



Grand Concourse Academy Charter School

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Ira K. Victor, Executive Director, Maureen Howard, Vice Principal, Michael Simonetti Business Director, and Jen Pasek of Pasek Consulting prepared this 2021-22 Accountability Plan Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, Executive)
Arline Waisburd Hall	Chair	Executive
Howard Banker	Treasurer	Executive, Finance
Richard Conley	Secretary	Executive, Finance
Jennifer Fox	Member	Executive
Felix Moquete	Member	Education
Valerie Cesca	Member	Education
Clara Rivas	Member	Education

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.

GCA is comprised of 52.57% male students and 47.42% female students. As of the 08/02/2022 ethnic census report 63.18% students are Hispanic, 1.60% are American Indian/Alaskan, 3.85% are Asian, 0.48% are Hawaiian/Pacific Islander, 27.65% are Black, 1.76% are White and 0.80% are Multi-Racial.

Although we were split remote and in-school instruction during the 2020-2021 school year, we went full live instruction in September 2021. At the onset of the school year, we had a few students who were deemed “medically challenged” by their pediatrician, but by January 2022, all students were in school for instruction. When there were cases of COVID positivity, those students were allowed to “ZOOM” into their class(es).

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

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

Parents were given direct access to Administrators and Parent Liaison via cell phones to address immediate parent needs or concerns, direct parents to the appropriate staff member who could provide tech support in Google Classroom, digital curriculum platforms, and address familial problems. Our schoolwide Jupiter Gradebook and Messenger platforms also provide direct messaging to parents. Two (2) School Counselors provide ongoing support for all parents and students who have or are experiencing COVID-19 trauma or loss, while continuing to provide support for Grade 8 students to gain entrance to outstanding high school programs.

During the summer of 2021, a team of administrators, teachers, school counselors (2) and the Parent Liaison attended a National School Counselor Conference, and turnkeyed all pertinent information to the staff during professional development in August 2021.

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Administrators, parent liaison and School Counselors were always available to provide community health and mental health resources for parents and children who appeared to have serious grief and loss issues due to COVID and other.

In Early Childhood, (Grades K-1), it is necessary to teach the foundations of numeracy, problem-solving, and literacy, as well as build the foundation to create the possibility for dramatic increases in language and literacy skills, math skills, social-emotional skills, and fine motor skills that are critical building blocks to later success. Every kindergarten class had a full-time teacher and a full-time certified Teacher Assistant. The Kindergarten Integrated Co-Teaching class had two (2) full time teachers. During the first two weeks of school, Kindergarten teachers administer a one-to-one baseline assessment to determine the child's basic knowledge (writing name, counting to twenty, identifying capital and lowercase letters, and sight words). Teachers can then form instructional groups by the end of September in order to meet the diverse academic needs of the children through grouping.

Two (2) Grade 1 Integrated Co-Teaching classes had a Special Education Teacher full time and a General Education Teacher most of the school day. Children had many opportunities for healthy outdoor and indoor play, as there are two outdoor playgrounds, and a large indoor gymnasium in the building. Outdoor play areas provide a rich arena for natural exploration and physical development. Grades 2-8 Integrated Co-Teaching classes also have two teachers (one General Education Teacher and one Special Education Teacher) for at least three hours a day.

Grade 2 is the "transition" year in which teachers support children making the transition from "learning to read" to "reading to learn." A second teacher is assigned to each grade 2 class for reading instruction. Grades 1, 2, and 5, had two (2) Integrated Co-Teaching classes. Students who are mandated for SETSS received small group instruction with a Special Education teacher.

Two (2) ENL teachers provided in class support for students who speak languages other than English. We hired our own Speech Teacher who has been familiar with our students to address all Speech and Language needs and also supported children in the classroom.

Additional Academic Intervention Services (AIS) were scheduled for small groups of children between dismissal and after care.

GCA applied for the Bloomberg Summer Lavinia Rising Program and was awarded \$399,000 to open a robust five day in school summer program with Reading and Math instruction as well as enrichment and outdoor play. After care was provided for working parents from 3:15 to 5:45 PM daily.

Students who were at-risk of academic failure were given priority for Summer Boost. Staff reviewed iREADY ELA and Math final diagnostic data in Grades 3-8 to determine if students had not made significant growth over the course of the school year. School final exam scores in Reading and Math were reviewed. Attendance data was also a key determinant in the screening process. In Kindergarten and Grades 1 and 2, it was important to review Reading Running Record data, sight word knowledge, and Math skills development over the course of the year.

Another priority was students who had not maintained at least 90% attendance over the school year and had over thirty-five (35) absences, or who had been excessively tardy, missing CORE academic subjects in the morning due to tardiness.

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Many students had a difficult transition from remote to full time in-school learning and had presented with difficult behavior. Summer provided a calm, relaxed, small class environment in which students received additional support and behavior modification. We addressed all academic subjects and purposeful enrichment in the morning, fed the children lunch, and then had recreational outdoor activities in the afternoon. Once all at-risk students had been selected and placed, we reached out to students who are approaching grade level.

We offered an extension program of recreation and the arts, including dance, chorus, keyboarding, drums, and crafts. The recreational component included competitive games, relay races, basketball, soccer, and water activities. The after program was available to all students enrolled in the daytime program. Priority for admission was given to working parents. Scheduled re-testing during September offered an opportunity for June holdovers the possibility of rising to the next grade. These students focused on their deficiencies and were exposed to different materials and strategies.

GCA has opted out of the New York City Food Services Program and applied to New York State and was awarded permission to hire a caterer who strive to source locally grown foods which are culturally relevant. Chefs prepare foods daily and it is delivered fresh daily. Breakfast lunch and snacks were offered to all students, including summer school and after care.

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
2017-18	68	72	74	63	62	61	50	56	38					544
2018-19	63	74	85	76	60	60	63	50	52					583
2019-20	84	84	88	67	65	60	50	53	40					591
2020-21	74	91	85	76	66	63	60	45	49					609
2021-22	70	81	86	84	79	73	92	73	43					681

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Grand Concourse Academy Charter School uses Standards-based curricula for all grades. In Grades K-5, we have been using, a more comprehensive program with high quality, engaging texts. For grades 6 through 8, we used a Middle School Close Reading Program, *Collections*.

We believe strongly that our core language arts instruction, with regular internal assessments driving differentiation, remediation, and enrichment, has been the driving factor behind the multi-subject successes we have had in Mathematics, Science and 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.

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.

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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 ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Parent Opted Out	
3	65				19	84
4	69				10	79
5	63				10	73
6	77				15	92
7	57				16	73
8	37				6	43
All	368	0	0	0	76	444

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

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RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 61% of all students and 63% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups overall; (-14) within all students and (-12) by students in at least their second year. Of those enrolled 2+ years, grades 3, 6 and 8 performed best at 74%, 80% and 70%, while grade 5 struggled with a lower proficiency level of 34%.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75%	59	74%	53
4	58%	67	62%	60
5	36%	64	34%	50
6	71%	76	80%	41
7	60%	55	63%	38
8	65%	37	70%	33
All	61%	358	63%	275

ADDITIONAL EVIDENCE

GCA has consistently held high expectations for academic growth and achievement. From the onset of the pandemic and the rapid response to closing the school on March 12, 2020 and implementing a digital learning platform full time via Zoom, teachers have consistently collaborated and stretched their own educational muscles to ensure all children learned. The school leadership met continuously to meet and address the challenges of remote learning and provided a hybrid model with approximately half the student population live in school and half at home. Every attempt was made to follow CDC and Department of Health guidelines and ensure the health and safety of both staff and children. The students who attended live in school instruction were encouraged to participate in the NYS assessments in order to feel comfortable with high stakes testing. Considering the challenges that the pandemic presented, this new “baseline” data will provide a springboard for progress.

Goal 1: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

2021-22 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	74%	53		
4	62%	60		
5	34%	50		
6	80%	41		
7	63%	38		
8	70%	33		
All	63%	275		

ADDITIONAL EVIDENCE

Historically, GCACS outperforms the local district in ELA on the NYS assessments in grades 3-8.

Goal 1: Comparative Measure

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

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

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The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 1: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

2021-2022 Comparison of ELA internal assessments: % at Levels 3 and 4

Class	Baseline Sept.	Cycle 1 Only multiple choice	Cycle 1 WITH Written responses	Cycle 2	Final	Overall Growth over Time from Baseline to End of Year
3-1/ICT	6%	17% +11%	22% +16%	55% +33%	61% +6%	+55%
3-3	25%	55% +30%	55% +30%	88% +33%	75% -13%	+50%
3-4	12%	65% +53%	65% +53%	90% +25%	87% -3%	+75%
3-5	71%	86% +27%	86% +27%	95% +9%	88% -7%	+17%
4-1/ICT	43%	44% +1%	44% +1%	29% -5%	47% +18%	+4%
4-2	36%	63% +27%	72% +36%	27% -45%	64% +37%	+28%
4-3	67%	52% -15%	57% -10%	43% -14%	74% +28%	+7 %
4-4	80%	89% +9%	89% +9%	94% +7%	78% -16%	-2%
5-1/ICT	25%	10% -15%	10% -15%	56% +46%	53% -3%	+28%
5-2/ICT	68%	14% -54%	14% -54%	84% +70%	50% -34%	-18%
5-3	37%	28% -9%	26% -11%	72% +46%	45% -27%	+8%
5-4	30%	55% +25%	55% +25%	77% +22%	100% +23%	+70%
6-1/ICT	41%	17% -24%	26% -15%	41% +15%	32% -9%	-9%
6-2	52%	23% -29%	36% -16%	55% +19%	74% +19%	+22%
6-3	55%	29% -26%	52% -3%	59% +7%	65% +4%	+10%
6-4	35%	42% +7%	68% +33%	76% +8%	78% +2%	+43%
7-1/ICT	19%	59% +40%	70% +51%	56% -14%	65% +9%	+46%
7-2	27%	32% +5%	32% +5%	33% +1%	74% +31%	+47%

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7-3	11%	65% +54%	65% +54%	40% -25%	88% +48%	+77%
7-4	20%	10% -10%	10% -10%	NA	Class disbanded and students merged into other 7 th grade classes.	
8-1/ICT	19%	35% +16%	35% +16%	47% +12%	78% +35%	+59%
8-2	43%	63% +20%	63% +20%	28% -35%	81% +53%	+38%

Baseline reading tests assessed students in Grades 3-8 on reading comprehension skills that should have been mastered the prior year. Cycle tests were administered every 6-8 weeks and assessed skills taught in the reading curriculum. A cumulative reading test was administered in late May. All in house assessments were scanned and the data was charted so that teachers could have a visual of which skill(s) students were weak, and instruction and grouping could be adjusted accordingly. Additionally, teachers administered weekly reading tests with writing topics. After each module completed, teachers met to decide if the Module assessments would suffice as a cycle test.

As evident from the ELA comparison chart, all classes with the exception of Class 3-5 and 4-4 entered the grade **Below** our target of 70% at levels 3 and 4. Class 4-4 had the addition of lower functioning students from other classes after Cycle 2 was administered. As the texts became more and challenging, it appears that the SWDs in the 5-2 ICT class had difficulty negotiating the rigors of the literary texts.

Cass 6-1 ICT consisted of newly admitted middle school students from local public schools who struggled all year with the standards and rigor of our curriculum, even though Academic Intervention Services (AIS) were put into place daily after dismissal until 3:45 PM.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

READING I-READY RESULTS AND EVALUATION

The median percent progress toward Typical Growth for GCACS K through 8th grade students End of Year is 121%. 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 133% 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 105% to 123% thus not meeting the measure. The other i-Ready ELA measure that was not met in 2021-22 was having 75% of all 2+ year students score at the mid on-grade level or above scale score for the year-end assessment. Only 34% of students in this group scored at mid on-grade level or above performing at grade level based on the year-end administration.

2021-22 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 K through 8 th grade students will be equal to or greater than 100%.	All students	100%	559	121%	Yes

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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%	59	133%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ³	123% ⁴	74	105%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	304	34%	No

End of Year Performance on 2021-22 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	42%	67
4	34%	53
5	9%	45
6	35%	55
7	34%	47

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

⁴ 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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8	46%	37
All	34%	304

End of Year Growth on 2021-22 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	120	82
4	155	74
5	131	75
6	150	91
7	217	69
8	252	42
All	121 (K-8)	554(K-8)

ADDITIONAL CONTEXT AND EVIDENCE

While the iReady has been useful during the pandemic and we continue to utilize it, it has not been predictive of the student outcomes on the NYS exams. It is helpful in evaluating growth throughout the year.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Overall, 63 percent of students enrolled in at least their second year achieved proficiency on the NYS ELA exam in 2021-22. Although we did achieve the absolute measure's target of 75%, our students performed well after a tumultuous and unpredictable period of learning during the pandemic. We look forward to putting the NYS scores in context in comparison to the district, city and NYS upon release of the statewide results.

We are pleased that notable growth was demonstrated on the internal assessments and iReady end of year administrations.

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

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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.	Pending
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.	N/A
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

ACTION PLAN

We successfully administered the BOY, MOY and EOY test administrations because we wanted to know what’s working and where our students were not getting what they needed to perform at grade level. We will continue to administer Curriculum Associates i-Ready diagnostics. We will collect data using three data points. The first diagnostic will be administered during the third week of instruction. The second data point will be administered mid-January 2023, and the third and final diagnostic will be administered in late May/early June 2023.

After reviewing the information as it pertains to English Language Arts, we plan to make the following adjustments in 2022-2023:

- We will continue training in all literacy/digital platforms (iREADY, *Into Reading*, Mc Graw Hill Social Studies (content area reading) at the onset of the school year and ongoing through “Lunch and Learns” and on half days monthly.
- We will change our Middle School (Grades 6-8) literacy program to a more culturally responsive, contemporary, and diverse platform: *Into Literature*.
- Training on addressing the needs of ELLs and addressing the needs of at-risk learners
- Two Teachers in Every ELA Classroom
- Two ICT classes in Grades 3 and 6 will lower the number of Students with Disabilities in those class and provide a lower student to teacher ration while maintaining the integrity of specialized support for Students with Disabilities.
- Scaffolded Instruction: breaking up the learning into chunks and providing a tool, or structure, with each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.
- Group ENL Students in all grades allowing for the most time with the ENL teacher
- Speech teacher hired to provide in school services and support for mandated as well as at risk students.
- Additional ENL/AIS Teacher – Push in Delivery of Instruction and Support
- Additional School Counselor allowing for Grades K-4 and Grades 5-8
- Instructional Coaches assigned to specific grade sections (3-5, and 6-8) to provide in class instructional support in the mornings.

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- Director of early Childhood Education (Grades K -2) will ensure all areas of curriculum are addressed and students will also receive additional support with Foundations and Flyleaf decodable readers.
- An Assistant Principal has been hired for the Middle School.
- Two (2) Deans will support students struggling with attending to classwork and maintaining a focus.
- Teachers will receive ongoing staff development on how to best serve our English Language Learners by certified ENL teachers. English as New Language teachers will provide support to our English language learners for a minimum of 180 hours a week.
- Teachers of Students with Disabilities will receive training on how to read an IEP and to plan for differentiated instruction based upon their IEP goals.

GCA will continue to assess students in all grades, beginning with a baseline assessment. All data will be charted over the course of the school year and analyzed periodically. Scantron charts identify weaknesses and strengths in skills, so teachers can regroup and reteach accordingly. Teachers met in grade cohorts, including Grades K-2, and analyzed the in-house baseline data, the overall NYS ELA data and the NYS writing data that was scored by an independent vendor, **Strategic Measurement**. The following Action Plan was developed by the staff:

- Teachers will focus on pre-writing skills by creating a story map to organize thoughts. Teachers will model writing and display anchor charts.
- Model short and extended responses throughout the school year.
- Introduce writing rubrics at the onset of the writing task
- Peer editing
- Study skills must be taught: close reading, strategic reading, rereading for details, etc.
- Lessons will be differentiated according to special needs or low performance
- Extensive vocabulary development
- Build annotation skills during reading
- More independent reading time
- Back to small group instruction
- Writing in ALL subjects
- AIS writing support weekly
- AIS ELA support twice weekly

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

All GCA students use the same standards-based Mathematics curriculum; Savvas Envision MATH 2.0 for all students in Grades K-8. A supplemental Ready Mathematics Instruction program is used in Grades 3-8 to further support the development of skills and strategies and to provide additional practice for each standard and for problem solving, and a New York Student Math Companion in Grades K-3. We continue to implement i-Ready. Curriculum Associates I-Ready is an online program for reading and mathematics that supports teachers in determining their students' needs, personalizes learning, and monitors progress throughout the school year. During the 2021-2022 school year, we measured the student's progress with i-Ready using three data points.

The Savvas EnVision Math program helps students to develop deep conceptual understanding, assesses daily learning, and uses student data to inform instruction. It utilizes a 3-step approach for instruction. During step 1, students are introduced to concepts through problem-based learning that allows for mathematical discourse, and it results in deeper conceptual understanding. In step 2, students engage in visual learning where learners gain greater access to the concepts. Teachers make the key math ideas explicit through instruction connected to step 1. The animated Visual Bridge, continues to promote conceptual understanding. Teachers also formatively assess students and prepare for step 3. Lastly, teachers use the Quick Check to provide students with differentiated instruction during step 3. All lessons include language supports for English Language Learners (ELLs) to address different levels of English proficiency. The supports are embedded in the Teacher's Edition.

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

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

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

During daily lessons, teachers engage in formative assessment to identify students who have not mastered a concept or skill. To provide an entry point for every student, teachers use flexible grouping during the math block to reteach, reinforce, and enrich skills and conceptual understandings, using

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intervention and enrichment resources from Savvas Envision Math and Curriculum Associates Ready and i-Ready programs as well as resources that teachers develop as teams in conjunction with instructional leaders.

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

All teachers were provided monthly training on how to provide quality instruction on the Savvas program. Teachers were also provided monthly staff development by a Curriculum Associates i-Ready specialist.

During the 2021-22 school year, we 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

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3 through 8 grades in spring 2022. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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2021-22 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Parent Opted Out	
3	69				15	84
4	69				10	79
5	63				10	73
6	77				15	92
7	53				20	73
8	35				8	43
All	366	0	0	0	78	444

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in mathematics. In the tested grades, 52% of all students and 53% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-23) within all students and (-22) by students in at least their second year. Of those enrolled 2+ years at GCA, grades 3, 4 and 8 performed best at 72%, 54% and 53%, while grades 5 and 7 struggled with lower proficiency levels at 42% and 40% respectively.

Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	74%	58	72%	53
4	53%	64	54%	57
5	45%	64	42%	50
6	47%	76	48%	40
7	38%	45	40%	30
8	50%	34	53%	30
All	52%	341	53%	260

ADDITIONAL EVIDENCE

It appears that it was more difficult to maintain a high level of performance in Math. Although the school packaged math manipulatives, calculators and other math tools for the parents to pick up during remote learning, it appears to have been difficult for the children to meet the challenges of math while at home. Students came into school at least a year below in basic math skills, and although a goodly period of time at

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

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the onset of the 2021-2022 school year reviewing, it was not enough to make up the learning loss. Additionally, GCA admitted large numbers of students from the local public schools, who had not been in a school building in two years.

Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Comparative Measure

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

METHOD

A school compares 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.⁶

RESULTS AND EVALUATION

The New York State Education Department released the NYS Mathematics scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

2021-22 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	72%	53		
4	54%	57		
5	42%	50		
6	48%	40		
7	40%	30		
8	53%	30		
All	53%	260		

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

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ADDITIONAL EVIDENCE

Pending Statewide Release of Scores

Goal 2: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 2: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

2021-2022 Comparison of INTERNAL ASSESSMENTS **MATH** % at Levels 3 and 4

Class	Baseline Sept.	Topic 1 1	Benchmark 1	Cycle 2 MC Only	Cycle 2 With Written	Final	Overall Growth over Time from Baseline to End of Year
3-1	0%	59% +59	27% -32%	33% +6%	X	73% +40%	+73%
3-3	38%	40% +2	56% +16%	82% +26%	X	87% +5%	+49%
3-4	11%	81% +70	85% +4%	62% -23%	X	91% +29%	+80%
3-5	56 %	95% +39	90% -5%	60% -30%	X	89% +29%	+33%
4-1	32%	71% +39	39% -32%	44% +5%	47% +8%	38% -9%	+15%
4-2	21%	94% +73	61% -33%	39% -22%	44% +5%	71% +27%	+50%
4-3	32%	57% +25	50% -7%	78% +28%	81% +5%	73% -8%	+51%
4-4	39%	100% +61	83% -17%	88% +5%	84% -4%	68% -16%	+28%
5-1	4%	23% +19	38% +15%	25% -13%	30% +5%	44% +14%	+40%
5-2	18%	20% +2	43% +23%	26% -17%	32% +6%	41% +9%	+23%
5-3	25%	44% +19	55% +11%	40% -15%	42% +2%	39% -3%	+14%
5-4	20%	55% +35	55% =	38% -17%	54% +16%	63% +9%	+43%
6-1	9%	68% +57	70% +2%	37% -33%	58% +21%	48% -10%	+39%
6-2	5%	68% +63	86% +14%	38% -17%	64% +26%	35% +6%	+63%

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6-3	10%	70% +60	76% +6%	22% -48%	35% +13%	77% +42%	+67%
6-4	32%	95% +63	35% -28%	59% -24%	64% +5%	78% +14%	+46%
7-1	4%	45% +41	61% +16%	77% -16%	77% =	73% -4%	+69%
7-2	4%	45% +41	32% -13%	42% +10%	52% +10%	26% -26%	+22%
7-3	10%	63% +53	35% -28%	57% +22%	82% +25%	70% -12%	+60%
7-4	0%	10% +10	disbanded	X	X		
8-1	20%	52% +32	57% +5%	50% +7%	46% -4%	74% +28%	+54%
8-2	47%	94% +47	79% +15%	53% -26%	51% -2%	70% +19%	+23%

We incorporate EnVision’s formative and summative assessments. There is a baseline/placement test at the beginning of the year to allow for the grouping of students. Teachers group students and provide remediation based on the results.

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

Interim assessment data and daily formative assessment drive mathematics instruction, student grouping, re-teaching, and enrichment. When data shows that a topic in mathematics was not mastered by a class, a group, or individual students, teachers reteach the topic for students to reach a mastery level.

As shown in the Math Comparative Data chart for our internal assessments, students entered school in September with very low math skills. After two weeks of intense review of basic skills, it appears that the students were able to master a Topic 1 test. Teacher grouped students accordingly and provided intense small group instruction after each topic test to prepare them for the benchmark assessments. It appeared the students overall had many challenges achieving Levels 3 and 4 on Benchmark/Cycle 2 but adding a writing portion to the Cycle 2 assessment raised the scores.

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

MATH I-READY RESULTS AND EVALUATION

The median percent progress toward Typical Growth for GCACS K through 8th grade students End of Year is 112%. 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 121% 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 105% to 111% thus not meeting the measure. The other i-Ready ELA measure that was not met in 2021-22 was having 75% of all 2+ year students score at the mid-on-grade level or above scale score for the year-end assessment. 71% 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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2021-22 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%	554	112%	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%	56	121%	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	111% ⁸	72	105%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid-on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	276	71%	No

End of Year Performance on 2021-22 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

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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Grades	Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested
3	38%	58
4	45%	49
5	43%	42
6	33%	46
7	27%	49
8	41%	32
All	37%	276

End of Year Growth on 2021-22 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	100	82
4	150	74
5	117	75
6	177	91
7	129	70
8	283	43
All	112 (K-8)	435 (K-8)

ADDITIONAL CONTEXT AND EVIDENCE

While the iReady has been useful during the pandemic and we continue to utilize it, it has not been predictive of the student outcomes on the NYS exams. It is helpful in evaluating growth throughout the year.

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

53% of GCA students in at least their second year at the school performed at proficiency levels in math on NYS math assessment. Measures were met in growth on the iReady Math exam by overall students and the fall administration's low achievers.

We look forward to putting the NYS scores in context in comparison to the district, city and NYS upon release of the statewide results.

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

ACTION PLAN

- To ensure consistency in our data collection during the 2021 - 2022 school year, we will continue to administer Curriculum Associates i-Ready diagnostics. We will collect data using three data points. The first diagnostic will be administered on the second week of instruction. The second data point will be administered mid-January 2023, and the third and final diagnostic will be administered in late May 2023. The instructional and assessment design for the math for the upcoming school year will also include the math diagnosis and intervention system. This diagnostic intervention system is devoted to skills and strategies that it may have been lost during the pandemic, focusing on reducing deficit areas. Savvas Topic and Unit assessments will be administered at the end of every unit of instruction. Efforts to improve academic performance based on the specific results associated with this goal, the MDIS intervention program will be implemented. Teachers will receive monthly staff development by our instructional leaders. In addition, this year, teachers will receive ongoing staff development on how to best serve our English Language Learners by certified ENL teachers. English as New Language teachers will provide support to our English language learners for a minimum of 180 hours a week. Teachers of Students with Disabilities will receive training on how to read an IEP and to plan for differentiated instruction based upon their IEP goals.
- All data will be charted over the course of the school year and analyzed periodically. Scantron charts identify weaknesses and strengths in skills, so teachers can regroup and reteach accordingly. Teachers met in grade cohorts, including Grades K-2, and analyzed the in-house baseline data, the overall NYS MATH data and the NYS Math extended response data that was scored by an independent vendor, **Strategic Measurement**. The following Action Plan was developed by the staff:
 - Review skills from the previous year
 - Memorize basic multiplication and addition facts
 - Teachers will model extended response writing for Math problems, and display anchor charts.

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- Expect students to show their work for math problems. Focus on key words in Math problems.
- Break down math problems with the students
- Articulate mathematical reasoning in short written responses
- Demonstrate how to use math tools properly
- More math games and activities to engage students in mathematical thinking and reasoning
- Lessons and homework will be differentiated according to special needs or low performance
- Extensive Math vocabulary development
- Back to small group instruction
- AIS MATH support twice weekly

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

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

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

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

before administering end of topic assessments. The following summative assessments are also used online and in editable word document format: Evidence-Based Assessments which provide a scenario based multi-item questions where students demonstrate conceptual understanding of the topic science ideas. The program's topic tests assess the performance expectations, disciplinary core ideas, science and engineering practices, and crosscutting concepts found in the topic. Remediation is included for these tests. Teachers also administer benchmark assessments. These benchmark assessments test a larger group of performance expectations to prepare students for the "End of Year Assessment". The "End of Year Assessment" gauges student readiness, each grade level includes an End of Year Assessment. Additionally, teachers use non-paper and pencil assessment opportunities to determine a student's conceptual understanding and ability to apply these key ideas in new and unfamiliar situations.

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

For the 2020-2021 school year we transitioned to the Next Generation Science Savvas Elevate Coursework in grades six through eight. The new framework crosscuts Earth, Physical and Life Sciences instead of teaching them in isolation from one another. Each topic integrates all three sciences and engineering practices with engineering design principles and students engage in a variety of hands-on investigations. 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 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

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The school achieved the absolute science measure, having 77% of students in at least their second year at the school perform at proficiency on the Science 4 & 8 exam. 92 Percent of Grade 4 students earned a 3 or 4, while 51 percent of grade 8 (2+) students did so.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2021-22 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	66	92%	59
8	49%	39	51%	35
All	76%	105	77%	94

Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Science instruction followed the **Savvas Elevate Science** that includes lessons and end of unit assessments. Many students performed as having mastered concepts and units throughout the year. Students in grades 4 and 8 took the NYS Science exams. The score results were varied. Grade 4 students performed at high levels with 92% of students in at least their second year.

SCIENCE ACTION PLAN

Going forward, the following strategies will be utilized at GCACS in science:

- Consistency with Curriculum across all grades from Kindergarten through Grade 8
- Implement hands-on Science Labs weekly
- Infuse lesson vocabulary
- Incorporate more visual aids
- More Science Content area reading
- Adhere to the Pacing Calendar
- More Parental involvement with “Home Science” activities
- Science Journal entries
- Group discussion after completing Science Labs
- Teach students the steps of the Scientific Method
- Extensive use of science tools (balance scale, graduated cylinders, etc.)
- Teach students to annotate in science book after reading a selection
- Teach note-taking skills
- Break students in small groups as part of lessons and discussion

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GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The school achieved this measure and has an accountability status of good standing.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing