



**THE SUNY CHARTER SCHOOLS  
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
GRAND CONCOURSE ACADEMY CHARTER SCHOOL*

**Report Date: January 24, 2024**

**Review Date: October 12 – 13, 2023**

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**Charter Schools Institute**  
The State University of New York

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## CHARTER SCHOOL BACKGROUND

# GRAND CONCOURSE ACADEMY CHARTER SCHOOL

625 Bolton Avenue, Bronx | Grades: K-8 | NYC Community School District 8

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Grand Concourse Academy Charter School (“Grand Concourse”) on May 18, 2004. The charter opened in fall 2004, serving 175 students in Kindergarten – 2<sup>nd</sup> grade.

### “ MISSION

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

#### CURRENT CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
775

Charter Expiration:  
July 21, 2024

#### PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8<sup>th</sup>

Chartered Enrollment:  
815

Charter Expiration:  
July 21, 2029

#### KEY DESIGN ELEMENTS

An administration with exemplary leadership ability and significant experience;	+
Shared decision making;	+
Additional support in classrooms;	+
Professional growth and development; and,	+
An internal interim assessment system.	+

## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Full-Term Renewal.** *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Grand Concourse Academy Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 815 students. The Institute makes this recommendation based on Grand Concourse Academy Charter School meeting the criteria for charter renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>1</sup>*



To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

### REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the “Act”):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>2</sup>

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

2. See New York Education Law § 2852(2).

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

The final year of Grand Concourse’s current charter term marks its twentieth year of operation serving students in the Bronx. In 2019-20, Grand Concourse, named after the Grand Concourse thoroughfare in the Bronx, relocated to a new building on Bolton Avenue east of its original location. Despite relocating and declining enrollment across the city due to COVID-19, the school experienced a 21% increase in enrollment from 2017-18 to 2021-22. In its final year and in a permanent building, the school is well poised to build procedures that ensure existing leadership and assessment practices, much of which are informal, are memorialized to ensure the success of the school moving forward

Throughout the charter term, the school has maintained a strong academic program, often exceeding the academic performance of the surrounding district. In all years of the charter term for which there is reliable data, the charter exceeded most accountability measures. Notably, the academic performance of students with disabilities and English language learners (“ELLs”) exceeds the district for each year of the current charter term. The school is supported by its founding principal, currently serving as executive director, who is developing a robust team of interim assistant principals to support various elements of the school’s program such as elementary and middle school academics, operations, and the special education program. Leaders and teachers exhibit a strong culture of collaboration and mentorship, however, there are limited systems to sustain teacher development and strong assessment systems in the absence of the current leadership team. The board and executive director recognize that building leadership systems as key to the school’s future success.

As Grand Concourse continues to deliver its educational program, instructional leaders work to provide students, teachers, and families with the supports needed to ensure students’ academic success. The school’s parent and family coordinator, who has also been with the school since its early years, leverages community partnerships to support enrollment and family advocacy. In response to needs expressed by families and caretakers, the school modified its after school programming for the 2023-24 school year. In previous years, teachers delivered the academic intervention program via the school’s after school program. After requests for an embedded intervention program and expanded extracurriculars, the school moved to extend the school day to include an intervention period for all students, and expand the extracurricular offerings in the after school program to include activities such as sports and robotics.

The information below presents the key findings for the SUNY Trustees and highlights the successes of the charter.

### FINDINGS & INFORMATION

#### *Is the charter an academic success?*

Grand Concourse is an academic success, having met or come close to meeting its Accountability Plan goals in mathematics, English Language Arts (“ELA”), and science.

- Grand Concourse exceeded the absolute and comparative target in science during every year with available data;
- The school outperformed the district by at least 22 percentage points in ELA and at least 27 points in mathematics each year; and
- The school posted ELA and mathematics effect sizes far above the target of 0.3 in each year with available data.

## EXECUTIVE SUMMARY

### ***Is the charter an effective, viable organization?***

Grand Concourse is an effective, viable, organization. Having reached its twentieth year of operation, the school has well established systems that support daily operations. The school's executive director, with the support of the board of trustees, fosters leadership development through identifying potential school leaders and fostering their professional development.

### ***Is the charter fiscally sound?***

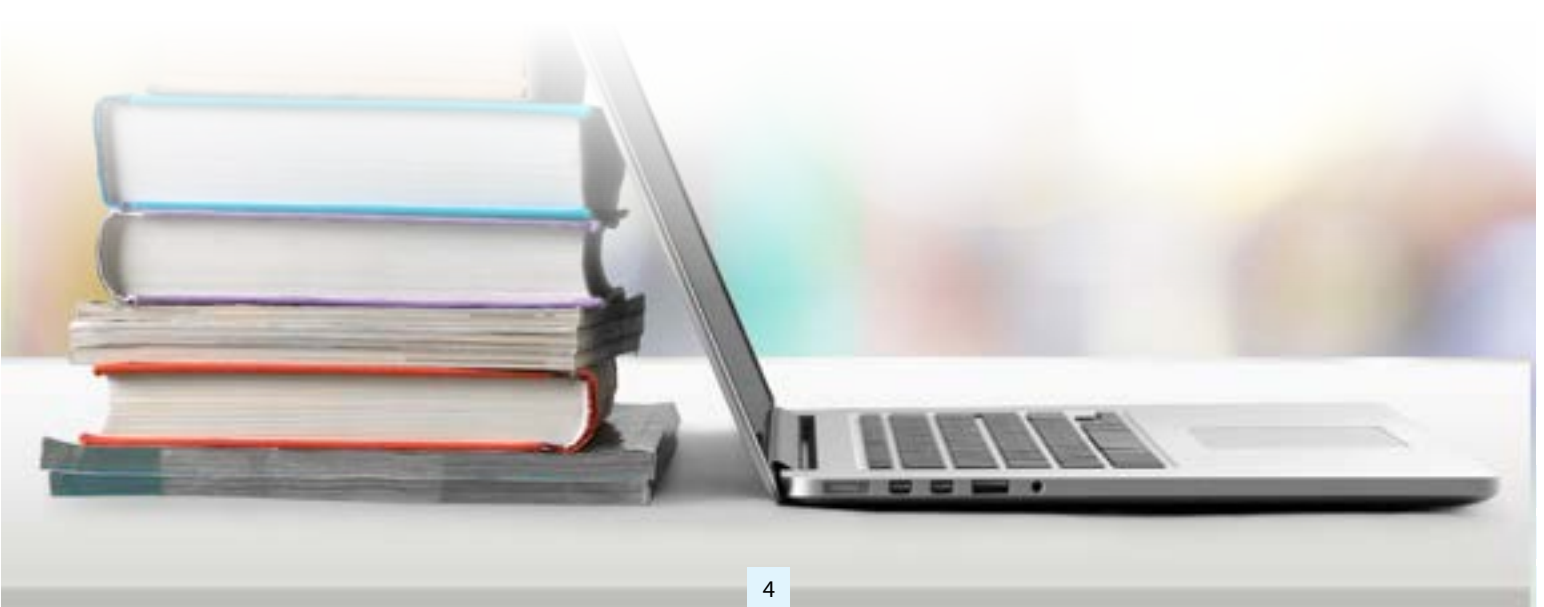
Grand Concourse is fiscally sound based on the evidence collected through renewal review. The education corporation reported surpluses throughout the charter term and presents a reasonable and feasible fiscal plan for the next charter term. The education corporation holds adequate financial resources to ensure stable operations.

### ***If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?***

Grand Concourse's plans for the future are reasonable, feasible, and achievable. The plans to implement the same core elements that led to its success over the current charter term.

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the 's academic program, the Institute finds that the meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Grand Concourse a full-term Subsequent Renewal of five years.





DP

DATA PRESENTATION

PAGES: 6-18

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

STUDENT  
DEMOGRAPHICS

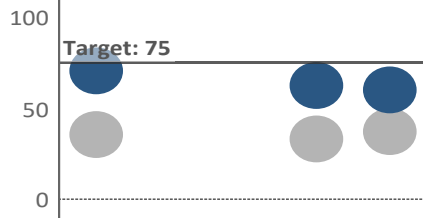


# ACADEMIC PERFORMANCE

## GRAND CONCOURSE ACADEMY CHARTER SCHOOL

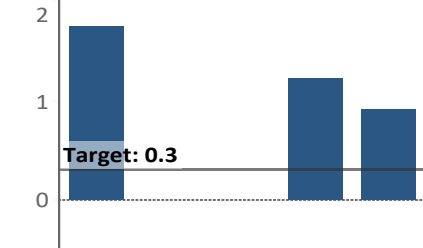
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at the **charter** performing at or above proficiency in ELA compared to the district.



Test Year	Comp Grades	District %	Charter %
2019	3-8	36	71
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	34	63
2023	3-8	38	60

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED%	Effect Size
2019	3-8	83.4	1.74
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	80.8	1.22
2023	3-8	73.7	0.91

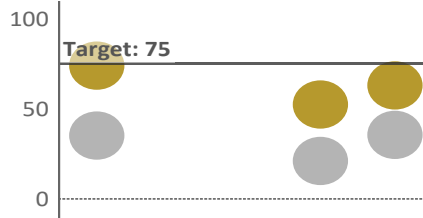
**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2019	51.0
2020	N/A
2021	N/A
2022	N/A
2023	49.9

### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**District Comparison.** The percentage of students at the **charter** performing at or above proficiency in mathematics compared to the district.



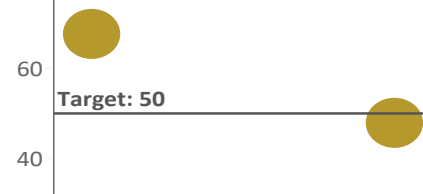
Test Year	Comp Grades	District %	Charter %
2019	3-8	35	74
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	21	53
2023	3-8	36	63

**Effect Size.** The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED%	Effect Size
2019	3-8	83.4	1.60
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	80.7	1.25
2023	3-8	73.7	0.93

**Comparative Growth Measure: Mean Growth Percentile.** The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

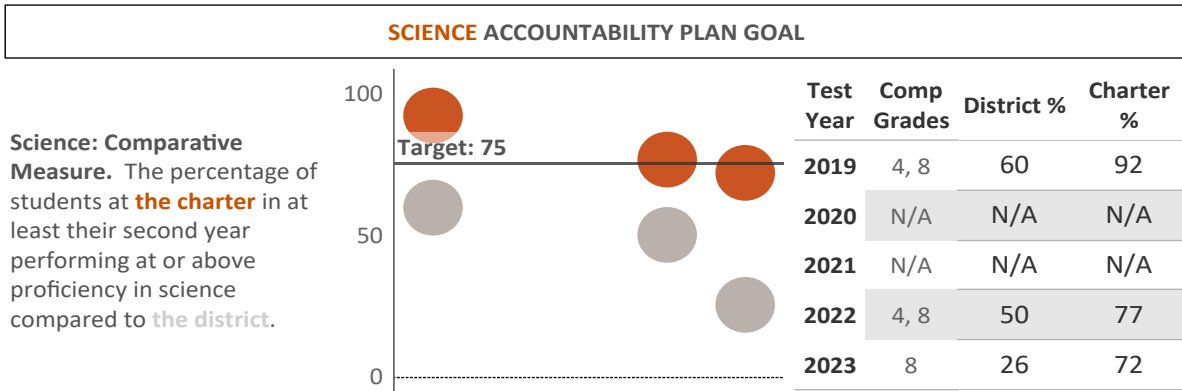


Test Year	Charter Mean Growth
2019	68.0
2020	N/A
2021	N/A
2022	N/A
2023	48.1



# ACADEMIC PERFORMANCE

## GRAND CONCOURSE ACADEMY CHARTER SCHOOL



**TESTED PERCENTAGES**

	2019		2022		2023	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	335	330	358	341	437	435
School Tested %	96.5%	95.1%	81.5%	77.9%	94.4%	94.0%
District Tested %	90.6%	91.8%	88.1%	86.3%	88.2%	88.0%

**SPECIAL POPULATIONS PERFORMANCE\***

	2019	2022	2023
Students with Disabilities Tested on State Exam	37	46	67
Charter Percent Proficient on ELA Exam	40.5	32.6	31.3
District Percent Proficient	11.9	10.6	14.6
Tested on NYSESLAT Exam	75	125	116
Charter Percent 'Commanding' or Making Progress	29.3	16.0	35.3

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

## ACADEMIC PERFORMANCE



### HAS THE CHARTER MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Grand Concourse met its key academic Accountability Plan goals in ELA and mathematics over its subsequent charter term. Notably, the school exceeded the targets for all comparative measures in both subjects during every year with available data. The charter also met its science and Every Student Succeeds Act (“ESSA”) goals.

In ELA, Grand Concourse’s students enrolled in at least their second year posted high absolute proficiency rates in every year of the term with state exam results suitable for analysis. The school outperformed the district by at least 22 percentage points each year. In comparison to schools across New York State enrolling similar percentages of economically disadvantaged students, Grand Concourse performed higher than expected to a large degree each year according to the Institute’s comparative performance analysis measure. During 2018-19 and 2022-23, the school posted mean growth percentiles at or above the target of 50.

In mathematics, Grand Concourse also posted high absolute and comparative achievement over the term. From 2018-19 through 2022-23, the school’s students enrolled in at least their second year posted mathematics proficiency rates that surpassed the district performance by at least 27 percentage points each year. The school also posted mathematics effect sizes far above the target of 0.3 in each year with available data indicating that the school performed higher than expected compared to demographically similar schools across the state. Although Grand Concourse posted a mean growth percentile slightly under the target in 2022-23, the school’s achievement remained high.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

Grand Concourse's current assessment system yields strong academic results, but does not fully leverage the potential for all teachers to make the necessary adjustments to differentiate instruction. At the time of the Institute's visit, the school was in the process of transitioning from i-Ready assessments to assessments available through the school's curricular programs. School leadership and teachers access student data in various formats. For example, the director of testing and compliance provides staff members with highlighted sheets in their mailboxes displaying student data.

However, Grand Concourse does not currently implement a comprehensive system to disseminate aggregated student performance data to all staff members or a consistent practice of guiding teachers through data-driven planning routines that would support teachers in differentiating instruction. For instance, school leadership highlighted the need for targeted intervention for approximately 50 percent of the student population due to interrupted instruction as a result of the COVID-19 pandemic but do not provide teachers the necessary information or training to do so. Teachers do not have access to original data dashboards that would allow for dynamic querying based on specific standards, item, or subpopulation analysis. A review of professional development calendars indicates that teachers do not receive sustained training on how to respond to assessment data, and school leaders do not facilitate data analysis meetings to support with data-driven lesson planning. Instead, teachers collaborate informally during common planning time to guide each other through the modification of curricular materials. Leaders do not use data to develop targeted professional development and coaching. While the current assessment system yields strong outcomes, the program would benefit from concretizing systems to systematically analyze data and meet with teachers to adjust instruction in the event of large organizational change.

#### CURRICULUM

The school's commercially available curricula provide structure to teachers' instructional planning, guiding teachers on what to teach and when to teach it. Grand Concourse provides teachers with the Houghton Mifflin Harcourt ("HMH") Into Reading and Literature curriculum for English Language Arts ("ELA") and the enVision curriculum for mathematics. During classroom observations, the Institute observed all teachers implementing the school's curricula with fidelity and classrooms across the grade were horizontally aligned. The school offers co-planning periods for teachers to plan lessons collaboratively, and teachers report that this increase in planning time has led to greater consistency in lesson plan content alignment. Teachers also regularly submit lesson plans for leaders to review. School leaders are also responsive to teachers' feedback regarding curricular materials. During the current charter term, teachers expressed difficulty differentiating content according to student needs. In response, Grand Concourse designated its third party curriculum to respond to teachers' questions pertaining to intellectual preparation and instructional delivery.

## ACADEMIC PERFORMANCE

While Grand Concourse has a foundational curricular systems, there is little evidence that interim instructional leaders yet have the capacity to guide teachers through the process of addressing student misconceptions, differentiating instruction or increasing the rigor of lessons. For example, while teachers are required to submit lesson plans for review, only a few teachers described receiving feedback on submissions regarding the quality of their planning. Instructional leadership does not facilitate curricular planning meetings, provide structured protocols for reviewing assessment data, or guide teachers in planning for misunderstandings or increased rigor. As a result, many, particularly new, teachers are not yet equipped to modify the curriculum to address student misunderstandings or deepen rigor. Most teachers rely on curriculum textbooks, with little evidence of a systematic lesson internalization process that outlines how teachers would respond to misunderstandings, differentiate instruction, and implement innovative teaching practices that support rigorous classroom instruction.

### PEDAGOGY

Teachers deliver purposeful lessons and follow Grand Concourse’s curricular programs with fidelity, but the school leaders do not yet develop teachers’ ability to check for understanding or apply appropriate rigor to lessons. Multiple stakeholders across the school identified small group work and differentiated instruction as school-wide priorities but the Institute observed few instances of differentiation via small groups and student-led problem solving. Teachers led whole-group instruction and whole classrooms worked on identical tasks despite leaders stating the current curriculum offers guidance on differentiation, student engagement techniques, and enrichment activities. In most lessons, teachers checked students’ understanding by conferring with students individually or collecting voluntary responses from students. The Institute did not observe teachers consistently implement methods to check the understanding of all students and provide concrete feedback to improve outcomes. For instance, in one class, a teacher circulated and conferred with students but was only able to meet with less than half of the class and did not provide actionable feedback to students. In many instances, when student misunderstandings arose, teachers missed opportunities to engage students in higher-order thinking activities. In several classroom observations, the Institute observed teachers accepting partially correct or incorrect answers.

### INSTRUCTIONAL LEADERSHIP

Grand Concourse has robust instructional leadership with many collective years of experience, but continues to develop the leadership systems that would support the longterm success of the educational program. The academic team consists of assistant principals for Kindergarten – 4<sup>th</sup> grade and 5<sup>th</sup> – 8<sup>th</sup> grade respectively, an assistant principal of curriculum and instruction, and an assistant principal for special education. The instructional leadership team also consists of vice principals for ELA and social studies, data and compliance, and math, science, enrichment and ELL services. The school retains high quality teachers and frequently transitions individuals from teaching to instructional leadership roles, demonstrating its commitment to cultivating talent within the organization. Of note, the school implements a robust mentorship model that provides individual, albeit informal, support to new and struggling teachers. Leaders and teachers alike indicate that the mentorship program is a primary conduit for teacher and leader development at the school.

## ACADEMIC PERFORMANCE

The instructional leadership team is present in classrooms and regularly meets to coordinate feedback to teachers. The instructional leadership team refer to a “moment in time” feedback form for identifying trends during informal observations. During weekly meetings, leaders discuss these trends and determine best methods to support teachers or deploy additional support. There is limited evidence of systematic coaching based on academic results or trends in teacher performance. Interim assistant principals devote considerable time to co-teaching with new teachers, which limits capacity to plan for and regularly facilitate data review or coaching and feedback meetings for the purpose of improving pedagogical skills of all teachers. Teacher observations and feedback are inconsistent both in frequency and quality, creating missed opportunities to improve teachers’ content knowledge and pedagogical skills development. Teachers stated that when they received feedback from informal observations, it was via email and they had not been offered the opportunity to reflect and modify their practice with the support of an instructional leader during a follow up meeting.

The school’s board and executive director recognize ongoing interim leader development as a key lever to ensure ongoing strength of the academic program, and see that formal professional development for mid-level leadership as one way the school’s mentorship model could be strengthened.

### AT-RISK PROGRAM

Grand Concourse implements systems to identify students with disabilities, ELLs, and students at-risk of academic failure and delivers required interventions to meet the needs of diverse learners. The school’s subpopulations outperformed their district peers on standardized assessments in each year of the charter term. The school’s intervention programs, though meeting the needs of diverse learners, are siloed from the general education program and there are limited systems to support coordinated delivery of services across all grades.

The school implements an academic intervention services (“AIS”) program that provides tiered support for students in need of additional academic support. Teachers use benchmark and unit assessment data to identify students for additional instruction as needed. Leaders expect teachers to deliver and track tier 1 and tier 2 interventions to students by providing targeted, differentiated materials, and small group instruction to students. Teachers receive pre-service training on accessing and interpreting individualized education programs (“IEPs”), differentiation and co-teaching strategies as well as how to navigate the differentiation options built into the curricular materials. Leaders identified, and all teachers confirmed, that differentiation is a priority for the school. Nearly all teachers named the specific students they planned to target for additional support. In one observation, a teacher effectively divided students into multiple groups and provided three differentiated activities including an enrichment activity for advanced students and targeted support for six students. However, the Institute did not consistently observe strategies to tailor instruction to varied performance bands or individuals across the school. If students persistently fail to make adequate progress, teachers can refer students to the special education coordinator to initiate an evaluation for an IEP with the committee on special education (“CSE”) and families. The special education coordinator and two special education teacher support services (“SETSS”) instructors track services and progress toward IEP goals. In two instances, the school declassified students when they consistently achieved their IEP goals. However, when asked, teachers were not able to cite specific students’ IEP or English proficiency goals, but rather shared that this work was done separately from their classrooms.

## ACADEMIC PERFORMANCE

Grand Concourse identifies ELL students by administering the home language questionnaire and New York State Identification Test for English Language Learners (“NYSITELL”). Based on students’ language proficiency, teachers deliver push-in and pull-out language instruction. Teachers use various strategies to support students reading, writing, listening, and speaking skills and the Institute observed ELL teachers implementing translation and visual aids during at least one classroom observation. ELL teachers track progress on student growth using benchmark assessments and the New York State English as a Second Language Test (“NYSESLAT”). These data is largely kept within the ELL team and only shared when general education teachers and ELL staff members collaborate informally, thus all teachers do not have access to their ELL students proficiency and progress.

In the 2023-24 school year, the school implemented co-planning periods for grade teams and grade bands to increase collaborative planning among teachers as well as intervention staff members and general education teachers. All staff members note the positive impact that co-planning has had on the lesson planning and coordination process. However, while leaders expect instructional staff to collaborate during this time, there are no formal, regular meetings to support the co-planning among SETSS teachers, ELL teachers or integrated co-teaching (“ICT”) instructors and general education teachers. While many teachers take advantage of the co-planning time, planning systems are not consistent across all grades. There are few formal structures by which the intervention staff members and leadership regularly meet to complete progress monitoring, review referrals, and coordinate services across the entire Kindergarten – 8<sup>th</sup> grade program.

### ORGANIZATIONAL CAPACITY

The school has an organizational structure that allows the delivery of its academic program. Teachers remain clear about the reporting structure and resources for guidance and support and are aware of expectations about their respective roles and responsibilities. The operations team consists of the senior director of operations and business to whom the director of operations and the director of business report. This model allows for distinct roles and responsibilities, eliminating the need for cross functional duties. The operations team provides management and oversight of the daily operations of the school, including arrival, dismissal, transportation of students and the distribution of resources to support the achievement of goals.

Grand Concourse maintains strong enrollment and thus is fiscally strong. Between the 2017-18 and 2021-22 school years, the school experienced a 21% increase in enrollment. In response the school plans to add 15 new instructional positions to support the growing student body in the upcoming charter term. The school is also undergoing an expansion project that will allow for more space for additional classrooms and enrichment space.

Teachers and leaders establish a strong academic culture at the school. School leaders are responsive to children’s needs and implement a responsive disciplinary model that centers students social and emotional needs. Generally, Grand Concourse’s classrooms are well resourced, warm, and students are present and engaged in the academic program.

## ACADEMIC PERFORMANCE

### BOARD OVERSIGHT & GOVERNANCE

Grand Concourse's board, consisting of five members, provides effective oversight and governance of the school, but has limited means to collect varied information about the program to inform decision making. Two out of the five current board members possess educational background or experience, while others possess experience in real estate and finance. Members use academic, finance, and governance committees to carry out oversight responsibilities. The board's small size does not presently impact the board's capacity to provide oversight and governance and the board continues to recruit for new members to increase its effectiveness.

The board currently relies on the executive director to make decisions for the school. While the board receives some information, such as academic results, to provide oversight, board members could not articulate full understanding of the school's current academic or budgetary state. The board lacks clear, long-term goals, and priorities, including an academic growth plan, fiscal objectives, facilities planning, and fundraising targets essential for the school's success. The board hopes determine the feasibility of expansion into high school grades in the upcoming charter term. While the program is both academically and fiscally healthy, the lack of strategic goals and detailed understanding of the school's progress toward such strategic goals may hinder decision making if the program were to scale or experience a change in leadership.

## COMPLIANCE REPORTING



### HAS THE EDUCATION CORPORATION SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### GRAND CONCOURSE ACADEMY CHARTER SCHOOL

##### **Annual Reports**

The school submitted its annual reports to the Institute and the New York State Education Department on time but has not posted recent annual reports on its website as required under the Act. The Institute will work with the school to ensure all recent components of the annual report, including the August 1<sup>st</sup> submission, the accountability plan progress report, and annual financial audit portions, are posted prior to the start of the next charter term.

##### **Code of Ethics/Conflict of Interest Policy**

At the time of the renewal submission, the education corporation's code of ethics and conflicts of interest policies were missing several required components. The Institute is working with the education corporation to ensure a more comprehensive policy is adopted.

##### **FOIL**

At the time of the renewal submission, the education corporation had a complete Freedom of Information Law policy but is required to provide more detail in its subject matter list and include a link in the document to the Committee on Open Government. The Institute will work with the school to update the subject matter list prior to the next charter term.

##### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM), or career and technical education courses.

The school started a partnership with Teach for America in the 2022-23 school year to help serve as a pipeline for qualified teachers. The school also provides reimbursement for related fees and tuition for those pursuing certification. In the 2020-21 school year, the school adjusted its pay scale to be more competitive with area schools and offers a 401(k) plan and incentive bonuses in order to attract and retain quality staff members.

At the time of the renewal review, the school employed 43 lead teachers. Of the 43 lead teachers, 18 were uncertified, three over the allowable limit. Two of the 18 uncertified teachers did not meet the appropriate qualifications under the Act.

## COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### **Parent Survey Data**

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey from the 2021-22 school year for each school due for renewal. In 2022-23, 74% of families who received the NYCDOE survey responded. Of the families who responded, 95% expressed satisfaction with the charters.

### **Parent Focus Group**

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The nine parents in attendance at the focus group indicated that overall, there is a sound school community, and the school facility is safe and secure. Parents are pleased with the ability to communicate with leadership and instructional staff. Methods of communication include email, text messages, newsletters and Jupiter application, which acts as both a communicative tool and academic performance platform. The methodology used depends on the messaging required. Teachers are accessible and work diligently to ensure that students are supported. Parents expressed a desire for more enrichment opportunities including more physical education, increased language offerings and regents or higher level courses in 8<sup>th</sup> grade. Although communication between teachers and parents is plentiful, opportunities for parents to engage in the administration and management of the school are not consistently conveyed to all parents and caretakers. Generally, families are satisfied with the school and parents remain enrolled year to year. Families feel that they are supportive, engaging, and community driven.

### **Public Comments**

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on Grand Concourse’s renewal application on October 25, 2023 by videoconference. No one spoke in support of nor in opposition to the application.

### **Persistence in Enrollment**

An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 92% of Grand Concourse students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

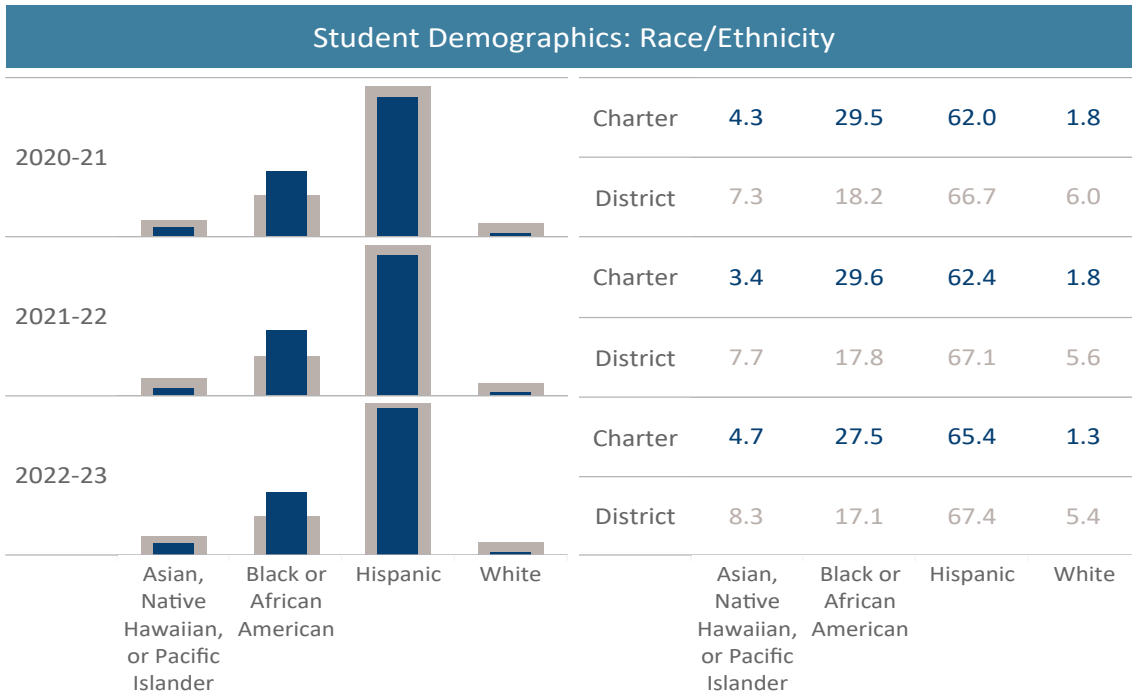
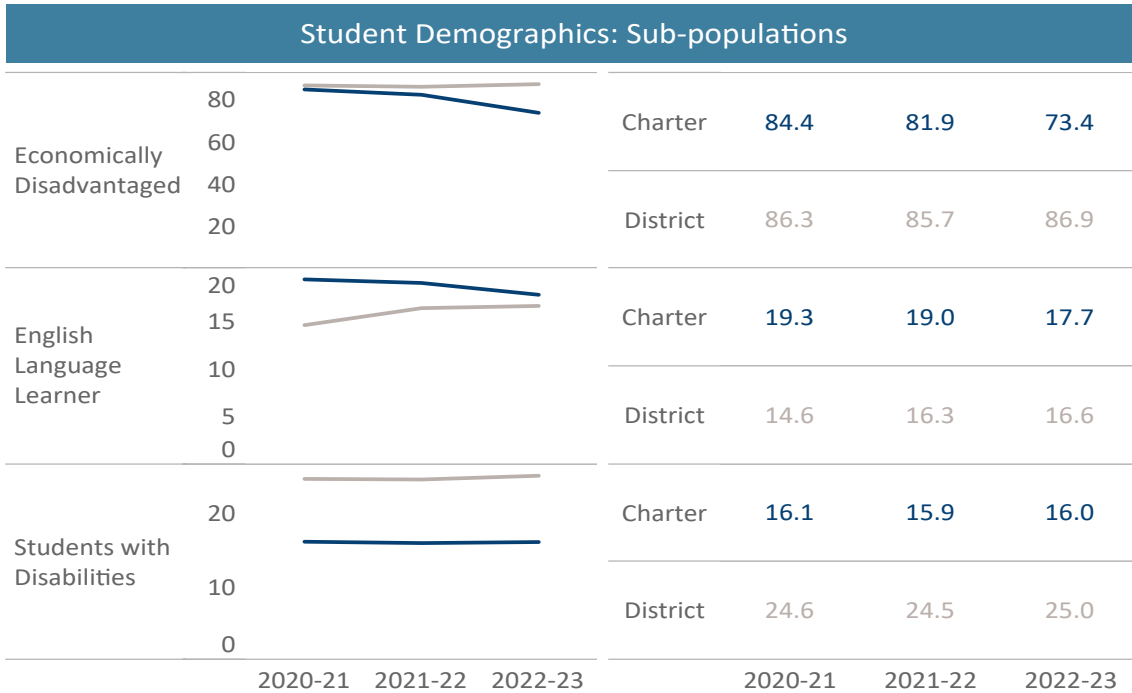
*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.*



# STUDENT DEMOGRAPHICS

Grand Concourse Academy Charter School

Bronx CSD 8



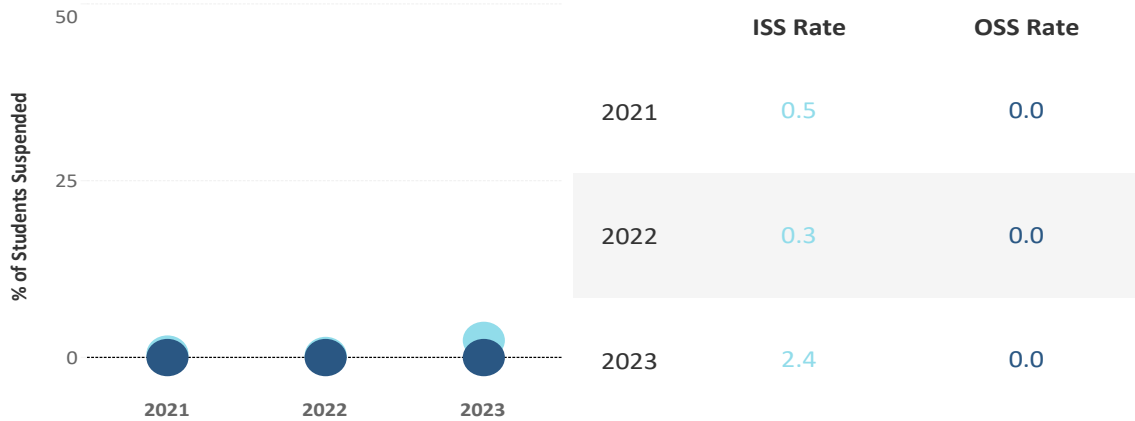
\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



# STUDENT DEMOGRAPHICS

## Grand Concourse Academy Charter School

## Bronx CSD 8



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the charter each year

	2021	2022	2023
Expulsions	0	0	0

### Grand Concourse Academy Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	88.5	73.4
	English language learners	12.4	23.9
	students with disabilities	20.6	16.0
retention	economically disadvantaged	90.8	91.5
	English language learners	89.9	94.3
	students with disabilities	91.7	87.9

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## STUDENT DEMOGRAPHICS

### ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Grand Concourse meets its enrollment target for ELLs and approaches the enrollment targets for economically disadvantaged students and students with disabilities. The school meets or comes close to meeting the retention targets for all three groups. Student recruitment and enrollment is led by the director of business operations and finance.

- Targeting recruitment in local neighborhoods that house families with higher proportions of economically disadvantaged families;
- Sharing information about the program with daycare facilities, Headstart programs, and preschools in the neighborhoods surrounding the school;
- Providing information about high school placement assistance, enrichment programs, academic support opportunities the school offers during open houses;
- Advertising the program extensively through social media, online publications, and direct mailings;
- Including information about the school's special education services during community outreach and in advertising materials;
- Translating all advertising materials including brochures, fliers, and applications in both English and Spanish as well as providing translation services during open houses; and
- Building out support programs for all students including students with disabilities and ELL students to ensure the program meets the needs of families and students so they remain in the program year after year.



## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Grand Concourse is fiscally sound based on the Institute’s analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>3</sup>*



Grand Concourse is fiscally sound and reported surpluses throughout the charter term, increasing net assets year over year. The education corporation’s records present a strong financial position in the Institute’s Fiscal Dashboard. The education corporation consistently submitted conservative budgets that include reasonable and achievable enrollment revenue projections throughout the last four charter terms. During the last charter term, the education corporation took proactive measures to strengthen its financial position by opening high-interest savings accounts. As of June 30, 2023, Grand Concourse reported \$17.6 million in net assets, and 9.5 months of cash on hand to pay liabilities due shortly. The school has funded and maintained the required \$75,000 in a separate dissolution account per the charter agreement.



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

***The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:***

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.



## FISCAL ANALYSIS

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.	+

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

## FISCAL ANALYSIS

### DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+

## FISCAL ANALYSIS

### GRAND CONCOURSE ACADEMY CHARTER SCHOOL

#### CHARTER INFORMATION

#### BALANCE SHEET

Opened 2004-05

#### Assets

##### Current Assets

	2018-19	2019-20	2020-21	2021-22	2022-23
Cash and Cash Equivalents - GRAPH 1	8,423,622	10,551,154	11,595,363	12,115,148	12,063,432
Grants and Contracts Receivable	176,263	383,259	424,349	1,113,613	2,295,646
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	17,703	82,607	17,803	14,785	10,717
Contributions and Other Receivables	2,246	2,246	11,836	731	6,690
<b>Total Current Assets - GRAPH 1</b>	<b>8,619,834</b>	<b>11,019,266</b>	<b>12,049,351</b>	<b>13,244,277</b>	<b>14,376,485</b>
Property, Building and Equipment, net	727,747	2,055,762	2,082,498	2,362,601	33,638,008
Other Assets	2,312,687	91,571	91,579	405,489	8,904,870
<b>Total Assets - GRAPH 1</b>	<b>11,660,268</b>	<b>13,166,599</b>	<b>14,223,428</b>	<b>16,012,367</b>	<b>56,919,363</b>

#### Liabilities and Net Assets

##### Current Liabilities

Accounts Payable and Accrued Expenses	14,795	91,275	127,334	251,252	1,171,020
Accrued Payroll and Benefits	775,794	839,533	962,987	1,123,620	987,590
Deferred Revenue	49,241	19,677	92,468	265,539	21,780
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	320,000
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	<b>839,830</b>	<b>950,485</b>	<b>1,182,789</b>	<b>1,640,411</b>	<b>2,500,390</b>
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	1,100,620	-	-	36,815,528
<b>Total Liabilities - GRAPH 1</b>	<b>839,830</b>	<b>2,051,105</b>	<b>1,182,789</b>	<b>1,640,411</b>	<b>39,315,918</b>

#### Net Assets

Without Donor Restrictions	8,731,777	11,115,494	13,040,639	14,371,956	17,603,445
With Donor Restrictions	2,088,661	-	-	-	-
<b>Total Net Assets</b>	<b>10,820,438</b>	<b>11,115,494</b>	<b>13,040,639</b>	<b>14,371,956</b>	<b>17,603,445</b>
<b>Total Liabilities and Net Assets</b>	<b>11,660,268</b>	<b>13,166,599</b>	<b>14,223,428</b>	<b>16,012,367</b>	<b>56,919,363</b>

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment	8,557,394	9,478,223	9,831,837	11,338,786	12,245,286
Students with Disabilities	668,451	924,390	1,220,208	1,354,152	1,534,097
<b>Grants and Contracts</b>					
State and local	312,476	164,737	47,196	47,648	63,319
Federal - Title and IDEA	477,148	418,098	461,653	1,615,840	2,735,981
Federal - Other	-	-	1,100,620	-	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	801,374	677,796	738,430	699,918	1,232,470
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>10,816,843</b>	<b>11,663,244</b>	<b>13,399,944</b>	<b>15,056,344</b>	<b>17,811,153</b>

##### Expenses

Regular Education	5,708,653	7,516,806	7,514,074	9,678,138	10,615,209
SPED	1,677,307	1,995,474	2,317,624	2,257,844	2,594,823
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>7,385,960</b>	<b>9,512,280</b>	<b>9,831,698</b>	<b>11,935,982</b>	<b>13,210,032</b>
Management and General	1,557,074	1,861,025	1,653,543	1,812,572	1,950,078
Fundraising	18,066	-	-	7,107	20,918
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>8,961,100</b>	<b>11,373,305</b>	<b>11,485,241</b>	<b>13,755,661</b>	<b>15,181,028</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>1,855,743</b>	<b>289,939</b>	<b>1,914,703</b>	<b>1,300,683</b>	<b>2,630,125</b>

##### Support and Other Revenue

Contributions	-	-	-	-	419,162
Fundraising	-	-	-	-	-
Miscellaneous Income	61,832	5,117	10,442	30,634	182,202
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>61,832</b>	<b>5,117</b>	<b>10,442</b>	<b>30,634</b>	<b>601,364</b>

Total Unrestricted Revenue	10,878,675	11,668,361	13,410,386	15,086,978	18,412,517
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>10,878,675</b>	<b>11,668,361</b>	<b>13,410,386</b>	<b>15,086,978</b>	<b>18,412,517</b>

Change in Net Assets	1,917,575	295,056	1,925,145	1,331,317	3,231,489
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>8,902,863</b>	<b>10,820,438</b>	<b>11,115,494</b>	<b>13,040,639</b>	<b>14,371,956</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>10,820,438</b>	<b>11,115,494</b>	<b>13,040,639</b>	<b>14,371,956</b>	<b>17,603,445</b>

# FISCAL ANALYSIS

## GRAND CONCOURSE ACADEMY CHARTER SCHOOL

### CHARTER INFORMATION - (Continued)

#### Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service					
Administrative Staff Personnel	3,799,582	1,302,707	1,271,915	1,392,582	1,682,380
Instructional Personnel	1,196,188	4,184,211	4,449,200	5,208,697	6,083,657
Non-Instructional Personnel	235,874	251,893	281,492	273,320	323,226
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>5,231,644</b>	<b>5,738,811</b>	<b>6,002,607</b>	<b>6,874,599</b>	<b>8,089,263</b>
Fringe Benefits & Payroll Taxes	1,176,866	1,159,988	1,362,022	1,457,507	1,738,744
Retirement	164,324	192,081	233,832	267,595	309,757
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	1,343,804	2,423,256	2,656,789	3,363,559	2,084,841
Staff Development	66,273	22,355	39,623	27,469	94,687
Professional Fees, Consultant & Purchased Services	189,522	197,005	245,740	348,785	273,082
Marketing / Recruitment	11,874	174	-	102	18,611
Student Supplies, Materials & Services	212,288	299,451	240,996	308,651	454,821
Depreciation	97,207	780,906	104,692	140,323	834,379
Other	467,298	559,278	598,940	967,071	1,282,843
<b>Total Expenses</b>	<b>8,961,100</b>	<b>11,373,305</b>	<b>11,485,241</b>	<b>13,755,661</b>	<b>15,181,028</b>

### CHARTER ANALYSIS

#### ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	402	662	715	775	775
Final Chartered Enrollment (includes any revisions)	695	662	715	775	775
Actual Enrollment - <b>GRAPH 4</b>	559	587	603	674	693
Chartered Grades	K-5	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	K-8	-	-	-	-

#### Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	5.1%	5.2%	-0.2%	4.3%	4.4%

#### PER STUDENT BREAKDOWN

Revenue	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	19,343	19,886	22,209	22,337	25,705
Other Revenue and Support	111	9	17	45	868
<b>TOTAL - GRAPH 3</b>	<b>19,454</b>	<b>19,894</b>	<b>22,226</b>	<b>22,382</b>	<b>26,573</b>

Expenses	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	13,208	16,218	16,295	17,707	19,065
Management and General, Fundraising	2,817	3,173	2,741	2,700	2,845
<b>TOTAL - GRAPH 3</b>	<b>16,025</b>	<b>19,391</b>	<b>19,036</b>	<b>20,407</b>	<b>21,909</b>
% of Program Services	82.4%	83.6%	85.6%	86.8%	87.0%
% of Management and Other	17.6%	16.4%	14.4%	13.2%	13.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>21.4%</b>	<b>2.6%</b>	<b>16.8%</b>	<b>9.7%</b>	<b>21.3%</b>
<b>% of Revenue Expended on Facilities</b>	<b>12.4%</b>	<b>20.8%</b>	<b>19.8%</b>	<b>22.3%</b>	<b>11.7%</b>

Student to Faculty Ratio	2018-19	2019-20	2020-21	2021-22	2022-23
	9.8	9.6	9.7	10.2	10.2

Faculty to Admin Ratio	2018-19	2019-20	2020-21	2021-22	2022-23
	5.2	6.0	6.7	6.0	6.2

#### Financial Responsibility Composite Scores - GRAPH 6

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	3.0	2.9	3.0	3.0	2.5
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

#### Working Capital - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Net Working Capital	7,780,004	10,068,781	10,866,562	11,603,866	11,876,095
As % of Unrestricted Revenue	71.5%	86.3%	81.0%	76.9%	64.5%
Working Capital (Current) Ratio Score	10.3	11.6	10.2	8.1	5.7
Risk (Low $\geq$ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent $\geq$ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low $\geq$ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	10.2	11.5	10.2	8.1	5.7
Rating (Excellent $\geq$ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.1	0.2	0.1	0.1	0.7
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Good

#### Months of Cash - GRAPH 8

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	11.3	11.1	12.1	10.6	9.5
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent

## FUTURE PLANS



### IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

*Grand Concourse implements a strong academic program supported by an effective, viable organization. The charter plans to continue to serve Kindergarten – 8<sup>th</sup> grade in its new location in the next charter term. As such, the charter’s plans for the next charter term are reasonable, feasible, and achievable.*

#### GRAND CONCOURSE ACADEMY CHARTER SCHOOL

**Plans for the Charter’s Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

**Plans for the Educational Program.** Grand Concourse plans to continue implementing the same core elements of its current educational program. The school plans to add 15 instructional positions in the next charter term in response to increased enrollment.

**Plans for Board Oversight & Governance.** Grand Concourse’s current board members plan to continue serving the school through the next charter term, if renewed.

**Fiscal & Facility Plans.** The education corporation present a sustainable and achievable budget projections accounting for increases in enrollment revenues and general expenditures. The staffing plan also includes increases in instructional positions to accommodate program needs as enrollment numbers are projected to increase throughout the next charter term.

At the beginning of the current term Grand Concourse moved into a new, 50,000 square foot private facility with 36 classrooms, a science lab, dedicated space for music and art, a gym, outdoor playgrounds, and a track. In 2023, Grand Concourse began a building expansion project to add three more classrooms, expand the kitchen space, and add an additional staff restroom. The expansion will accommodate an enrollment increase while maintaining small class sizes. The kitchen renovation will allow Grand Concourse to prepare food for students in place of its current warming kitchen. The expansion will be completed by the start of the 2024-25 school year, and will be paid for using grant funds and cash reserves.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	775	815
<b>Grade Span</b>	K – 8	K – 8
<b>Teaching Staff</b>	58	73
<b>Days of Instruction</b>	180	180

Grand Concourse

# Ax

APPENDICES

PAGES AX 1-6

<sup>A</sup>  
**CO**

CHARTER  
OVERVIEW

PAGE Ax 1

<sup>B</sup>  
**RI**

REPORT  
INFORMATION

PAGE Ax 3



**GRAND CONCOURSE ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES**

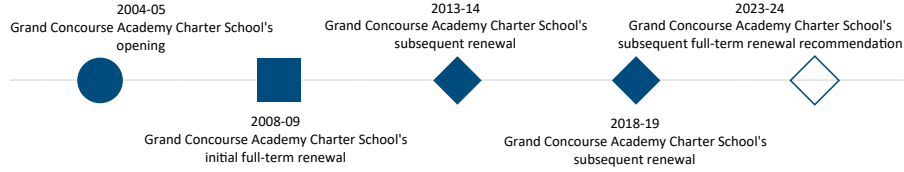
<b>CHAIR</b>	<b>TRUSTEES</b>
Arlene Hall-Waisburd	Valerie Cesca Walder Thame-Turner Felix Moquete
<b>TREASURER</b>	
Richard Conley	

**CHARTER CHARACTERISTICS**

<b>SCHOOL YEAR</b>	<b>CHARTERED ENROLLMENT</b>	<b>ACTUAL ENROLLMENT</b>	<b>ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT</b>	<b>GRADES SERVED</b>
2019-20	662	587	89%	K – 8
2020-21	715	603	84%	K – 8
2021-22	775	674	87%	K – 8
2022-23	775	693	89%	K – 8
2023-24	775	695	90%	K – 8



**TIMELINE OF CHARTER SCHOOL RENEWAL**



**CHARTER SCHOOL VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
2004-05	First Year Visit	May 17, 2005
2005-06	Evaluation Visit	March 29, 2006
2006-07	Evaluation Visit	March 23 – 24, 2007
2008-09	Initial Renewal Visit	December 2 – 4, 2008
2010-11	Evaluation Visit	November 30 – December 1, 2010
2010-11	Evaluation Visit	December 13 – 14, 2010
2012-13	Subsequent Renewal Visit	May 13 – 14, 2013
2017-18	Subsequent Renewal Visit	March 20 & 26, 2018
2023-24	Subsequent Renewal Visit	October 12 – 13, 2023

**CONDUCT OF THE RENEWAL REVIEW**

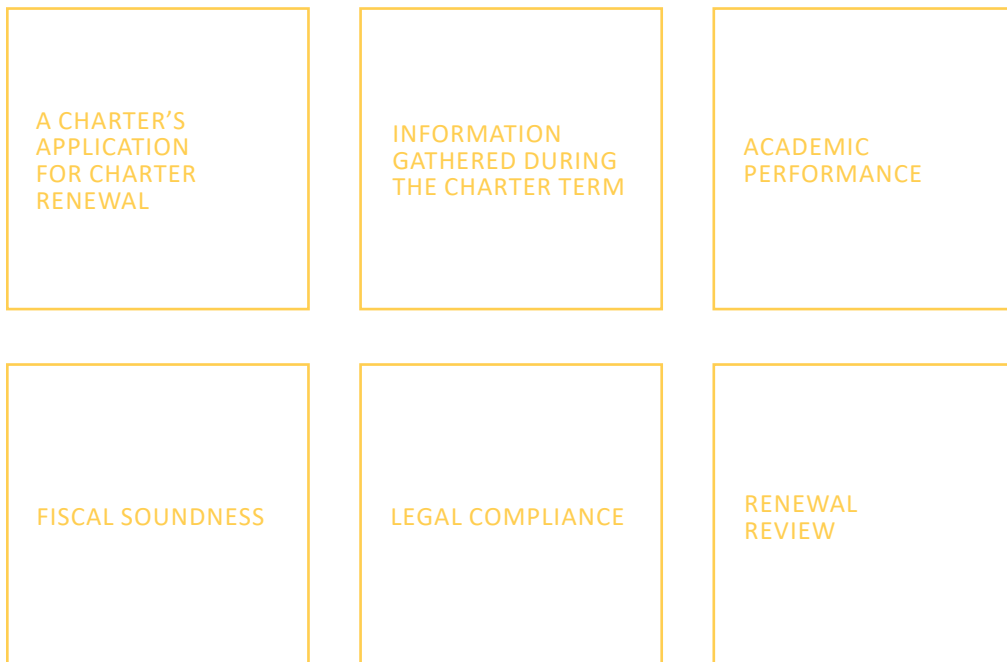
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
<b>October 12 - 13, 2023</b>	Erin Allen	Senior Analyst
	J Moore	External Consultant
	Kim Neal	External Consultant
	Jenna Wilkinson	Program Analyst
	Tanya Lewis-Jones	Director of New Charters

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

### REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the "Institute") transmits to the State University of New York Board of Trustees (the "SUNY Trustees") its findings and recommendations regarding a charter school's Application for Charter Renewal, and more broadly, details the merits of a charter's case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the "SUNY Renewal Policies").<sup>1</sup>

### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



***Most importantly, the Institute analyzes the charter's record of academic performance and the extent to which it has met its academic Accountability Plan goals.***

1. Revised September 4, 2013 and available on the [Institute's website](#).

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful charter school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a charter has made an adequate case for renewal.

#### RENEWAL QUESTIONS



**IS THE CHARTER AN ACADEMIC SUCCESS?**

**IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?**

**IS THE CHARTER FISCALLY SOUND?**

**IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?**

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its charters and student achievement of those charters.



*Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).*

*2. Version 5.0, May 2012, are available on the [Institute’s website](#).*



## IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,<sup>3</sup> the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3<sup>rd</sup> – 8<sup>th</sup> grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



**Charter Schools Institute**  
The State University of New York