



Grand Concourse Academy Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Ira K. Victor, Executive Director, Maureen Howard, Vice Principal, Evelyn Velez, Assistant Principal, and Jen Pasek, Pasek Consulting prepared this 2020-21 Accountability Plan Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Arline Wasburd Hall	Chair	Executive
Howard Banker	Treasurer	Executive, Finance
Linda Manley	Secretary	Executive
Jaye Fox	Member	Committees
Richard Conley	Member	Committees
Veronica DeJesus	Member	Committees
Lucia Mariani	Member	Committees

Ira K. Victor has served as the Executive Director since 2004.

SCHOOL OVERVIEW

Upon directives from our Governor, coupled with the guidance from the CDC and DOH, we reopened our school safely in September 2020. We returned to the 2020 – 2021 school year smarter, more sensitive to emotional and physical needs, and with an increased knowledge of the support technology can provide. Education will never be the same. The lessons learned during this pandemic, out of necessity, have advanced education to a level that addresses all modalities of learning and provides opportunities for educators, parents, and students alike to think outside the box, see, hear and be sensitive to all school community members' needs, as well as, forging a solid partnership for a common cause. Our overriding belief in mastery learning, through direct instruction, took on a refreshed look as we maintained a new focus on student learning whether in-school or remote.

We offered the two (2) instructional formats to allow parents to select the program that met their needs and ensured that their children had the opportunity to learn effectively. In September 2020, over three hundred (300) students attended a full-time, traditional in-school instructional program, from 8:00 AM until 3:30 PM, with sixty (60) minutes for lunch and a thirty-minute special of music, art, or physical education, with the option to attend an after-school program for working parents until 5:30 PM. Students also had the opportunity to complete extended home assignments on Google Classroom. While we provided education in the brick-and-mortar building, we adhered to all safety guidelines for social distancing, small group gatherings, using personal protective equipment, hand sanitization, and increased disinfecting of all commonly touched surfaces.

Two hundred sixty-seven (267) parents initially chose a full time remote/ distance learning format with direct instruction by an assigned teacher from 7:30 AM until 3:30 PM with four fifteen-minute screen breaks and thirty (30) minutes for lunch as an option due to pandemic trauma of lost family members, a child with a severe medical illness, fear of transportation, or other familial constraints.

As the year progressed, more students attended "live" in-school classes. Some classes were hybrid, with a portion of the class attending "live" while others logged in from home. As the year progressed and parents returned to work, more teachers and children returned to our in-person model at school. By the end of June 2021, over 383 students attended in person, while 222 students continued virtually. Stephenson Health Clinic, located on the corner, provided the opportunity for most of the staff to receive Covid-19 Moderna vaccinations as early as February 8, so hope and confidence emerged among the school community for a safe return to live instruction.

Though distance learning was a viable learning solution during the pandemic, we reviewed and assessed the factors that proved to be challenging while implementing distance learning. We realized that many children did not have adequate technology to participate on digital platforms, so we purchased over three hundred fifty (350) new and refurbished Chromebooks to distribute to our families. We realized quickly that the Tablets bought for Grades Kindergarten and Grade 1 were not sufficient for the iReady platform, so those children were given Chromebooks. All in-school children also received a Chromebook to access iReady and participate in classes that were partially in-school as well as online. All our curricular areas have a strong digital piece and teachers received review training in navigating each platform.

Teachers received extensive training in August and throughout the school year on administration of the iReady math and reading platforms, setting up individual student assignments and analyzing data. There were also monthly administrative meetings. The Vice Principal and the Assistant Principal held “Lunch and Learn” Professional Development meetings throughout the school year to address any teacher needs and to support analysis of data and other teacher concerns with the curriculum.

The Executive Director held a daily “Virtual Town Hall Meeting” on Zoom for ***ALL*** classes, and parents, both in-school and remote, each morning promptly at 8:00 AM in order to maintain cohesiveness for the school, by reciting the Pledge of Allegiance, making morning announcements, assigning new schoolwide supplemental writing topics in different cultural areas (e.g.: Black History Month, Dr. King, Women’s History, Mother’s Day, Father’s Day, etc.), and celebrating student successes as they presented their projects, PowerPoints, and writing.

Brief daily Cabinet meetings were held after each Town Hall to discuss deadlines, COVID-19 updates, and issues or concerns that might have occurred over the course of the previous day.

Parents were given direct access to Administrators and Parent Liaison via cell phones to address immediate parent needs or concerns, direct parents to the appropriate staff member who could provide tech support in Google Classroom, digital curriculum platforms, and address familial problems. Our schoolwide Jupiter Gradebook and Messenger platforms also provide direct messaging to parents. The Guidance Counselor provides ongoing support for all parents and students who have or are experiencing COVID-19 trauma or loss, while continuing to provide support for Grade 8 students to gain entrance to outstanding high school programs.

Teachers monitored student participation and attendance daily. If students were not present, teachers were asked to reach out to parents on Jupiter Ed, notifying them that their child was absent for that day’s lesson. This ensured accountability and parental support. Students were able to use their emails and/or Jupiter to communicate with staff.

The integrity of all programs for Students with Disabilities (SWD) was ensured by the administration and services were provided for all SWD whether the child was remote or attended school. There was one (1) Integrated Co-teaching (ICT) class on each grade attending school, and an additional Kindergarten ICT class that was remote where students shifted to in-school in the early Spring 2021. Other Remote/blended ICT classes were in Grades 1, 3, 5, 6, and 7. Every IEP meeting was held in a timely manner and all services were provided, whether remote or in school. There was ongoing collaboration between the New York City Committee for Special Education (CSE2) and the school.

Two (2) ENL teachers provided ongoing support for children who were eligible for English as a Second Language (ESL) services, whether students were remote or in school.

The global pandemic of COVID-19 has caused significant hardships on families and children. Society is dealing with the extraordinary challenges of sickness, death, loss of employment, social isolation, anxiety, and depression. People are coping with difficulties most have not experienced in this lifetime. As educators and leaders, we recognized these obstacles and developed solutions to ensure learning continues while prioritizing the health and safety of all children. To that extent, Grand Concourse

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Academy Charter School will safely reopen the school for the 2021-2022 school year and ensure a successful instructionally enriched, emotionally supportive, and socially-sensitive school-wide academic program for ***ALL*** students. An additional Guidance Counselor will provide services for children in Grades K-4 who have suffered trauma through loss of family member(s) by COVID-19 and/or may be suffering from “food insecurity” or loss of housing. Children may require additional academic support because of the impact of the pandemic. Our Senior Guidance Counselor will provide ongoing emotional, familial, and academic support for Middle School Grades 5-8.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	69	98	69	70	56	70	70	37						536
2017-18	68	72	74	63	62	61	50	56	38					544
2018-19	63	74	85	76	60	60	63	50	52					583
2019-20	84	84	88	67	65	60	50	53	40					591
2020-21	74	91	85	76	66	63	60	45	49					609

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE 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

ALL students in Grades K-5, whether remote or in-school, continued with HMH *Into Reading*. Students in Grades 6-8 were more proficient in navigating the online components of the Harcourt *Collections* reading program, but books were made available for the Students with Disabilities at home, or those who felt more comfortable with a hardcover book in front of them. All students in school had all necessary reading books, including independent reading books. Packets of independent reading books were left at the security desk for parents to pick up if they did not have available literature at home for their child. Additionally, Middle School teachers, both at home and in school, conducted “literature circles/book clubs with trade books. (For example: Grade 8 girls read *Becoming* by Michele Obama, Grade 8 boys read *A Promised Land by* Barack Obama and all Grade 8 students read *To Kill a Mockingbird*).

Both the HMH K-5 program and Grades 6-8 reading programs come with built-in weekly, chapter, unit and/or Module assessments, as well as additional online resources for assessment.

Social Studies Content Area Reading in Grades K-2 is “Literacy-based”, but Grades 3-8 has accessibility to the McGraw Hill Social Studies Program, which also has a strong digital component. All students in school were provided with books. Again, books were made available for all students who requested them at home. Packages of books were prepared for parents of remote students to pick up at the front desk. Students in all grades were expected to complete either a special project, writing piece, or presentation on a specific cultural, Social Studies or Science topic, such as Dr. King, Women’s History, Fathers’ Day or Mothers’ Day, Ancient Greeks, biomes, or science experiments. Children’s work was celebrated by presentations during the daily Town Hall meetings for all members of the school community.

Baseline class sets of writing samples were requested of ALL students in Grades K-8, whether remote or in-school at the onset of the school year by the end of September. Each month, teachers submitted a complete class set of writing from all students, whether remote or attending live school. Students who were remote submitted their writing on Google Classroom and teachers were able to email the writing to the school. Teachers used a writing rubric to score all writing. Bulletin boards were also created for remote classes, to ensure their work was visible to the school community.

METHOD

During 2020-21, the school primarily used the i-Ready digital platform to assess student growth and achievement in ELA.

Since the iReady platform was new to administrators, parents (remote) and teachers, we needed to schedule intensive professional development on the technology/digital aspects of the program, as well as setting up student data files, email addresses, logins, and supporting remote teachers, parents, and students with the program. Therefore, the baseline iReady first diagnostic was not administered until October 15, 2020. Professional development was scheduled to train staff in how to interpret the data and assign appropriate lessons for the children. It took time for staff to become familiar with all the support provided in the iReady Connect. We had serious issues with technology since the Tablets that were bought for the K-1 students did not support the iReady platform, so new Chromebooks had to be purchased at a time when global demands for technology were at a high. Many students rushed through the diagnostic, as they were not accustomed to taking an assessment totally online at that time.

By Diagnostic #2, solid structures were in place to begin to determine student growth, and teachers gained proficiency in using the teacher toolbox and assigning individual pathways.

With parents insecure about sending children to school at the beginning of the school year, with Covid-19 numbers fluctuating weekly, the beginning of the school year was erratic with children moving fluidly between remote and live school. Baseline assessments were administered as the children settled into solid routines.

At the onset of the school year, Kindergarten teachers conducted an ongoing 1:1 assessment with Sight Word recognition, letter recognition, and sound-symbol relationships. As the year progressed, and children were exposed to reading and literature, reading running records were administered and children were “grouped” to read at their appropriate guided reading level. Additional ***Into Reading*** resources included weekly and module assessments.

Reading running records were administered in Zoom breakout rooms by sharing the screen with the HMH leveled readers.

Teachers in Grades 1-5 administered the ***Into Reading*** module assessments either by paper and pencil in school, or they converted the module assessments to Google Forms to administer online. Grades 6-8 teachers administered the Chapter and Unit tests from ***Collections*** online. Grade teams of teachers, both remote and live, collaborated on converting the assessments to viable forms for administration. All teachers submitted ELA assessment data to the Vice Principal on a regular basis.

Since we were unsure of the direction New York State was going to take regarding State assessments, we administered a Cycle test in February for Grades 3-8, both remote and in-school students, and followed up with a NYS ELA simulation in April, and a final grade-appropriate ELA exam in all Grades K-8 in Late May. Attached please find ELA data chart.

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ELA FINAL Data Chart: May 2021

Class	% at Grade Level	+/- growth from February to May Grades 3-8	Grade Proficiency
K-1 ICT	100%	<u>Kindergarten Final:</u> Sight Word recognition, Letter recognition, sound-symbol correspondence, vowel and consonant sounds, and simple listening comprehension. Data chart also included Running record data.	Kinder= 97%
K-2	100%		
K-3	91%		
K-4 ICT (Returned to live school early spring (Blended)	92%		
K-5 Remote	100%		
K-6	100%		
1-1	79%	<u>Grade 1 Final:</u> Reading short passages and answering comprehension questions. Data chart included # sight words recognized out of 245, and running record data	Grade 1= 81%
1-2	79%		
1-3	64%		
1-4	90%		
1-5 Remote	86%		
1-6 ICT Remote	90%		
2-1 ICT	44%	<u>Grade 2 Final:</u> Cumulative HMH module assessment with reading passages and multiple- choice questions.	Grade 2= 47%
2-2	54%		
2-3	46%		
2-4	36%		
2-5 Remote	64%		
2-6 Remote	76%		
<u>Grades 3-5 Finals:</u> Cumulative HMH module assessment with reading passages and multiple- choice questions.			
3-1	64%	+ 46%	Grade 3= 67% +39%
3-2 (ELA Remote)	58%	+ 16%	
3-3/5 ICT (Blended)	64%	+ 39%	
3-4 Remote 3-2 and 3-4 departmentalized ELA/Social Studies and Math/Science	85%	+ 50%	
4-1 ICT Blended	67%	+22%	Grade 4= 46% + 8%
4-2	25%	+9%	
4-3	69%	+11%	

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4-4 Remote	27%	-17%	
4-5 ICT Blended returned to school early spring	43%	+14%	
5-1 ICT	69%	+19%	Grade 5=51% -2%
5-2	36%	-14%	
5-3 Remote	50%	-10%	
5-4 ICT Blended	50%	0	
Grades 6-8 Reading Final: A grade-specific iReady ELA multiple-choice assessment from the teacher assessment toolbox.			
6-1 ICT Blended	58%	+26%	Grade 6= 50% -1%
6-2	43%	-29%	
6-3 Blended	48%	+6%	
7-1 ICT Blended	69%	+38%	Grade 7= 62% +13%
7-2	64%	+2%	
7-3 Remote	53%	-1%	
8-1 ICT	55%	-22%	Grade 8= 69% -18%
8-2	62%	-21%	
8-3 Remote	90%	-10%	

RESULTS AND EVALUATION

Analysis of Final In-House Data Chart : The above in-house data chart details the assessment administered for each grade. Early Childhood (Grades K and 1) assessment data show strong results which demonstrates that teachers taught simple basic reading skills and students were able to master them. Support was provided for the remote Kinder and Grade 1 classes so support staff (Vice Principal, Special Education Teachers, ENL teachers) could administer assessments 1:1 in Zoom Breakout Rooms in order to establish a semblance of authenticity to the assessment with a parent at home who might "hover" over an early learner.

Grade 2 data reveals those students in Grade 2, a "transition" grade to mandated state testing, have not yet mastered the sophistication of answering multiple-choice questions after reading an extended reading comprehension passage. Grade 2 students will be a priority for a remedial academic summer program. Incoming Grade 3 students in September 2021 will need intensive support in becoming critical readers and thinkers as they learn to negotiate longer and more sophisticated reading passages.

The greatest growth was in Grade 3 with a 39% increase in achieving grade level. One in-school class and one remote class drew upon the teachers' strengths and departmentalized for ELA/Social Studies and Math/Science. One teacher holds a reading license, and the other was our math Coach before the

pandemic. The ICT class was a blended class with twenty-nine (29) students on register with an expert Grade 3 teacher on the computer. Twelve (12) students were physically present in school with an additional support teacher. The class always had two (2) teachers in the classroom. Additional mandated supports were an experienced Grade 3 Special Education teacher for three (3) hours a day and an ENL teacher for an additional ninety (90) minutes. The 3-1 class had many students who were speakers of other languages and the support of an ENL push-in teacher allowed for smaller group instruction in a class of thirteen (13). Another reason is that the teachers became proficient in utilizing the iReady Toolbox, after seeing poor results in both classroom assessments and iReady data.

Although the Grade 4 data appears to be disappointing, with only 46 % of the students at grade level with only an 8% increase, this grade had many challenges. One ICT class was fully remote until early Spring until it became evident that the SWD needed more personalized instruction that was difficult to achieve on Zoom. These students needed their two (2) teachers “in front of them”. One student with a 1:1 para did not benefit from a “remote” para in a Zoom room. Most of the students returned to school with a few remaining “zooming” into class. The second ICT class was a “blended” class with students with severe physical issues remaining at home “zooming” into the live classroom. Another Grade 4 class was compromised of students who went between live and remote classes, and the Remote class appeared challenged with the technology at the end of the school year, or just lost their “momentum”.

It’s telling that 50% of Grades 5 and 6 were remote and only 50% of the students were at grade level.

Grade 7 made a 13 % increase, bringing the number of students at grade level to 62%. It is noteworthy that the Grades 7 and 8 Remote teachers of 7-3 and 8-3 departmentalized for ELA/Social Studies and Math Science.

The in-school Grade 8 students had a major, necessary shift in staffing in early May and the students also verbalized having “pandemic fatigue.” It is noteworthy that Grade 8 made tremendous growth on the digital iReady platform.

A key challenge this year in the Middle School grades was that all Grade 5-8 teachers needed to master ALL subject areas, as with the COVID-19 guidelines, they were unable to switch classes.

I-READY

2020-21 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth (ATG) of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	367	126%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	53	181%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	126% ²	49	180%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment.	2+ students	75%	303	36%	No

RESULTS AND EVALUATION

The median percent progress toward Typical Growth for GCACS 3rd through 8th grade students End of Year is 126%. Typical Growth is the average annual growth for a student at their grade and placement level.

The school’s median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 181% in the spring i-Ready ELA

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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administration. The Annual Typical Growth of 3rd through 8th grade GCA students with disabilities exceeded the ATG in English Language Arts of all students with a median percent progress of 180%, thus meeting the measure. The only i-Ready ELA measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at GCA score at the mid on-grade level or above scale score for the year-end assessment. Only 36% of students in this group scored at **mid** on-grade level or above along with 29% scoring at **early** on-grade level for a total of 65% performing at grade level based on the year-end administration.

End of Year Performance on 2020-21 i-Ready 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 Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	37%	76	37%	76
4	20%	66	22%	58
5	25%	66	26%	61
6	36%	64	34%	58
7	41%	46	20%	44
8	64%	49	65%	48
All	36%	367	34%	345

End of Year Growth on 2020-21 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	119%	76
4	78%	66
5	4%	66
6	113%	64
7	178%	46
8	250%	49
All	115%	367

ADDITIONAL CONTEXT AND EVIDENCE

Our ELA department dug deeper into the results of the measure that was not met and looked at which Reading test domains were the source of struggle overall for our students. As evidenced by the snapshot below, Vocabulary, Comprehension of Literature and Comprehension of Informational Text ranked lowest in performance on the EOY i-Ready.

Placement by Domain



*Students not completed are not included.

GCA is reflecting on this information and teams are working to review the types of skills that the students need more instructional time to master as we move forward.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As we all know, the 2020-21 school year was a first for all of us in public schools, from educators to students and parents. We all continued to adapt, learn, and teach in new ways all while providing a sense of continuity for our students in that our school community is intact. Grand Concourse Academy scholars performed well overall in meeting the i-Ready accountability measures in terms of **growth** of all students, students enrolled in at least their second year at GCA and students with disabilities having met all targets for Annual Typical Growth.

In terms of evaluating learning loss due to the struggles all schools faced during the pandemic, fewer than 75% of our overall 3-8 students tested at grade level on EOY i-Ready ELA assessments. Throughout the year, we faced the challenges of having students testing in uncontrolled environments if they were fully remote, but we are realistic about learning loss and we look forward to having our students back in our physical school building but will continue to improve our hybrid processes to support our students in the i-Ready problem areas as we also determine other factors that may be at play – testing environment, test taking stamina and overall focus/motivation of students to perform. Although we held parent workshops on i-Ready, it was the first year for all of us and issues did come up.

ACTION PLAN

At the time of this report submission, DELTA COVID case numbers are on the rise again, so we, as public schools, follow the guidance from the NYSDOH, the NYCDOE and our authorizer in terms of re-opening planning for the Fall 2021. Although the i-Ready program was new to GCA in 2020-21, we successfully administered the BOY, MOY and EOY test administrations because we want to know what’s working and where our scholars are not getting what they need to perform at grade level, we will continue to administer Curriculum Associates i-Ready diagnostics. We will collect data using three data points. The first diagnostic will be administered on the second week of instruction. The second data point will be administered beginning January 10, 2020, and the third and final diagnostic will be

administered the week of June 8, 2022. After reviewing the information as it pertains to English Language Arts, we plan to make the following adjustments in 2021-22:

- Training in all literacy digital platforms (iREADY, *Into Reading*, *Collections*, Mc Graw Hill Social Studies (content area reading) at the onset of the school year and ongoing through “Lunch and Learns” and on half days monthly
- HMH Training on addressing the needs of ELLs and addressing the needs of at-risk learners
- Two Teachers in Every ELA Classroom
- Two ICT classes in Grades K-3 and Grade 5 will lower the number of children in each class and provide a lower student to teacher ratio while maintaining the integrity of specialized support for Students with Disabilities.
- Scaffolded Instruction: breaking up the learning into chunks and providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.
- Group ENL Students in all grades allowing for the most time with the ENL teacher
- Additional ENL/AIS Teacher – Push in Delivery of Instruction and Support
- Opportunity Classes with better student: teacher ratio for scholars requiring additional support
- Additional School Counselor allowing for 1) Grades K-4 and 2) Grades 5-8

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

All GCA students, remote and in-person, use the same standards-based Mathematics curriculum. Savvas 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 for each standard and for problem solving, and a New York Student Math Companion in Grades K-3. A new addition to our 2020-2021 curriculum is i-Ready. Curriculum Associates I-Ready is an online program for reading and mathematics that will help teachers determine their student's needs, personalize their learning, and monitor progress throughout the school year. During the 2020-2021 school year, we measured the student's progress with i-Ready using four data points. Curriculum maps and pacing charts developed by instructional leaders and teachers are the road maps that guide the year's instruction.

The Savvas EnVision Math program helps students to develop deep conceptual understanding, assess daily learning, and use student data to inform instruction. It utilizes a 3-step approach for instruction. During step 1, students are introduced to concepts through problem-based learning that allows for mathematical discourse, and it results in deeper conceptual understanding. In step 2, students engage

in visual learning where learners gain greater access to the concepts. Teachers make the key math ideas explicit through instruction connected to step 1. The visual learning animation, Visual Bridge, continues to promote conceptual understanding. Teachers also formatively assess students and prepare for step 3. Lastly, teachers use the Quick Check to provide students with differentiated instruction during step 3. All lessons include language supports for English Language Learners (ELLs) to address different levels of English proficiency. The supports are embedded in the Teacher's Edition.

We incorporate Envision's formative and summative assessments. There is a benchmark test at the beginning of the year to allow for the grouping of students. Teachers group students and provide remediation based on the results. Remote students were assessed with the same assessment as the in-person students with the help of digital tools like Kami and Jam board.

At the lesson level, teachers assess students using the Quick Check. The Quick Check allows teachers to see how well students are progressing and preparing for the Topic Assessment. Teachers also administer Cumulative Benchmark Assessments and a final exam.

The instructional design for Math for the upcoming school year will now include Savvas Math Diagnosis and Intervention System (MDIS) 2.0. The MDIS will be devoted to skills and strategies that may have been lost during the pandemic, focusing on reducing deficit areas. MDIS provides targeted resources, to remediate every specific gap or deficiency immediately at the beginning of the year. The pandemic has presented challenges for all learners both in-person and remote. MDIS will be used to identify and target learning gaps due to the pandemic and address lower retention of knowledge due to an elongated time away from traditional school. English as a New Language teachers will support English language learners with ENL support and enrichment materials provided by the math curriculum. Increased staff development for teachers of English language learners will be part of this year's learning plan.

Interim assessment data and daily formative assessment drive mathematics instruction, student grouping, re-teaching, and enrichment. When data shows that a topic in mathematics was not mastered by a class, a group, or individual students, teachers reteach the topic for students to reach a mastery level. During daily lessons, teachers engage in formative assessment to identify students who have not mastered a concept or skill. To provide an entry point for every student, teachers use flexible grouping during the math block to reteach, reinforce, and enrich skills and conceptual understandings, using intervention and enrichment resources from Savvas Envision Math and Curriculum Associates Ready and i-Ready programs as well as resources that teachers develop as teams in conjunction with instructional leaders. Remote teachers were able to group remote learners with Zoom breakout rooms and a support academic support intervention teacher.

Teachers, coaches, and instructional directors meet to plan and to provide an opportunity for ongoing professional development in the content area of Mathematics. Presentations, workshops, and sharing best practices in Mathematics are on an ongoing basis to increase learning outcomes. This coaching includes ongoing feedback, modeled lessons, and math resources. Professional development and coaching focus on rigor in mathematics, problem solving, higher-order questioning and critical thinking, scaffolding for all learners, and the Next Generation Learning Standards. The professional

development and coaching program are developed in response to the results of the i-Ready Diagnostic data.

Due to Covid-19 school restrictions and New York State social distancing guidelines, we offered both one hundred percent remote and in-person instruction. We created and carried out an instructional plan that allowed us to deliver high level instruction. We distributed Chromebooks, Amazon Fire tablets, and HP Stream 11 Pro G5 laptops to all students who needed devices which allowed them to participate in daily instruction. All remote students had access to all instructional materials including but not limited to workbooks, textbooks and EnVision Teaching Tools, calculators, and manipulatives. Technology troubleshooting and platform tutorials were readily accessible on our website or via zoom.

MATH INSTRUCTION

A Google G Suite email account was set up to provide all students, remote and in-person, along with a secure Google Classroom account. A secure Zoom account, connected to the student's email, was created for each remote child to receive live math instruction with their classroom teacher. All students, remote and in-person, were provided their own digital Savvas Courseware package where students accessed all EnVision Math materials including textbooks, practice workbooks, videos, and enrichment tutorials. Both remote and in-person students received the same number of minutes of math instruction. All students, remote and in-person, used i-Ready Path for Math. This part of the digital program provided students with lessons based on their individual skill level and needs, so students can learn at a pace that is just right for them. Additional individualized and differentiated lessons were assigned by the teacher on i-Ready. The i-Ready teachers assigned lessons were used for remediation and enrichment.

MATH STAFF DEVELOPMENT

Remote and in-person teachers were provided monthly training on how to provide quality online and in-person instruction on Google Classroom, Zoom teleconferencing and Savvas digital coursework training from an authorized Savvas software and curriculum specialist. Teachers were also provided monthly staff development by a Curriculum Associates i-Ready specialist.

METHOD

During the 2020-21 school year, we measured student progress and growth with a series of four i-Ready diagnostics. 2020-2021 was a pilot year for i-Ready. The first diagnostic was scheduled for the week of October 1, 2020. The in-school children in Grades 3-8 were assessed within the schedule window. There were challenges with the rest of the student population for various reasons. The Amazon Fire tablets we supplied for Grades K-2 were not compatible with the i-Ready platform. There was a national shortage of Chromebooks, tablets, and laptops, so the administration of Diagnostic 1 for Grades K-2 was delayed until early November. Similarly, the remote children in Grades K-2 were not able to complete data point 1 until we received shipment of chrome books in November. Most students were able to take the diagnostic within the scheduled testing windows set for the rest of the school year. I-Ready diagnostic 2 was administered from January 18 to January 29, 2021. Diagnostic 3 was administered from April 5 to April 16, 2021. The fourth and final diagnostic was administered from June 4 to June 18, 2021.

The administration of every diagnostic happens within the hours of instruction and all students are always supervised by teachers. We held parent workshops on i-Ready and encouraged parents to refrain from assisting the children on the diagnostic. Throughout the year we incurred a variety of challenges due to overused networks at home, broken or faulty technology at home and overwhelmed parents.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2020-21 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	349	110%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	48	194%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	110%	49	96%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid-on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	303	38%	No

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2020-21 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	29%	64	29%	76
4	42%	66	47%	58
5	37%	68	36%	61
6	35%	65	38%	58
7	30%	46	32%	44
8	49%	40	50%	48
All	37%	349	38%	345

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	77%	64
4	94%	66
5	63%	68
6	158%	65
7	142%	46
8	156%	40
All	110%	349

RESULTS AND EVALUATION

Based on the i-Ready Math, the median percent progress toward Annual Typical Growth (ATG) for GCACS 3rd through 8th grade students End of Year is 110%. As noted previously, Annual Typical Growth is the average annual growth for a student at their grade **and** placement level.

The school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall calculated to 194% in the spring End of Year i-Ready Math administration. The Annual Typical Growth of 3rd through 8th grade GCA students with disabilities did not match that of all students with a median percent progress of 96%. The other i-Ready math measure that was not met in 2020-21 was having 75% of all students enrolled in at least their second year at GCA score at the mid on-grade level or above scale score for the year-end assessment. Only 39% of students in this group scored at **mid** on-grade level or above along with 30% scoring at **early** on-grade level for a total of 69% performing at grade level based on the year-end administration.

ADDITIONAL CONTEXT AND EVIDENCE

Like our debrief of the ELA i-Ready results, we looked for the areas that students struggled with the most on the math assessments. The math test domains of Number and Operations, Algebra and Algebraic Thinking and Measurement and Data had similar student achievement, but Geometry is where most performed at lower levels informing us that we'll need to ramp up checking for understanding and investigating which concepts are challenging when testing.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Based on the three test administrations of the i-Ready in math, GCA all students demonstrated appropriate growth over the course of the year as demonstrated by nationally normed test results. An area of concern is that the students with disabilities did not demonstrate ATG at the same level as all students did on the EOY administration. We have analyzed the info provided in the i-Ready reports in terms of content areas and are also evaluating whether the students with disabilities might need altered test modifications to isolate where to focus our efforts going forward. Students received test modifications based on their IEPs, but most were not developed during a period of hybrid learning. As with the Reading i-Ready student performance, 75% of students are not testing at the target scale scores to be considered on grade level which can be attributed to learning loss. Math plans for 2021-22 are outlined in the next section.

ACTION PLAN

To ensure consistency in our data collection during the 2021 - 2022 school year, we will continue to administer Curriculum Associates i-Ready diagnostics. We will collect data using three data points. The first diagnostic will be administered on the second week of instruction. The second data point will be administered beginning January 10, 2020, and the third and final diagnostic will be administered the week of June 8, 2022. The instructional and assessment design for the math for the upcoming school year will also include the math diagnosis and intervention system. This diagnostic intervention system is devoted to skills and strategies that it may have been lost during the pandemic, focusing on reducing deficit areas. Savvas topic and unit assessment I will be administered at the end of every unit of instruction. Due to the changes in modality of instruction as per the New York State education department guidelines, our school will have in person full-time instruction for all students for all student's kindergarten through eighth grade. And effort to improve academic performance based on the specific results associated with this goal, the MDIS intervention program will be until implemented. Teachers will receive monthly staff development by our instructional leaders and by Savvas instructional specialist. In addition, this year, teachers will receive ongoing staff development and how to best serve our English language learners by a Savvas specialist. English as new language teachers well provide support to our English language learners for a minimum of 180 hours a week.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

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

BACKGROUND

The primary program goal is to ensure thorough standards mastery while inspiring students to investigate, explore, and elevate their understanding of how the disciplinary core ideas, science and engineering practices work together so that students become thoughtful problem solvers.

Our science curriculum is based on the **Savvas Elevate Science** program which is aligned with the New York State P-12 Science Learning Standards. Elevate Science is a comprehensive K-8 science program. The program's pedagogy is based on the latest research, including the instructional shifts to accommodate a phenomena-driven investigative approach. Elevate Science supports three-dimensional learning, coherent instruction across the curriculum, and relevance to student experience and community needs.

This curriculum includes a comprehensive offering of formative, summative and performance-based assessments designed to monitor student progress towards successful science understanding. Savvas Elevate also fully assesses learning with a combination of different types of assessment. The program includes pre-assessments diagnostic testing that help teachers assess student prior knowledge. Teachers use the 'Activate Prior Knowledge' feature to provide a quick reference to connect students to the topic concepts. Teachers use formative assessment type questions to detect and address any student misconceptions. The program also comes with a formative assessment component. A variety of formative assessment options guide instruction and monitor student progress. Questions in the Labs, Analyzing Data, and topic level labs provide formative assessment questions and activities that teachers use to monitor student progress toward standards mastery. Check Points appear in each lesson that teachers use to check comprehension of the informational text. Each lesson concludes with a lesson review. The Quest Connections component allows our teachers to check the comprehension of lesson concepts and connect to the 'Problem Based Learning' path in the topic. 'End of Lesson' and "End of Topic" questions help determine the level of student understanding of the lesson concepts. Teachers also assess the students with summative assessments. The 'Topic Review' helps teachers assess student understanding at the end of each topic. From these results, teachers will then reteach before administering end of topic assessments. The following summative assessments are also used online and in editable word document format: Evidence-Based Assessments which provide a scenario based multi-item questions where students demonstrate conceptual understanding of the topic

science ideas. The program's topic tests assess the performance expectations, disciplinary core ideas, science and engineering practices, and crosscutting concepts found in the topic. Remediation is included for these tests. Teachers also administer benchmark assessments. These benchmark assessments test a larger group of performance expectations to prepare students for the "End of Year Assessment". The "End of Year Assessment" gauges student readiness, each grade level includes an End of Year Assessment. Additionally, teachers use non-paper and pencil assessment opportunities to determine a student's conceptual understanding and ability to apply these key ideas in new and unfamiliar situations.

Elevate Science also includes extensive support for students at every level of English language proficiency as well as for the ENL teachers who teach them. ENL notes in every lesson of the teacher edition provide specific suggestions for presenting lesson content for English language Learners.

For the 2020-2021 school year we transitioned to the Next Generation Science Savvas Elevate Coursework in grades six through eight. The new framework crosscuts Earth, Physical and Life Sciences instead of teaching them in isolation from one another. Each topic integrates all three sciences and engineering practices with engineering design principles and students engage in a variety of hands-on investigations. This transition will prepare eighth grade students to excel in the New York State Next Generation Science Assessment which will be given in the Spring 2023. Due to the Covid-19, remote learners did not have the opportunity to engage in laboratory experiments as part of the curriculum. We had to convert the lab portion of the lessons into a Savvas virtual lab. The virtual lab allowed remote teachers to effectively use the Savvas phenomena-driven investigative approach during instruction through video. Due to social distancing guidelines, CDC and New York State Department of Education guidelines and restrictions, in-person students were not able to take part in hand-on experiments as are designed in the curriculum. Teachers modeled experiments at a distance because of the fear of viral spread and contamination. Generation Genius was incorporated into the science curriculum in the early childhood grades in both remote and in-school learning. Generation Genius is a K-8 New York State standard aligned science teaching resource that enriches our science curriculum through fun and educational videos paired hand-on activities that children can do at home using everyday household items. Generation Genius was successful in engaging young learners with limited resources and materials at home due to distance learning.

METHOD

Due to remote learning, there was a very low turnout to the New York State Science Assessment in grades four and eight. Out of 48 eighth graders only 11 participated in the eighth-grade state assessment. Additionally, NYSED will not generate student growth scores based upon 2020-21 school year results. We used the Savvas Elevate assessments that are embedded in the program. Both remote and in-school students were able to take the same assessments digitally. The Savvas Elevate science program has a component that allows each grade level teacher to check the comprehension of lesson

concepts and connect to the path in the topic. End of Topic assessments help determine the level of student understanding of the lesson concepts. The end of year assessment gauges student readiness, each grade level includes an end of year assessment. Additionally, teachers used non-paper and pencil assessment opportunities to determine a student's conceptual understanding and ability to apply these key ideas.

RESULTS AND EVALUATION

The fourth grade started off the year strong with the Savvas end of topic assessments. Seventy-five percent of fourth grade scores on or above grade level in Energy and Motion. They continued the trend in the subsequent skills including Human Uses of Energy and Waves and Information. Both in-school and remote children's scores started to decrease in earth sciences. This part of the curriculum contains new learning and children did not have background knowledge as they did in previous science clusters. The inability to do hands-on experiments impacted learning. The remote eighth graders ended the year at 80% on or above grade level whereas the in-school children ended the year seventy-four percent on or above grade level. I think it is worth mentioning that even though both in-person and remote students took the same assessment, we cannot with one hundred percent certainty say that the remote students had the same supervision the in-person students had during testing. These eighth graders also had a transitional year with the new Next Generation science curriculum framework that crosscuts Earth, Physical and Life sciences.

ADDITIONAL CONTEXT AND EVIDENCE

The main challenges in remote assessment were infrastructure, adult supervision, commitment of parents and students to submit assessments on time. To safeguard the integrity and validity of assessments, teachers prepared different exams where question order was reorganized, or questions changed. Technology and network difficulties also posed a challenge for remote learners.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Science instruction followed the Savvas Elevate Science program that includes lessons and end of unit assessments. Having to pivot to a hybrid model interfered with hands on science instruction and was felt in the program. Many students performed as having mastered concepts and units throughout the year.

ACTION PLAN

Grand Concourse Academy has consistently demonstrated strong performance in science. With the rollout of new integrative Earth, Physical and Life science curriculum in the middle school, Savvas Elevate Science, and Generation Genius for K-8, we anticipate continuing to build on that success in science. Contingent upon New York State Department of Health's social distancing guidelines and contact guidelines, we will integrate the group hands-on experiments portion of our curriculum. We

will expand our staff development to include Uconnect Lab and U-Investigate Lab workshops which help teachers organize, manage and leverage materials with Elevate Science for hand-son science experiments in their classroom. By the way of practical application, teachers can reinforce what they have learned in prior curriculum training. We will also expand our staff development to include Savvas Quest Science for teachers of English language learners all delivered by Savvas specialists.

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: 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 achieved this measure and has an accountability status of good standing.

ADDITIONAL EVIDENCE

The school continues to remain in good standing from year to year.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing