each child's success. At Girls Prep, we partner with families to provide maximum support to our students. Every year begins with a home visit by the student's teachers; this initial visit allows families and teachers to establish a relationship before the school year begins. We continue to build a partnership throughout the year and from year-to-year so that every child is supported and sees success.

The responses to selected individual questions from the family survey illustrate the success of this approach:

Category	Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
Instructional Core	How satisfied are you with the education your child has received this year?	66%	31%	2%	1%
	How satisfied are you with the overall quality of your child's teachers this year?	67%	30%	3%	0%

Category	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
Systems for Improvement	My child's school offers a wide enough variety of courses, extracurricular activities, and services to keep my child interested in school.	59%	36%	4%	1%
	My child's school gives my child extra help when he or she needs it.	60%	35%	4%	1%
School Culture	My child's school makes me feel welcome	68%	28%	3%	1%
	My child's school has high expectations for my child	68%	30%	2%	1%