



**G.C.A. CHARTER SCHOOL**

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**Grand Concourse Academy  
Charter School**

**2017-18 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

**Ira Victor, Principal**, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Arlene Hall-Waisburd	Chair
Howard Banker	Treasurer
Richard Conley	Trustee
Jaye Fox	Trustee
Linda Manley	Secretary
Veronica DeJesus	Trustee
Lucia Mariani	Trustee

**Ira Victor has served as the school leader since 2004.**

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The mission of the Grand Concourse Academy Charter School (GCACS) is to create a challenging learning environment that addresses and meets the learning needs of students in New York City, especially those at risk of academic failure.

In a concentrated effort to prepare our students for entry into the very best high schools in New York City, GCACS seeks to foster a sense of strong character, ethics, and personal responsibility, as well as, high expectations for academic success.

GCACS places a strong emphasis on the CORE subject areas, as well as, offering focused enrichment in sports, music, dance, Greek studies, art, drama, STEM activities, and critical thinking skills. The Grand Concourse Academy Charter School diligently seeks to prepare students to meet and/or exceed New York State Standards in English Language Arts, Mathematics, Science, and Social Studies. The school aligns and adjusts student learning to State Standards and uses a variety of ongoing cyclical assessments to measure student progress in skills and content learning.

GCACS provides multiple opportunities professional development opportunities aligned to the instructional program, and diligently seeks and encourages active parental involvement and participation in the academic goals of the student. In addition, the school seeks to involve and engage a variety of community organizations and community leaders as partners to enhance the academic success of every student. In addition, GCACS students are given multiple opportunities to demonstrate advanced skills in the arts.

### **OUR PHILOSOPHY**

The fundamental belief at the Academy is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They shall have a real opportunity to learn equally rigorous content. We hold our school accountable to the same standards as those of the highest performing schools in our state.

GCA encourages teachers to engage in “Performance-based/Mastery” instruction, so that our students learn both the basics, as well as, the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. Mastery learning requires pedagogues to create multiple opportunities for numerous and varied learning approaches to guarantee successful student outcomes. Students are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science. Therefore, learning maps are provided to allow these opportunities to take place with a six (6) to seven (7) week learning cycle.

Our school slogan is *“Young children...Great Visions...Extraordinary Achievements”*

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We are a successful, mature charter school committed to empowering all students to be active participants through a discovery model in obtaining critical thinking skills that inspires a love for lifelong learning in a safe and low risk environment.

As young adolescents transition out of the elementary phase of their educational life, a smooth transition into the Middle School years has a profound effect on the social, emotional, and cognitive life of the student. Therefore, it is necessary to develop special instructional, curricular, and administrative changes. GCA provides a safe-school environment, student-initiated learning with a meaningful curriculum, and enables students to share roles in decision-making, and provide strong adult role models.

We are able to provide our students with many opportunities for discovery in order to develop their academic, critical thinking strategies, advanced reasoning skills, as well as, leadership, and organizational skills. Joining clubs, serving as class officers, participating on sports teams, (soccer, basketball, volleyball, field hockey), and student-initiated activities, are some of the ways to contribute to the GCA campus community while learning valuable life skills. This school setting is the perfect backdrop for the myriad of extracurricular, co-curricular, and social activities that build and sustain the community life of our school.

Students focus on healthy choices (anti-bullying, character-building, conflict resolution, good eating habits, exercise, etc.) as students grow and develop, emotionally and academically. Students learn to reflect on learning, develop advanced study skills, set realistic goals, and research concepts and topics using technology. The director of Student Life oversees the teaching of enrichment subjects to ensure students are motivated and receive a well-rounded education. A Dean and two Guidance Counselors work closely with the students and staff to ensure there is reinforcement of positive behavior. The Dean and Guidance Counselors work with students and teachers to integrate curricular activities, so students can work in collaborative groups on projects that will build problem solving skills and character-building skills. They also strive to improve meaningful parental involvement to build a cohesive bond among all the integral constituents of our school life on campus, developing a true partnership among students, parents, and staff.

In Early Childhood, (Grades K-1), it is necessary to teach the foundations of numeracy, problem-solving, and literacy, as well as, build the foundation to create the possibility for dramatic increases in language and literacy skills, math skills, social-emotional skills, and fine motor skills that are critical building blocks to later success. Every kindergarten class has a full-time teacher and a full-time certified Teacher Assistant. The Kindergarten Integrated Co-Teaching class also has an additional teacher part of the day. During the first two weeks of school, Kindergarten teachers administer a one to one baseline assessment to determine the child's basic knowledge (writing name, counting to twenty, identifying capital and lowercase letters, and sight words). Teachers are able to form instructional groups by the end of September in order to meet the diverse academic needs of the children through grouping.

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The Grade 1 Integrated Co-Teaching class has a Special Education Teacher full time and a Special Education Teacher most of the school day. Children have many opportunities for healthy outdoor and indoor play, as there are outdoor fields, and a large indoor gymnasium in the fieldhouse building. Outdoor play areas provide a rich arena for natural exploration and physical development. Grades 2-7 Integrated Co-Teaching classes also have two teachers (one General Education Teacher and one Special Education Teacher) for at least three hours a day. Grade 2 is the “transition” year in which teachers support children making the transition from “learning to read” to “reading to learn.”

Teachers in Grades 1-8 administer Baseline Reading and Math assessments to determine instructional groups at the onset of the school year. Every class in Grades 2-4 have the support of an additional teacher for a minimum of three periods for Reading and Math.

Curriculum Maps reflect six cycles, reflecting six to seven weeks of instruction. Assessments are administered at the end of each cycle for all grades, except Kindergarten who are not assessed again formally until after Cycle 2. Grades 3-8 receive mid-cycle assessments on skills and strategies taught during the first part of the cycle in order to determine which students have not mastered those skills/strategies. Grades 1 and 2 will begin mid-cycle assessments at the end of Cycle 2, in addition to weekly assessment results.

Grades 5-8 departmentalize for double blocks of Literacy and Math and for Science and Social Studies. Classes in Grades 5-8 have the support of a Teaching Assistant in Reading and/or Math classes. Integrated Co-Teaching classes in Grades 5 and 6 remain intact and support varies throughout the day as teachers push in to the class.

All teachers support students in developing higher order thinking skills and strategies by creating question prompts that require students to employ higher order thinking skills and create interim goals and benchmarks for reading and mathematics. The Science curriculum reflects STEM activities and students have multiple opportunities for hands on inquiry and critical thinking.

Analyzing and sharing data is a school-wide focus evident through many measures. All teachers are invested in analyzing trends on their grade and creating specific activities geared toward those trends and have made much growth in this endeavor over the past year.

We have developed a system of “focused supervision.” The Executive Director oversees the integration of staff, students, and parents in order to create cohesive, positive working relationships. A Senior Director of Business ensures that the obstacles that negatively impact instruction (i.e. supplies, book orders, support materials) are addressed immediately through close communication with the Senior Director of Instruction. The Senior Director of Instruction ensures that the major focus is on delivery of instruction. A vertical support system from Kindergarten to Grade 8 in which Directors are assigned specific areas of targeted support (ELA/Social Studies/ Special Education, Math/Science, Title I/AIS, School Climate, and Enrichment). Grade level and cluster teams meet at least once a month with either the Executive Director for data analysis, Senior Director of Instruction for Literacy and Content Area reading support and/or professional development, or the Director of Math and Science for Professional Development. Teachers have multiple opportunities each month for inquiry, analyzing student work, adjusting lessons, materials,

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and teaching practices by implementing instructional shifts. This inquiry process has given teachers the ability to analyze data and trends and come up with actionable student goals and plans. Additionally, teachers are scheduled to meet with the Director of Funded Programs each month to ensure Academic Interventions are in place for struggling students, and to ensure all students receive appropriate Enrichment activities.

GCA is committed to educating the whole child through the arts and extracurricular clubs. Two part-time visual arts teachers and three music teachers, one dance teacher and a Greek studies teacher provide all students with at least one period of music or visual arts instruction per week. Students have many opportunities to perform in programs that will highlight student achievement in the arts (galleries, performances, chorus, etc.). Participation in the arts helps to promote creativity, imagination, self-confidence, multicultural awareness and a love for those opportunities that allow these interests to get the recognition they deserve. Every child needs the chance to explore his or her ability to draw, paint, sing, dance or sculpt with clay.

It is imperative for a successful school to have strong collaboration among, staff, parents, and students. Parents are integral partners in our school community. The Parent Liaison conducts ongoing parent outreach, and parents are notified through our digital and telecommunications Messenger service, as well as, through Jupiter, our online grading and teacher record-keeping system. Parent Workshops are scheduled throughout the year to ensure our graduating 8<sup>th</sup> graders are afforded the opportunity to attend the best high schools.

For the 2018-2019 school year, we have scheduled an afterschool program for three days per week (Tuesday, Wednesday, and Thursday) from 4:00-5:30 PM for grades 3-8. Experienced instructional staff provides support for academics and students have the opportunity to engage in enrichment activities such as art, chorus and band.

We are going to send students to the Pocono Environmental Education Center (PEEC) to participate in authentic STEM activities that are aligned with New York State Standards and will provide students opportunities to engage in real-world critical thinking and authentic writing through problem-solving. We have identified critical thinking and problem solving as an area of need, and the experiences at PEEC will support students in achieving mastery in these areas.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	49	63	86	100	60	32				390
2014-15	44	59	66	83	85	51				388
2015-16	101	68	67	65	73	81	44			499
2016-17	68	98	69	70	56	70	70	37		536
2017-18	68	72	74	63	62	61	50	56	38	544

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at the Grand Concourse Academy Charter School (GCACS) will become proficient in reading and writing of the English Language.

### BACKGROUND

Grand Concourse Academy Charter School uses Common Core-aligned curricula for all grades. GCA utilizes Pearson *Reading Street* Common Core as the primary reading component of our English Language Arts Curriculum in Grades K-5. For grades 6 through 8, we use a Middle School Close Reading Program, *Collections*.

We believe strongly that our core language arts instruction, with regular internal assessments driving differentiation, remediation, and enrichment, has been the driving factor behind the multi-subject successes we have had in Mathematics, Science and Social Studies. It is apparent that Grand Concourse Academy Charter School has placed the teaching of literacy at the forefront of our instructional goals and ensures that all of the elements of language arts are addressed with the dedication and intensity they warrant.

Students receive supplemental support with *Explode the Code*, in grades K-2 and for at-risk students, students with disabilities, and English Language Learners, in grades 3-5. *Explode the Code* offers consistency to those who require remediation throughout their years at GCACS. The program includes 30 minute daily ongoing systematic, direct phonics and phonemic awareness instruction, provides daily practice in matching sounds to symbols and accurate pronunciation. It also addresses phonemic awareness difficulties and articulation issues.

The primary writing focus at GCA has been the three "Power Standards," (Informational, Argument /Opinion, and Narrative). Students are encouraged to write throughout the day, and for multiple purposes (responses to literature, journal writing, math responses, etc.)

We purchased new McGraw Hill Education Social Studies textbooks that *specifically* address New York State Social Studies Standards. These textbooks were bought for Grades 3-8 and provide the students with project-based common core tasks and research-based projects. The books also provide the students with another opportunity to read nonfiction texts. We have adjusted our Curriculum Maps to reflect this product, as well as, the New York State Social Studies Standards. The students appear excited over the integration of content area reading and a project-based approach to Social Studies. Students in Grade 2 engage in Social Studies activities through New York State referenced topics in a weekly news magazine, "Social Studies Weekly." Social Studies topics and activities are integrated into the Literacy Block in Grades K and 1.

All classroom teachers, Cluster teachers, and Teacher Specialists at GCA (Grades K-8) receive support to address the needs of students at-risk of academic failure. Classroom teachers will address the deficiencies in reading and math of their own students. All other pedagogues in the school will be assigned to specific grade levels to support the efforts of classroom teachers in addressing at-risk students.

A supplemental *READY English Language Arts* book targets specific skills and strategies during a third Literacy Block each afternoon in Grades 2-8.

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## Goal 1: Absolute Measure

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

## METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through [8<sup>th</sup> grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	60				3	63
4	61				1	62
5	56					56
6	54			1		55
7	56					56
8	34				4	38
All	321	0	0	1	8	330

## RESULTS AND EVALUATION

GCACS did not achieve this measure overall; however, students in grades 3 (80%), 6 (79%), 7 (78%) and 8 (88%) did have greater than 75% proficiency. This test administration was our most successful in terms of scores since the move to the CCLS.

