

**Boys Preparatory School of the  
Bronx**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 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

**Steve Paul has served as the Principal of Boys Preparatory Charter School of the Bronx since 2022. During the 22-23 school year, Mr. Paul was exclusively the Principal of the Middle Academy, and has been Principal for grades K-8 since the 23-24 school year.**

## SCHOOL OVERVIEW

Boys Prep Bronx, the first all-boys public elementary school in the Bronx, opened in 2014 to change the narrative for generations of young men of color by starting their educational journey early to put them on a path to college completion.

Boys Prep is part of Public Prep Academies, a non-profit public education corporation, and is supported by Public Preparatory Network, which launched in 2009 to first support the process of replicating Girls Preparatory Charter School of New York. Public Prep supports the instructional, operational, and administrative functions of PPA's schools. Our model is designed to help scholars see the possibilities for themselves, and to prepare every scholar to achieve their highest level of success.

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

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

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

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	88	101	88	115	104	104	88	84	49	0	0	0	0	821
2022-23	50	67	75	88	106	77	83	77	67	0	0	0	0	690
2023-24	36	45	56	58	75	83	78	74	64	0	0	0	0	569

## GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language

### Background

Boys Prep integrates the **Science of Reading** approach with the **New York State Standards** as the foundation for its literacy instruction. Depending on their grade level, scholars receive **120-145 minutes**

**of Literacy instruction daily.** Teachers use a consistent lesson structure—**Warm-Up, Teach, Guided Practice, Independent Practice, and Connect**—so students always know what to expect and what is expected of them.

Our literacy journey begins in the earliest grades with a **research-based Phonics program**, focusing on decoding, phonological awareness, and sight recognition. This gives scholars the foundational skills they need to become confident and successful readers.

In addition to reading skills, Boys Prep promotes a **collaborative learning model** that encourages students to communicate in a positive, student-centered environment. They learn to engage meaningfully with texts, set and monitor their independent reading goals, and continuously improve through teacher and peer feedback.

To track and support literacy growth, teachers utilize the **Roots Assessment** in elementary grades, part of the **Success for All Phonics curriculum**. This research-backed tool evaluates students’ literacy skills, provides educators with critical data, and helps teachers make informed decisions to guide students through the program. Students also complete **writing diagnostics** tied to their instructional units, and teachers regularly use unit assessments to monitor progress.

Teachers use a combination of the **Roots Assessment, NWEA MAP, interim assessments, and quizzes** to ensure timely interventions and adjustments to instruction. These tools enable immediate re-teaching, help develop **six-week intervention plans**, and feed into our network-wide **Response to Intervention** process, which identifies students who need either enrichment or extra support.

While Boys Prep focuses on strong foundational skills and critical thinking, we also prioritize **rigor and high academic expectations**. This is reflected in our standardized practices for grading, evaluating student work, small group instruction, and our RTI criteria—ensuring consistency and excellence across the board.

## 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

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		Absent	Refusal	ELL/ IEP	Admin error	Medically excused	Other reason	
3	50	0	0	0	0	0	1	51
4	64	0	5	0	0	0	2	71
5	75	1	4	0	0	0	0	80
6	72	1	2	0	0	0	0	75
7	63	4	3	0	0	0	0	70
8	56	1	4	0	0	0	0	61
All	380	7	18	0	0	0	3	408

Performance on 2023-24 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	50	31	62%	46	29	63%
4	64	27	42%	59	26	44%
5	75	35	47%	63	30	48%
6	72	15	21%	52	13	25%
7	63	29	46%	52	26	50%
8	56	37	66%	53	35	66%
All	380	174	46%	325	159	49%

### 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.

<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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. <sup>[1]</sup>

English Language Arts 2023-24 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
380	[90]	[116]	[127]	[48]

$$PI = 31\% + 2 \times 33\% + 2.5 \times 13\% = 129.5$$

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

## RESULTS AND EVALUATION

The school exceeded the state's MIP of 113 for the year 2023-24 by 16.5 points with a PI of 129.5, showing the success of PPA's approach to ELA instruction and how setting high expectations for achievement has benefitted students.

### 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.<sup>2</sup>

### 2023-24 State English Language Arts Exam

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

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### Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63%	46	33%	686
4	44%	59	33%	733
5	48%	63	24%	818
6	25%	52	27%	781
7	50%	52	39%	796
8	66%	53	39%	846
All	49%	325	33%	4660

#### 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.<sup>[1]</sup>

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2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.6	438	438.8	-0.08
4	89.6	440	441.6	-0.16
5	92.2	434	439.7	-0.61
6	94	440	438.6	0.16
7	94.7	447	442	0.58
8	92.5	448	446.3	0.19
All	91.7	440.8	441	-0.01

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

### 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.

This report contains 2022-23 results, the most recent Growth Model data available.<sup>[1]</sup>

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

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Grade	Mean Growth Percentile	
	School	Target
4	46.8	50
5	43.6	50
6	48.2	50
7	51.4	50
8	41	50
All	46.3	50

### ELA Internal Exam Results

#### NWEA

During 2023-24, in addition to the New York State 3<sup>rd</sup>-8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

MAP Growth is a computer adaptive test created by NWEA our students take three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. MAP Growth dynamically adjusts to each student's performance and creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP benchmarks are derived based on an empirical analysis of the scores that have best correlated with NYS test proficiency in the past. After each year of NYS testing, the Public Prep Academic Team may revise the NWEA MAP benchmarks to improve alignment to the previous year's NYS test.

The table below summarizes participation information for this year's test administration. 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	41	367	38%	No
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	62	367	53%	No

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>3</sup>	Number Tested *	Percent Proficient	Number Tested
3	21%	47	23%	43
4	17%	70	20%	61
5	26%	70	27%	60
6	29%	68	35%	52
7	27%	60	35%	46
8	35%	52	37%	49
All	26%	367	30%	311

\*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	45	47
4	42	70
5	62	70
6	53	68
7	62	60
8	58	52
All	53	367

### 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.

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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.	No
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.	No

## ELA Action Plan

### Curriculum

Boys Prep faculty collaborated closely with peers across the Public Prep Network to elevate the quality and consistency of the ELA curriculum. We adopted the **Lavinia Insight Humanities curriculum**, a multicultural, project-based framework that integrates reading, writing, and social studies. 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

To drive academic improvement, we are focusing on refining our **coaching and observation processes**. As we've raised the bar for student performance, we recognize the need to elevate expectations for adult learning as well. We've increased support and professional development opportunities to ensure successful instructional delivery. Every instructional leader at Boys Prep observes teachers weekly, offering tailored feedback to enhance their practice.

As a network, we've established a regular cadence of **network-wide professional development** to sharpen our focus on instructional excellence. This includes dedicated PD days over the summer and throughout the school year.

To further strengthen observation, coaching, and evaluation, PPA or Public Prep has invested in the **TeachBoost platform**. Every teacher receives at least 15 short and 5 long classroom observations annually, aligning with the best practices of top-quartile schools identified in TNTP's Insight survey. Our coaching program is also supported through our partnership with Lavinia, which provides bi-weekly coaching for network instructional leaders as they support schools. Research consistently shows that **strong coaching and feedback** are among the most impactful strategies principals can use to boost student achievement.

### Data & Assessment

Boys Prep teachers and instructional leaders regularly gather and analyze both qualitative and quantitative data to refine curriculum and instruction. Students are assessed through **curriculum-aligned, performance-based assessments** that require them to synthesize knowledge and apply it across subject areas. Student growth is tracked using the **NWEA MAP** and **Roots assessments**. Additionally, interim assessments in mathematics and English Language Arts, aligned with our scope and sequence, are administered throughout the year to ensure continuous progress monitoring and instructional adjustments.

### Leadership

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

## GOAL 2: MATHEMATICS

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

### Background

Boys Prep has 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. Boys Prep's math instruction schedule includes two math blocks, one for a core standard's 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 we used a new elementary curriculum, Eureka squared K-4, and this helped accomplish stronger results. For the 24-25 SY we have rolled out the program 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,

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collaboration, and feedback. This approach promotes reasoning and problem solving, allows students to connect and build mathematical representations and engage in high-quality discourse, and build procedural fluency from conceptual understanding. Through our curriculum, our students are able to affirm their mathematical identity in the classroom and beyond as they connect mathematics to the world around them.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

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

#### METHOD

The 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							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	50	0	0	0	0	0	1	0	51
4	65	1	5	0	0	0	0	0	71
5	75	1	3	0	0	0	0	0	79
6	71	2	2	0	0	0	0	0	75
7	64	2	2	0	0	0	1	0	69
8	0	0	0	0	0	0	0	61	61
All	325	6	12	0	0	0	2	61	406

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	50	39	78%	46	36	78%
4	65	44	68%	59	42	71%
5	75	28	37%	63	26	41%

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6	71	36	51%	52	25	48%
7	64	40	63%	53	35	66%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	325	187	58%	273	164	60%

### 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
325	[58]	[80]	[151]	[37]

$$PI = 25\% + 2 \times 47\% + 2.5 \times 11\% = 148.5$$

The school exceeded the state's MIP of 115.3 for the year 2023-24 by 33.2 points with a PI of 148.5. 58% students scored at or above proficiency level, a 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

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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	78%	46	60%	727
4	71%	59	41%	740
5	41%	63	39%	814
6	48%	52	27%	797
7	66%	53	27%	786
8	N/A	N/A	N/A	N/A
All	60%	273	39%	3864

### 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.

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### 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	88.6	450	444.5	0.38
4	89.6	443	443.2	-0.02
5	92.2	437	440	-0.24
6	94	446	439.9	0.48
7	94.7	447	442.5	0.38
8	N/A	N/A	N/A	N/A
All	91.6	444.6	442.1	0.19

### 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.<sup>[1]</sup>

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.

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

### 2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target

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4	36.9	50
5	31.5	50
6	46.7	50
7	47.7	50
8	0.0	50
All	40.2	50

### Performance on a Mathematics Regents Exam Of 8<sup>th</sup> 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 83% of students passed this exam.

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2023-24	Integrated Algebra	61%	41

### Mathematics Internal Exam Results

The school's goal for NWEA MAPnot met. 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 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

MAP Growth is a computer adaptive test created by NWEA our students take three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. MAP Growth dynamically adjusts to each student's performance and creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP benchmarks are derived based on an empirical analysis of the scores that have best correlated with NYS test proficiency in the past. After each year of NYS testing, the Public Prep Academic Team may revise the NWEA MAP benchmarks to improve alignment to the previous year's NYS test.

The table below summarizes participation information for this year's test administration. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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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	47	312	40%	No
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	65	312	57%	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 <sup>4</sup>	Number Tested *	Percent Proficient	Number Tested
3	41%	46	42%	43
4	25%	69	26%	61
5	21%	66	24%	58
6	23%	71	23%	53
7	25%	60	26%	47
8	N/A	N/A	N/A	N/A
All	27%	312	28%	262

\*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	65	46
4	63	69

<sup>4</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

5	50	66
6	41	71
7	61	60
8	N/A	N/A
All	54	312

### Summary of the Mathematics Goal

We are committed to providing the resources needed for our students to become proficient in mathematics. 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 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.	No
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.	No

### Evaluation of the Mathematics Goal

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

### Mathematics Action Plan

#### Eureka Squared

In the 23-24 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 2024-25 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. All of Public Prep's instructional leaders observe teachers and provide instructional feedback on a weekly basis.

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

Boys 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**

Boys Prep teachers and instructional leaders routinely collect and analyze a wide variety of qualitative and quantitative data to improve curriculum and instruction. Students are assessed using curricular aligned, performance-based assessments as measures of absolute performance. These rigorous assessments require synthesis and high-level application of knowledge from all subject areas. Student growth is measured using the NWEA MAP assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

### **Leadership**

To better support instruction, curriculum and assessment, Public Prep made important changes to strengthen the organization's central leadership team. To improve the support and supervision of principals, Public Prep has built out a comprehensive Academics Team under the divisions of STEM 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

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

## ELEMENTARY AND MIDDLE SCIENCE

### Science Measure 1 - Absolute

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

The school administered the New York State Testing Program computer-based science assessment to students in 5th grade. 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 2<sup>nd</sup> Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	63	24	38%
8	N/A	N/A	N/A
All	63	24	38%

## Additional Evidence

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

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2023-24	Living Environment	31%	49

During the 2023-24 school year, 8<sup>th</sup> grade students completed the Living Environment Regents in lieu of the New York State science exam.

### Science Measure 2 - Comparative

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

## 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

Based on the results of the fifth grade assessment and the New York State Living Environment Regents Exam, Boys Prep did not meet the goal of 75% of students achieving proficiency.

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.	N/A
	[Write in optional measure here]	

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	50	27	54%
8	2022-23	Living Environment	52	31	60%
8	2023-24	Living Environment	49	15	31%

### Science Action Plan

#### New Curriculum

Public Prep has adopted a new science curriculum, Amplify, in K-7 which 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. All

of Boys Prep’s instructional leaders observe teachers and provide instructional feedback on a weekly basis.

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### **Data & Assessment**

Boys Prep teachers and instructional leaders routinely collect and analyze a wide variety of qualitative and quantitative data to improve curriculum and instruction. Students are assessed using curricular aligned, performance-based assessments as measures of absolute performance. These rigorous assessments require synthesis and high-level application of knowledge from all subject areas. Student growth is measured using the NWEA MAP assessment. Throughout the year, students take interim assessments aligned with our scope and sequence in mathematics and in English Language Arts.

### **Leadership**

To better support the Instruction, Curriculum and Assessment, Public Prep made important changes to strengthen the organization’s central leadership team. To improve the support and supervision of principals, Public Prep has built out a comprehensive Academics Team under the divisions of STEM 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

