



**Genesee Community Charter School  
Flour Campus**

**2023-24 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: Dr. Elizabeth Mascitti-Miller

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Rochester, NY 14620

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Elizabeth Mascitti-Miller prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Colin Orr	Chair	Executive, Personnel, Finance
Kendra Cadogan	Vice President	Executive, Education
Allison Shultes	Secretary	Executive, Community Engagement, Finance
Maria Oliver	Treasurer	Finance
Eron Damercy	Member (RMSC)	Education

**Christin Farrell has served as the school leader/principal since 2022**

**Elizabeth Mascitti-Miller has served as the Executive Director since August 2024**

## SCHOOL OVERVIEW

Genesee Community Charter School - Flour City Campus is located in Rochester, NY. This replication school officially opened its doors to K-2 students in September of 2022 and added the 3<sup>rd</sup> grade in the 2023-2024 school year. It shares a mission with its flagship school, also located in Rochester:

*Flour City Campus provides an integrated educational experience that values diversity, community responsibility, and intellectual rigor. Our place-based curriculum, focused on science and local history, engages students in investigation and discovery using the cultural and natural resources of our community. We teach children to become reflective questioners, articulate communicators, critical thinkers, and skilled problem-solvers.*

As the mission statement above articulates, students at the Flour City Campus engage in learning expeditions that involve investigating topics through local contexts. Teachers are provided with over 300 hours of professional development so that they can skillfully plan for interdisciplinary learning expeditions where students engage in concepts through high-quality texts, relevant field studies, and peer collaboration. As an EL Education partner school, all professional development for teachers is planned with the intention of accomplishing the goals of the work plan that is co-developed with school leaders and coaches from the EL network.

In addition to Expeditions, EL Education, and Professional Development, Genesee Community Charter School - Flour City Campus continues to value its other key design elements such as Place-based curricular framework, Arts-Integration, Culture and Character Development, Diverse Student Population, partnership with the Rochester Museum & Science Center, and Family Participation & Involvement.

In the 2023-2024 school year, the school expanded its grade level composition to include third grade as part of its overall plan to expand to a K-6<sup>th</sup> grade school by the beginning of the 2026-2027 school year. This is the first year of a grade level, third grade, participating in the NYSED ELA and Math exams.

## ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23	25	25	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2023-24	28	31	25	31	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### GOAL 1: ENGLISH LANGUAGE ARTS

Students will be proficient readers and will be articulate writers and communicators in English Language Arts.

#### BACKGROUND

As an EL Education partner and champion of its model and curriculum, Genesee Community Charter School - Flour City Campus adopted the K-2 Foundational Skills Literacy Curriculum for all teams to implement during the 2022-23 school year and added the EL ELA modules to the 3<sup>rd</sup> grade curriculum in the 2023-2024 school year. Additionally, the school aligned EL Education’s ELA modules to the time period of study for each expedition. In addition to weekly professional development as a whole staff, teachers met weekly with our Literacy Coordinator to receive direct instructional coaching on using the EL Education Foundational Skills curriculum as well as the EL Education K-3 Modules. For both of these curricula, regular assessments are embedded and aligned to the New York State Next Generation Standards as well as the types of questions students will see in the New York State English and Language Arts Exams in third through sixth grade.

### ELEMENTARY AND MIDDLE 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 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.

#### 2023-24 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	28	0	3	0	0	0	0	31
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	28	0	3	0	0	0	0	31

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	28	7	25%	26	6	23%
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	28	7	25%	26	6	23%

### 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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school’s students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>2</sup>

### English Language Arts 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
28	18%	39%	21%	4%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39 & + & 21 & + & 4 & = & 64 \\
 & & & & 21 & + & 4 & = & 25 \\
 & & & & & + & 2 & = & 2 \\
 & & & & & & \text{PI} & = & 91
 \end{array}$$

<sup>1</sup> 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.

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

**RESULTS AND EVALUATION**

Data indicates the school approached meeting its MIP goal by approximately 13%. In part, the data shows that while performance doesn't meet expectations for Measure 1, it does for Measure 2. Data shows that the performance of students that are demonstrating proficiency at Level 2 is significant while 18% of students perform at Level 1. This is promising data for future years. Internal assessments indicated that performance should have been higher, but CBT and several other factors impacted our Level 3 and Level 4 proficiency. Internal assessment data indicates that the strategies used are having a positive impact, however, more intervention supports, teacher professional learning and use of data to drive instruction is required.

**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.<sup>3</sup>

2023-24 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23%	26	25%	28
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	23%	26	25%	28

**ELA Measure 4 – Comparative**

<sup>3</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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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 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>4</sup>

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	39%	TBD	TBD	TBD
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	39%			

### 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.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>5</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

### 2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

### ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, Genesee Community Charter School - Flour City Campus used the i-Ready Diagnostic as a holistic and adaptive assessment. Most students take a diagnostic assessment each fall, winter, and spring (except kindergarten that only takes the diagnostic in the winter and spring). The staff uses the data provided to determine individual instructional needs and to measure students' academic growth over the course of a school year.

In addition to the i-Ready assessment, our staff also uses the benchmark assessments within the EL Education Curriculum to determine the phonemic awareness skills that students have mastered. When students have shown that they have mastered recognizing, segmenting, and blending phonemes in each cycle, they will move on to the next set of cycles in the program. Every student's progress is monitored during instruction and take a benchmark assessment three times per year. This practice will continue for all students who have not mastered the NYSED standards and will be provided with additional support and intervention as needed.

### I-READY

#### 2023-24 i-Ready [ELA/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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	29	195%	Yes

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Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	12	218%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>6</sup>	195%	1	183%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	27	41%	No

### End of Year Performance on 2023-24 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	41%	29	41%	27
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	41%	29	41%	27

<sup>6</sup> 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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2023-24 i-Ready [ELA/Mathematics] Assessment  
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	195%	29
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	195%	29

Further, after each benchmark assessment is complete, teachers and school leaders will collaboratively analyze results to determine next steps for instruction.

Based on the results of the Foundations benchmark assessment, groups of students will be formed so that they receive instruction in the phase of phonemic awareness that they are shown to be decoding text. Students that are well-below grade level expectations will be identified as needing Tier 3 intervention provided by our academic support team.

Trends from the i-Ready diagnostic results will be used to determine Tier 1 goals for each grade level. Teachers will use these Tier 1 goals to inform their instruction and help them determine learning targets moving forward. Data from i-Ready diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored at least every two weeks and adjustments will be made to instructional plans as needed.

## SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	No
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.	No
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	No

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
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.	TBD
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

Overall, GCCS has met two of the three goals measured. For the first year of testing overall data is moving in the right direction and improved performance is expected.

### ADDITIONAL CONTEXT AND EVIDENCE

This is the first year of NYSED exams for the school. Data indicates that while students’ overall performance on internal data didn’t bear out on state exams, areas of strength and needs have been identified as the school grows out to the 6<sup>th</sup> grade that will improve student achievement.

### ELA ACTION PLAN

i-Ready data shows that students Annual Typical Growth was 195% and 72% were performing above to early grade level. Data indicates that performance on the NYSED exam did not meet expectations. After a review of the NYSED exam data, it was clear students struggled with the writing tasks on the exam. This will be an area of focus for the 2024-2025 school year. To address the area of writing, the school has added the Writing Revolution into the ELA curriculum and training teachers on the Hochman method. This will be closely monitored and addressed in weekly grade level coaching meetings and adjusted as needed.

This coming school year, a focused and detailed plan for MTSS will be incorporated into the schoolwork plan and daily schedule. In addition, after each benchmark assessment is complete, teachers and school leaders will collaboratively analyze internal results to determine next steps for instruction. Based on the results of the Foundations benchmark assessment, groups of students will be formed so that they receive targeted instruction on areas of need. Students that are well-below grade level expectations will be identified as needing Tier 3 intervention provided by our academic support team.

Trends from the i-Ready diagnostic results will be used to determine Tier 1 goals for each grade level. Teachers will use these Tier 1 goals to inform their instruction and help them determine learning targets moving forward. Data from i-Ready diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored at least every two weeks and adjustments will be made to instructional plans as needed.

## GOAL 2: MATHEMATICS

Students will be proficient mathematicians who are able to apply their understanding of mathematical concepts to investigation, discovery, and problem solving.

### BACKGROUND

Although EL Education does not provide a mathematics curriculum, the organization does promote Illustrative Mathematics as an aligned program to the EL Education model. Genesee Community Charter School - Flour City Campus adopted the Illustrative Mathematics curriculum for the 2022-23 school year after careful consideration of standards alignment, instructional strategies and classroom structure, and progressive methodology. Grades K - 3 have fully implemented the program with students beginning in the fall of 2022 and now through 3<sup>rd</sup> grade. Regular assessments are embedded and aligned to the New York State Next Generation Standards as well as the types of questions students will see in the New York State English and Language Arts Exams in third through sixth grade.

## 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.

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.

2023-24 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	28	0	3	0	0	0	0	0	31
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All	28	0	3	0	0	0	0	0	31

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## Performance on 2023-24 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	28	7	25%	25	6	24%
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	28	7	25%	25	6	24%

### 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.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	11%	46%	18%	7%

$$\begin{array}{rclclcl}
 \text{PI} & = & 46 & + & 18 & + & 7 & = & 71 \\
 & & & & 18 & + & 7 & = & 25 \\
 & & & & & + & 3.5 & = & 3.5 \\
 & & & & & & \text{PI} & = & 99.5
 \end{array}$$

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

Similar to the ELA data, the math data indicates the school approached meeting its MIP goal by approximately 13%. In part, the data shows that while performance doesn't meet expectations for Measure 1, it does for Measure 2. Data shows that the performance of students that are demonstrating proficiency at Level 2 is significant while 18% of students perform at Level 1. This is promising data for future years. Internal assessments indicated that performance should have been higher, but CBT and several other factors impacted our Level 3 and Level 4 proficiency. Internal assessment data shows there has been growth, but further focus on mathematics is needed. While Illustrative Math is an evidenced based program, a crosswalk to the NYSED Learning Standards has been conducted. As a new school, the curriculum and strategies have had a positive impact, however, more intervention supports, teacher professional learning and use of data to drive instruction is required to improve student growth and achievement.

### 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.

## 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.

2023-24 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	24%	26	25%	28
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	24%	26	25%	28

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The 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 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>7</sup>

#### 2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	39%	TBD	TBD	TBD
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	39%	TBD	TBD	TBD

### 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.

<sup>7</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>8</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

## MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **i-Ready**

## I-READY

2023-24 i-Ready [ELA/**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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	28	93%	No

<sup>8</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	12	85%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>9</sup>	93%	1	63%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	26	27%	No

### End of Year Performance on 2023-24 i-Ready [ELA/**Mathematics**] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	29%	28	27%	26
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	29%	28	27%	26

### End of Year Growth on 2023-24 i-Ready [ELA/**Mathematics**] Assessment

<sup>9</sup> 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

# 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

## By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	93%	28
4	N/A	N/A
5	N/A	N/A
6	N/A	N/A
7	N/A	N/A
8	N/A	N/A
All	93%	28

## SUMMARY OF THE MATHEMATICS GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	No
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.	No
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.	No
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.	TBD
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

Trends from the NYSED math exam and the iReady diagnostic results will be used to determine the delivery of math instruction. Data analysis shows that common misconceptions exist and understanding of math vocabulary needs to be strengthened. Data analysis shows the need to strengthen and align the curriculum to NYS Learning Standards more strategically to the curriculum, improve lesson planning and

build math teaching practices. Written responses are also an area for improvement and will be addressed throughout all content areas.

## ADDITIONAL CONTEXT AND EVIDENCE

This is the first year of testing in a new school. This was the second year of the school, and the introduction of CBT presented challenges. Moving forward we anticipate that we will continue to grow in the area of mathematics.

## MATHEMATICS ACTION PLAN

Teachers will use these Tier 1 goals to inform their instruction and help them determine learning targets moving forward. Data from i-Ready diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. After a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored and adjustments will be made to instructional plans as needed.

Students will also be given mathematics screeners to determine their skill level and conceptual understanding of prerequisite mathematics standards. The results of these screeners will be compared with students' i-Ready diagnostic results to further reveal trends. The data collected from these screeners will serve as another point of data in determining students' academic needs.

Building a clear crosswalk of NYS Learning Standards into the curriculum will be essential and will be a focus of the scope and sequence, pacing and lesson plan development done by the teacher and the leadership team.

## GOAL 3: SCIENCE

Students will understand and apply scientific methods to investigation and discovery with proficiency.

### BACKGROUND

GCCS FC is in its third year of existence. The 2023-2024 school year was the first year of testing which included 3<sup>rd</sup> grade only. A complete roll-out of the school will occur in the 2026-2027 school year. We do not administer the science exam.

## 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.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

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

2023-24 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

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.	N/A

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
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### EVALUATION OF THE SCIENCE GOAL: N/A

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

### ADDITIONAL CONTEXT AND EVIDENCE: N/A

Narrative discussing any concerns the school may have regarding the data reported above and the school’s attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

**Schools that administer a Regents science exam to 8<sup>th</sup> grade students in lieu of the state exam should report the results in the table below.**

Performance on a Regents Science Exam Of 8 <sup>th</sup> Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A

### ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

## 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
2021-22	N/A
2022-23	Good Standing
2023-24	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

At GCCS FC the school will remain in Good Standing according to the New York State ESSA accountability system. This is our first year of testing in any grade. We will have a full roster of students K-6 in the 2026-2027 school year.