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

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### Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80%	60	80%	56
4	70%	61	70%	50
5	50%	56	51%	51
6	80%	54	79%	47
7	71%	56	78%	49
8	88%	34	88%	34
All	72%	321	74%	287

### ADDITIONAL EVIDENCE

As evidenced by the table below, all grade levels show increased proficiency rates from year to year 2017 to 2018. Additionally, 2017-18 marked the first year GCACS enrolled students in eight grade and they performed exceptionally well with 88% at levels 3 and 4.

### ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	65%	57	58%	48	80%	56
4	48%	73	65%	46	70%	50
5	47%	78	47%	66	51%	51
6	44%	41	43%	56	79%	47
7			68%	38	78%	49
8					88%	34
All	51%	249	55%	254	74%	287

#### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### 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 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

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students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

### RESULTS AND EVALUATION

The ELA Performance Index (PI) calculates to 177.5, however, the Measure of Interim Progress (MIP) had not been released by the state at the time of this report.

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
321	5	23	51	21

  

PI	=	23	+	51	+	21	=	95
				51	+	21	=	72
					+	(.5)*21	=	<u>10.5</u>
						PI	=	177.5

#### Goal 1: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

### RESULTS AND EVALUATION

GCACS achieved this ELA measure. Students in at least their second year at the school outperformed the local district in each tested grade and overall by 40 percentage points.

<sup>2</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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## 2017-18 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80%	56	39%	2110
4	70%	50	36%	2083
5	51%	51	28%	2193
6	79%	47	37%	2085
7	78%	49	29%	2167
8	88%	34	37%	1939
All	<b>74%</b>	287	<b>34%</b>	12577

### ADDITIONAL EVIDENCE

GCACS consistently outperforms the local district in comparable grade levels year after year.

## 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 Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	65%	28%	58%	30%	80%	39%
4	48%	31%	65%	29%	70%	36%
5	47%	24%	47%	24%	51%	28%
6	44%	20%	43%	20%	79%	37%
7			68%	29%	78%	29%
8					88%	37%
All	<b>51%</b>	<b>28%</b>	<b>55%</b>	<b>26%</b>	<b>74%</b>	<b>34%</b>

### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar

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concentration of economically disadvantaged students. 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 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

GCACS achieved this measure in 2016-17, the most recent data available, with an Effect Size of 1.88, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

#### 2016-17 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	90.0	67	51	29.0	22.0	1.24
4	92.6	55	64	25.7	38.3	2.16
5	93.2	73	47	19.8	27.2	2.05
6	86.8	65	40	19.3	20.7	1.62
7	94.9	39	69	24.3	44.7	2.66
8						
All	91.2	299	52.4	23.4	28.9	1.88

#### School's Overall Comparative Performance:

*Higher than expected to a large degree*

### ADDITIONAL EVIDENCE

The Effect Size in ELA has been greater than 0.3 for the past three years.

#### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	90.9	216	42.4	17	2.1
2015-16	3-6	91.2	263	50.7	23.4	1.63
2016-17	3-7	91.2	299	52.4	23.4	1.88

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## Goal 1: Growth Measure<sup>3</sup>

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

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>4</sup>

## RESULTS AND EVALUATION

GCACS did not achieve this growth measure in 2016-17. With an overall mean growth percentiles of 49.4, students in grades 4 through 7 fell slightly short.

### 2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	47.7	50.0
5	52.5	50.0
6	47.0	50.0
7	49.9	50.0
8		50.0
All	<b>49.4</b>	50.0

## ADDITIONAL EVIDENCE

2016-17 marked the first year GCACS did not achieve this metric in the past three; however, we anticipate marked growth based on 2017-18 jumps in scores.

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	53.3	52.7	47.7	50.0
5	48.0	49.6	52.5	50.0
6		Data Unavailable	47.0	50.0
7			49.9	50.0
8				50.0
All	<b>51.3</b>	<b>51.1</b>	<b>49.4</b>	50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Although students did come very close to achieving our absolute ELA measure with 74 percent of students in at least their second year at the school scoring at levels 3 and 4, we are still working toward it in 2018-19. 2017-18 marked our best performance in ELA since the shift to the CCLS. GCACS continues to outscore the local district and perform better than expected to a large degree on the comparative analysis report. The mean growth percentile in 2016-17 fell just short of the statewide median of 50, but we anticipate marked growth based on 2017-18 proficiency rates.

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 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.	Data Unavailable
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.	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 2016-17 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 target of 50. (Using 2016-17 results.)	Did Not Achieve

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### ACTION PLAN

The leadership team and the teachers of ELA are very proud of the gains we have made in this academic area, however; we have set an internal goal to achieve the absolute measure of 75% at proficiency in 2018-19. We have set specific goals for grades that are not achieving at the rate we expect by setting a goal of 10% increase in students achieving levels 3 and 4 on NYS ELA and 5% increase for those grades that have achieved above the expected target of 75%. Our goal is to exceed the expectation of 75% and increase it from 74% to 80%.

Based on the below table, we have identified which grades will receive targeted intervention going forward.

#### G.C.A. Year to Year ELA Percentages at Performance Levels 3 + 4

	2016 % Proficient	2017 % Proficient	2018 % Proficient	2018 % Proficient <i>District 8</i>
Grade 3	35%	51%	80%	39%
Grade 4	65%	64%	70%	36%
Grade 5	47%	47%	51%	28%
Grade 6	45%	40%	80%	37%
Grade 7	51%	52%	78%	29%
Grade 8		69%	88%	37%
ALL	46%	53%	74%	34%

An analysis of our in-house data chart targets specific areas of need as students move from grade to grade. For example, we noticed that a specific area of weakness is on our current Grade 6 who dropped last year from an incoming percentage of 64% in Grade 5 to an exit number of 51%. Grade 6 will be a focus for instructional support. However, we take great pride in the tremendous gains we have made in Literacy and will continue to reinforce best practices and as we move forward and transition into the NextGen Standards.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

All students at the Grand Concourse Academy Charter School will become proficient in Mathematics.

### BACKGROUND

Grand Concourse Academy uses a standards-based Mathematics curriculum. GCA implements both a direct instruction and constructivist approach in the teaching of Mathematics with a school wide use of the researched-based series. For the 2018-2019 school year, we upgraded the Math program to ***Pearson enVision MATH 2.0*** for all students in Grades K-8. A supplemental **Ready Mathematics Instruction** program is used in Grades 3-8 to further support the development of skills and strategies and to provide additional practice.

After reviewing the Item Analysis for Math on the June Instructional Report provided by New York State in June of 2018, the Instructional Team developed Math Review Packets to be used by Grades 3-8 in the month of September before beginning the teaching of new curriculum. Therefore, the month of September was devoted to intensive skills review, focusing on reducing deficit areas. Students in Grades 3-8 were given an extensive diagnostic test before the review began, and teachers analyzed the data and planned together to focus their review instruction on the areas in which students were the most deficient. Classes that are far below the school average in mathematics will receive additional AIS support and it is our expectation that these lower-functioning students will increase 10% points to eventually eliminate the deficit.

Interim assessment data drives mathematics instruction, student grouping, and re-teaching. When data shows that if a topic in mathematics was not mastered by a class, a group, or individual students, teachers reteach the topic in order for students to reach a mastery level. During daily lessons, teachers engage in formative assessment to identify students who have not mastered a skill. Teachers group these students and reteach these skills and strategies during thirty-minute Academic Intervention periods, using re-teaching and intervention resources from the enVision Math program, resources from the Ready Math program, and other resources that teachers develop as teams in conjunction with the Director of Instruction. Data from interim assessments and daily formative assessments is also used to identify students in need of math enrichment. Teachers use resources from the **EnVision Math** program to address these students' needs.

We have provided two additional periods weekly to address both team planning and to provide an opportunity for regularly scheduled ongoing professional development in the content area of Mathematics. Presentations, workshops, and sharing Best Practices in Mathematics are planned at twice the frequency of other content areas to increase learning outcomes. The Director of Instruction for Math and Science provides bi-weekly professional development in Grades K-8 focused on rigor in mathematics, problem solving, higher-order questioning and critical thinking, scaffolding for all learners, and the Common Core Math Practices. The Director of Instruction also provides instructional coaching support, including ongoing feedback, modeled lessons, and math

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resources. The professional development and coaching program were developed in response to the needs that were evident from the 2018 NYS Math Test, the 2018 June Instructional Report, the previous year's Interim Assessment data, and the previous year's teacher evaluations. The professional development and coaching are responsive to the needs of the school, grade teams, and individual teachers, and is focused on bringing up the proficiency level of students, particularly in the grades that have seen a decrease in proficiency.

### 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 2018. 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.

2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	58				5	63
4	62				0	62
5	55				1	56
6	55				0	55
7	55				1	56
8	34				4	38
All	319	0	0	0	11	330

### RESULTS AND EVALUATION

GCACS did not meet this absolute math measure with 54 percent of students in at least their second year at the school performing at proficiency on the NYS math assessment. Grade 3 students were the high scorers with 80% at levels 3 and 4.

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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### Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79%	58	80%	54
4	34%	62	37%	51
5	33%	55	34%	50
6	53%	55	50%	48
7	58%	55	58%	48
8	68%	34	68%	34
All	<b>53%</b>	319	<b>54%</b>	285

### ADDITIONAL EVIDENCE

As evidenced by the table below, GCACS math scholars have been making good progress over the past three years toward the absolute proficiency goal.

#### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	49%	57	58%	48	80%	54
4	40%	73	47%	45	37%	51
5	40%	78	41%	66	34%	50
6	48%	40	43%	56	50%	48
7			63%	38	58%	48
8					68%	34
All	<b>43%</b>	248	<b>49%</b>	253	<b>54%</b>	285

#### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### 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

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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 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. 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.

### RESULTS AND EVALUATION

The math Performance Index (PI) calculates to 153.5, however, the Measure of Interim Progress (MIP) had not been released by the state at the time of this report.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
319	10	37	32	21

  

PI	=	37	+	32	+	21	=	90
				32	+	21	=	53
					+	(.5)*21	=	<u>10.5</u>
						PI	=	153.5

#### Goal 2: Comparative Measure

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

### METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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>6</sup>

### RESULTS AND EVALUATION

GCACS achieved this comparative math measure by outperforming the local district 8 in each grade 3 through 8 on the NYS 2018 math assessment.

<sup>6</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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## 2017-18 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	Number Tested	Percent	Number Tested
3	80%	54	41%	2160
4	37%	51	32%	2121
5	34%	50	30%	2222
6	50%	48	27%	2112
7	58%	48	25%	2193
8	68%	34	24%	1917
All	<b>54%</b>	285	<b>30%</b>	12725

### ADDITIONAL EVIDENCE

GCA consistently has higher proficiency rates in math than the local district.

## 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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	49%	27%	58%	30%	80%	41%
4	40%	30%	47%	26%	37%	32%
5	40%	23%	41%	30%	34%	30%
6	48%	22%	43%	23%	50%	27%
7			63%	19%	58%	25%
8					68%	24%
All	<b>43%</b>	<b>26%</b>	<b>49%</b>	<b>26%</b>	<b>54%</b>	<b>30%</b>

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### 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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance,

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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 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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

GCA achieved this measure in 2016-17, the most recent data available, with an Effect Size of 1.30, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

#### 2016-17 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	90.0	67	55	34.2	20.8	1.00
4	92.6	54	44	25.2	18.8	0.97
5	93.2	73	41	24.0	17.0	1.00
6	86.8	65	45	22.8	22.2	1.29
7	94.9	39	64	15.6	48.4	2.84
8						
All	91.2	298	48.6	25.2	23.4	1.30

#### School's Overall Comparative Performance:

*Higher than expected to a large degree*

### ADDITIONAL EVIDENCE

GCA has met this metric for the past three years.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-5	90.9	216	52.7	25.4	1.57
2015-16	3-6	91.2	262	43.1	25.8	0.83
2016-17	3-7	91.2	298	48.6	25.2	1.3

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### Goal 2: Growth Measure<sup>7</sup>

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

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

GCA math students demonstrated excellent growth between 2016 and 2017, averaging a 55.7 mean growth percentile thus achieving this metric.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	54.2	50.0
5	49.3	50.0
6	53.3	50.0
7	74.4	50.0
8		50.0
All	<b>55.7</b>	50.0

### ADDITIONAL EVIDENCE

2017 growth was an upswing over 2016's MGP of 41.6, below the statewide median of 50.

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	56	41.2	54.2	50.0
5	54.1	37.4	49.3	50.0
6		49.4	53.3	50.0
7			74.4	50.0
8				50.0
All	<b>55.3</b>	<b>41.4</b>	<b>55.7</b>	50.0

## SUMMARY OF THE MATHEMATICS GOAL

Although proficiency levels in math increased in 2018, GCACS scholars are still working toward 75 percent at levels 3 and 4. GCA students continue to outperform the local district, score better than expected to a large degree when compared to other schools with similar demographics and had a mean growth percentile greater than 50, meeting all other applicable accountability measures.

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 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.	Data Unavailable
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.	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 2016-17 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 target of 50. (Using the 2016-17 results.)	Achieved

## ACTION PLAN

In addition to the review of the item analysis, diagnostics and math review packets already rolled out this September, we will be building upon our math program to develop critical thinking skills.

For the 2018-2019 school year, STEM will be integrated into the math curriculum to provide meaningful, cross-curricular connections for students. The EnVision Math program provides resources for STEM projects in each chapter, and teachers on all grade levels also connect the STEM component of the science curriculum to the math that students are learning.

## GOAL 3: SCIENCE

### Goal 3: Science

All students at Grand Concourse Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

### BACKGROUND

Grand Concourse Academy upgraded the science curriculum for the 2018-2019 school year. **Pearson Elevate Science** is aligned with the New York State P-12 Science Learning Standards that were adopted in 2016, and students are transitioning to these standards this year with the new curriculum. The curriculum is rich with hands-on and STEM experiences at all grade levels and integrates literacy skills throughout each chapter. In addition, Grades 4 through 8 use packets made by teacher teams in conjunction with the Director of Instruction to reinforce science content knowledge.

STEM experiences and hands-on labs are an essential part of science instruction at Grand Concourse Academy. Students participate in at least one hands-on lab per week during science. Through these labs, students learn how to use the scientific method, make observations and draw conclusions about scientific phenomena, and use scientific tools. Each chapter incorporates a STEM activity that requires students to use the engineering design process in conjunction with science and math content knowledge for real-world applications.

Assessment is built in to the science curriculum; teachers have access to an assessment after each lesson, chapter, and unit. In addition, teachers engage in formative assessment to ensure all students reach mastery level. Performance assessments that measure students' mastery of the scientific method and ability to make observations and draw conclusions about scientific phenomena are also a part of the curriculum. Teacher teams analyze data from formative and summative assessments in order to be responsive with their instruction.

The Director of Instruction for Math and Science provides professional development for Grades K-8 in science focused on integrating hands-on experiences and STEM into instruction and developing students' ability to think critically and solve problems in science. Coaching support is also provided, including ongoing feedback, modeled lessons, and science resources.

### Goal 3: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2018. The school converted each student's raw score to a performance level

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and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS AND EVALUATION

GCACS students excelled on both the NYS Science 4 and 8 exams in 2017-18, meeting the measure.

Charter School Performance on 2017-18 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	62	98%	51
8	94%	35	94%	35
All	97%	97	97%	86

### ADDITIONAL EVIDENCE

Science performance has been well above 90 percent proficiency the past three years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	69	100%	45	98%	51
8					94%	35
All	100%	69	100%	45	97%	86

#### Goal 3: Comparative Measure

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

### METHOD

The 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 and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

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## RESULTS AND EVALUATION

In 2016-17, GCA only administered the grade 4 science assessment as we did not yet have 8<sup>th</sup> graders. In 2016-17, 100 percent of fourth grade science students were proficient at GCA and 80 percent were proficient at Bronx district 8.

2017-18 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	51		
8	94%	35		
All	97%	86	TBD	

## ADDITIONAL EVIDENCE

GCACS science results are higher than the local district year to year.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	100%	83%	100%	80%	98%	
8					94%	
All	100%	83%	100%	80%	97%	

## SUMMARY OF THE SCIENCE GOAL

GCACS grade 4 and 8 students performed extremely well on the NYS Science exams, Overall, 97% scored at levels 3 and 4. Based on 2016-17 District 8 results, GCACS outperformed them.

Type	Measure	Outcome
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 examination.	Achieved
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.	Achieved

<sup>9</sup> This table uses the prior year's results as 2017-18 district science scores are not yet available.

### ACTION PLAN

GCACS has consistently demonstrated strong performance in science. With the rollout of the new curriculum, Pearson Elevate Science, and the addition of STEM modules to our math program, we anticipate continuing to build on that success in science.

## GOAL 4: ESSA

### Goal 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

#### Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

### RESULTS AND EVALUATION

The school continues to be in Good Standing.

### ADDITIONAL EVIDENCE

GCACS has been in Good Standing since it opened.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing