



**GRAND CONCOURSE ACADEMY
CHARTER SCHOOL**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Ira K. Victor, Executive Director, and the team prepared this 2022-23 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)
Arlene Hall	Chair	Facility, Foundation
Richard Conley	Treasurer	Financial, Facility, Foundation
Valerie Cesca	Trustee	Education
Felix Moquete	Secretary	Education
Walder Thame-Turner	Trustee	Legal

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

SCHOOL OVERVIEW

The mission of the Grand Concourse Academy Charter School (GCACS) is to create a challenging learning environment for our Kindergarten through Grade 8 students that addresses and meets the learning needs of students in New York City, especially those at risk of academic failure and with language deficiencies. The fundamental belief at GCA is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can progress and learn. They have a real opportunity to learn equally rigorous content at GCA. We hold our school accountable to the same standards as those of the highest performing schools in our state. GCA encourages teachers to engage in “Performance-based/Mastery” instruction, so that our students learn both the basics, as well as the higher-level skills they will need after graduation.

We are a successful, mature charter school, which started in 2014, and we are committed to empowering all students to be active participants through a discovery model in obtaining critical thinking skills that inspires a love for lifelong learning in a safe and low risk environment.

In the 2022-23 school year GCACS utilized a coherent, vertically aligned curriculum in ELA, with adoption of HMH curriculum K - 8 and the use of *Envision* in Math.

Based on data from our internal assessments, we identified that students needed additional support, and in the 2022-23 school year, we hired an additional AIS/ENL teacher to provide push-in support and instruction for our at-risk students. We also hired a second school counselor, allowing the two counselors to serve Grades K-4 and Grades 5-8.

Summer Program: In the summer of 2022, GCACS applied for the Bloomberg Summer Lavinia Rising Program and was awarded \$399,000 to offer an in-school summer program with reading and math instruction as well as enrichment and outdoor play, with aftercare provided for working parents after the program. We are hosting the Lavinia Rising program in the summer of 2023, which will be taught by 25 teachers from GCACS. 270 students participated in this program in 2023.

For 2023-24, GCA updated the hours to add thirty minutes to our daily schedule to allow for a dedicated AIS intervention period for all students. Currently, students attend school from 7:30am to 3:00pm, with AIS provided from 3:00-3:45 for struggling learners. Our proposed daily schedule will begin at 7:45am and end at 3:45pm, allowing all students to receive AIS during the last block of the day. We believe that this change is necessary to target the effects of interrupted learning, which has impacted proficiency for all students. We also anticipate that the proposed new schedule will contribute to increased punctuality for students and teachers by moving up the daily start time.

Given the increased challenges with students’ socioemotional skills after the pandemic, PD topics this year included team building in the classroom and with parents, developing a positive classroom environment, and responding to behavioral challenges.

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
2020-21	74	91	85	76	66	63	60	45	49					609
2021-22	70	81	86	84	79	73	92	73	43					681
2022-23	61	91	82	80	70	78	75	93	68					699

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Grand Concourse Academy Charter School Implements a balanced literacy approach and follows a curriculum that weaves literature and content-based readings with skills-based instruction in all genres.

GCA Utilizes HMH Reading curriculum in grades K - 8. *Intro Reading* Curriculum has been used in grades K-5 since 2019-20. Based on student outcomes and positive feedback from students and teachers, subsequently introduced *Into Literature*, a middle school literacy curriculum from HMH, for Grades 6-8 in the 2022-23 school year. Previously used *Collections for Grades 6-8*; however, that curriculum did not offer the same culturally relevant components as *Into Literature*. Both programs come with weekly, chapter, unit, and module assessments, as well as additional online resources for assessment.

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

After all assessments, members of the administrative team work closely with teachers to plan instruction based on student data. This work happens during weekly grade team meetings and monthly meetings with grade team supervisors and other school leaders.

Identified students receive supplemental support with ***Explode the Code***, in grades K-2 for at-risk students, students with disabilities, and English Language Learners, in grades 3-8. ***Explode the Code*** offers consistency to those who require remediation throughout their years at GCACS. The program includes systematic, direct phonics and phonemic awareness instruction, provides practice in matching sounds to symbols and accurate pronunciation. It also addresses phonemic awareness difficulties and articulation issues.

Teachers in Grades 2-8 administer in-house, school-developed Baseline Reading assessments to determine instructional groups at the onset of the school year. Running Record data from the prior Spring is distributed to teachers in Grades 1-3 to further provide insight into student progress and for initial guided reading groups.

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

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

Baseline class sets of writing samples were requested of ALL students in Grades K-8, 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. Teachers used a writing rubric to score all writing. Bulletin boards reflected cultural and academic themes.

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

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

Students in Grades 3-8 were assessed three (3) times over the course of the school year with iREADY online diagnostics. Teachers were able to assign student-specific activities utilizing the Teacher Toolbox.

ELEMENTARY AND MIDDLE SCHOOL ELA

ELA Measure 1 - Absolute

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

The table below summarizes the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	72	1	3		0	0	2	78
4	69	0	1		0	0	0	70
5	75	2	1		0	0	0	78
6	71	1	3		0	0	0	75
7	88	0	5		0	0	0	93
8	62	0	7		0	0	0	69
All	437	4	20	0	0	0	2	463

Performance on 2022-23 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	39	54%	66	35	53%
4	69	40	58%	66	40	61%
5	75	43	57%	70	40	57%
6	71	39	55%	63	33	52%
7	88	58	66%	80	53	66%
8	62	45	73%	60	44	73%
All	437	264	60%	405	245	60%

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

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

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

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53%	66	31%	1525
4	61%	66	39%	1650
5	57%	70	35%	1718
6	52%	63	34%	1668
7	66%	80	37%	1766
8	73%	60	49%	1828
All	60%	405	38%	10155

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	73.8	74.6	39.3	1.84
4	82.3	58.2	30.6	1.56
5	82.2	35.9	27.6	0.51
6	80.0	71.1	48.6	1.33
7	82.2	60.0	39.1	1.13
8	86.0	64.9	41.1	1.32
All	80.8	60.6	37.7	1.28

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: iReady

The median percent progress toward Typical Growth for GCACS 3 through 8th grade students End of Year is 114%. Typical Growth is the average annual growth for a student at their grade and placement level.

GCACS’ 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 was not greater than 110% at 100% by the spring assessment administration. The Annual Typical Growth of 3rd through 8th grade GCA students with disabilities did not exceed the ATG in English Language Arts of all general education students with a median percent progress of 60%, missing the 125% target thus not meeting the measure. The other i-Ready ELA measure that was not met in 2022-23 was having 75% of all 2+ year students score at the Mid or Above Grade Level scale score for the year-end assessment. Only 32% of students in this group scored at Mid or Above Grade Level based on the year-end administration.

I-READY

2022-23 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 of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	458	114%	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%	128	100%	No

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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 ⁵	Gen Ed 125% ⁶	SWD 66 Gen Ed 390	60%	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 Mid or Above Grade Level scale score for the year-end assessment.	2+ students	75%	396	32%	No

End of Year Performance on 2022-23 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 or Above Grade Level	Number Tested	Percent Mid or Above Grade Level	Number Tested
3	38%	79	40%	68
4	30%	69	29%	62
5	24%	78	24%	71
6	22%	74	23%	61
7	38%	89	39%	74
8	32%	69	33%	63
All	31%	458	32%	399

⁵ 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

⁶ 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.

End of Year Growth on 2022-23 i-Ready ELA Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	94	79
4	120	69
5	144.5	78
6	49	74
7	192	89
8	78	69
All	114	458

SUMMARY OF THE ELA GOAL

The charter school met two of the three English Language Arts goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2021-22 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above	Met

	(performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - o The charter school did not meet this measure. Overall, 60% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 7 and 8 were our high points with 66% and 73% scoring at levels 3 and 4 respectively. 6th grade performed below our average with 52%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o The charter school did meet this measure with our 60% proficient compared to the district’s 38% overall in grades 3-8. In addition, GCA outperformed the city with 60% to 52% citywide in grades 3-8.
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The charter school did meet this measure, having an effect size of 1.28 in 2021-22, the most recent data available.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.
 - o Based on the i-Ready exams that were administered three times, the school’s median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

ELA ACTION PLAN

- Focused on providing students with academic support with the goal of returning to, and exceeding, pre-pandemic proficiency levels. While GCACS continued to demonstrate comparative proficiency in ELA and math during our fourth charter term, absolute performance in these subjects declined following interrupted learning.
- *Change in assessment program*
 - o GCACS introduced the *iReady* assessment program in our fourth charter term to measure student growth and achievement in ELA and math.

- While the program was useful during remote learning, found that it was not predictive of student outcomes on the 2022 NYS exams, particularly in ELA.
- Sought a replacement that would provide more useful predictive data and chose the *HMH Growth Measure* assessment.
- Beginning in the 2023-24 school year, the *HMH Growth Measure* will replace *iReady* in ELA. This strategic decision is rooted in our utilization of HMH programs for ELA instruction across Grades K-8. By aligning the assessment program with a component of our existing curriculum, GCACS aims to improve coherence and consistency in measuring student progress and academic performance.
- *Change in adaptive ELA instruction*
 - To ensure that students can continue receiving the adaptive ELA instruction that *iReady* provided, we are also introducing a software program called *Amira* in 2023-24 in Grades K-2.
 - *Amira* is an adaptive learning program from HMH that offers personalized reading tutoring, oral reading fluency assessment, and dyslexia risk screening to students using artificial intelligence. *Amira* generates numerous reports, including running records, benchmarks against national norms, and skills diagnostics, that help teachers provide targeted instruction. The program's dyslexia screener uses automated speech recognition and artificial intelligence to analyze phonological and alphabetic awareness, word reading, and other reading skills, leading to an assessment of dyslexia risk. Teachers can use the *Amira* dyslexia screener, which only takes several minutes, to identify students that require further evaluation.
 - Use of *HMH Waggle* in Grades 3 - 8. It is a digital program that offers supplemental practice and instructional support as part of our ELA program. Teachers will use the program to administer mini quizzes after reading stories to assess student comprehension.
 - As an HMH program, *Waggle* is easily integrated into *Into Reading*, allowing teachers to use recommended lessons and practice assignments in the program to reinforce skills as part of weekly ELA lessons.
- *Addition of foundational phonic instruction in Grades K-2*
 - Adding *Foundations* in the 2023-24 school year. Decided to introduce the program in response to student data indicating that many students in the lower grades struggle with foundational phonics skills. *Foundations* is a nationally recognized program, grounded in the science of reading, that will provide teachers with extensive materials for implementing effective phonics instruction.
 - As part of our use of *Foundations* will also use the *Ready to Rise* program, a 20-day intensive supplement to *Foundations* that focuses on decoding, transcription, and fluency.
 - Teachers for Grades K-2 will participate in virtual professional development (PD) prior to the 2023-24 school year to prepare for the implementation of the program.
- *Training for new curriculum and assessment program*
 - In 2023-24, plan to introduce several new curricular and assessment materials.

- Teachers will receive extensive PD in these areas to prepare for the new materials prior to the beginning of the school year.
- We are working with coaches from HMH in the 2023-24 school year, who will provide in-school coaching to cohorts of teachers on a weekly basis for six weeks. This will include modeling, peer coaching, and observations.
- Additional PD in 2023-24 will be determined based on student outcomes on 2022-23 state tests.

GOAL 2: MATHEMATICS

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

BACKGROUND

All GCACS students have a double block of math each day, which provides the time needed for students to develop conceptual understanding and practice math skills. enVision is utilized as the primary curricular resource for math in all GCACS grades.

enVision is grounded in a problem-based, visual learning approach and focuses on deep conceptual math understanding. Teachers use a 3-step approach for math instruction. During step 1, students are introduced to concepts through problem-based learning that supports mathematical discourse and results in conceptual understanding. In step 2, students engage in visual learning, allowing students with different learning styles to access math concepts. For step 3, teachers use checks-for-understanding that are integrated into each lesson to assess student progress and provide differentiated instruction that targets individual student needs. All lessons also include language supports for ELLs to address different levels of English proficiency.

After all assessments, members of the administrative team work closely with teachers to plan instruction based on student data. This work happens during weekly grade team meetings and monthly meetings with grade team supervisors and other school leaders.

GCA is focused on providing students with academic support with the goal of returning to, and exceeding, pre-pandemic proficiency levels. While GCACS continued to demonstrate comparative proficiency in ELA and math during our fourth charter term, absolute performance in these subjects declined following interrupted learning.

During the 2022-23 school year, we again measured student progress and growth with a series of three i-Ready diagnostics. The first diagnostic was scheduled during September. I-Ready diagnostic 2 was administered mid-winter. Diagnostic 3 was administered in the spring.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	75	0	3		0	0	0		78
4	70	0	0		0	0	0		70
5	72	1	4		0	0	1		78
6	70	0	4		0	0	1		75
7	86	0	7		0	0	0		93
8	62	0	7		0	0	0		69
All	435	1	25	0	0	0	2	0	463

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	75	44	59%	68	40	59%
4	70	42	60%	67	40	60%
5	72	40	56%	66	38	58%
6	70	41	59%	62	37	60%
7	86	67	78%	78	62	79%
8	62	38	61%	60	37	62%
All	435	272	63%	401	254	63%

Math Measure 2 - Absolute

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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Math Measure 3 - Comparative

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

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

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59%	68	41%	1569
4	60%	67	37%	1686
5	58%	66	35%	1764
6	60%	62	35%	1687
7	79%	78	35%	1783
8	62%	60	31%	1663
All	63%	401	36%	10152

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the

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timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	73.8	74.1	39.9	1.62
4	82.3	53.1	29.2	1.18
5	82.2	45.3	24.4	1.13
6	80.0	47.4	27.2	1.05
7	82.2	37.8	22.4	0.81
8	86.0	50.0	16.5	1.75
All	80.7	51.6	27.5	1.23

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

The median percent progress toward Typical Growth for GCACS K through 8th grade students End of Year is 106%. Typical Growth is the average annual growth for a student at their grade and placement level.

GCACS’ 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 was greater than 110% at 131% by the spring assessment administration. The Annual Typical Growth of 3rd through 8th grade GCA students with disabilities did not exceed the ATG in mathematics of all general education students with a median percent progress of 88.5% compared to the Gen Ed 108% thus not meeting the measure. The other i-Ready math measure that was not met in 2022-23 was having 75% of all 2+ year students score at the Mid or Above Grade Level scale score for the year-end assessment. 36% of students in this group scored at mid-on-grade level or above performing at grade level based on the year-end administration.

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I-READY

2022-23 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%	462	106%	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%	100	131%	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 ⁷	108% ⁸	69 SWD & 393 GEN ED	88.5%	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 Mid or Above Grade Level scale score for the year-end assessment.	2+ students	75%	278	36%	No

⁷ 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

⁸ 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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End of Year Performance on 2022-23 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 or Above Grade Level	Number Tested	Percent Mid or Above Grade Level	Number Tested
3	27%	78	34%	44
4	32%	69	41%	54
5	32%	77	38%	52
6	35%	74	45%	47
7	24%	90	25%	44
8	29%	69	30%	37
All	30%	457	36%	278

End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	100%	78
4	105%	69
5	95%	77
6	151.5%	74
7	115%	90
8	78%	69
All	106%	457

SUMMARY OF THE MATHEMATICS GOAL

The charter school met two of the three mathematics goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. Comparatively, the charter school did outperform the local district based on aggregate proficiency. Based on the 2021-22 Comparative

Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school’s performance to that of demographically similar public schools statewide in terms of poverty. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the **iReady** data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - o The charter school did not meet this measure. Overall, 63% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grade 7 excelled this year with 79% scoring at levels 3 and 4 respectively. The other grades were quite consistent and within 5 points of the aggregate of 63%.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o The charter school did meet this measure with 63% proficient compared to the district’s 36% and NYC’s 50% overall in grades 3-8.
3. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The charter school did meet this measure, having an effect size of 1.23.

4. The charter school demonstrated academic growth in 2022-23 based on interim assessments.
 - Based on the i-Ready exams that were administered three times, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students was greater than 100%.

MATHEMATICS ACTION PLAN

In the 2023-24 school year, we are adopting the updated version of enVision, which offers increased opportunities for assessment-driven instruction:

- each lesson combines quick checks, observational assessments, and auto-generated reports for teachers
- the program includes additional intervention activities and resources for all levels

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 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 helps 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.

We now utilize the Next Generation Science Savvas Elevate Coursework in grades six through eight. The 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. Generation Genius was incorporated into the science curriculum in the early childhood grades. 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 with hand-on activities that children can do at home using everyday household items. Generation Genius was successful in engaging young learners.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	57	41	72%

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the

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school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	57	41	72%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school did not meet the one science goal we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Met
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

The science table above provides data that supports whether the measures were achieved in 2022-23. At the time of this report's submission, the science results for the district, city and state have not been made public so we can only report on our own performance.

1. 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS science 8 exam.
 - The charter school did meet this measure. Overall, 72% of students enrolled in 2+ years demonstrated proficiency on the science assessment.
2. The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - Unable to assess

ACTION PLAN

Introducing Science Weekly as our core science curriculum for Grades K-2 in the 2023-24 school year.

- Currently, we use *Elevate* science for Grades K-8; we are initiating this shift to provide younger grades with more engaging science instruction.
- *Science Weekly* is aligned to the Next Generation Science Standards and integrates nonfiction and informational text practice with science instruction to support literacy skills.
- Science instruction in Grades K-2 will be supplemented with *Generation Genius*, a resource that provides educational videos paired with science activities.

Increasing Frequency of Science Instruction

- Students in Grades 3-8 will take science every day.

Introducing Investigations in Science

- In 2023-24, the NYS Science assessment will be administered to Grades 5 and 8. In order to prepare students for these tests with hands-on laboratory experiences, students will participate in a series of required activities called Investigations. Like the written tests, the Investigations are aligned with the New York State P-12 Science Learning Standards but provide the opportunity for performance-based assessment of student science knowledge and skills.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing