



G.C.A. CHARTER SCHOOL

**Grand Concourse Academy
Charter School**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Ira Victor, Executive Director/
Founding Principal

625 Bolton Avenue, Bronx, NY 10473
Phone: 718-684-6505

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Ira Victor, Executive Director/Founding Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Arlene Hall-Waisburd	Chair
Howard Banker	Treasurer
Linda Manley	Secretary
Richard Conley	Trustee
Jaye Fox	Trustee
Veronica DeJesus	Trustee
Lucia Mariani	Trustee

Ira Victor has served as the school leader since 2004.

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

In a concentrated effort to prepare our students for entry into the very best high schools in New York City, GCACS seeks to foster a sense of strong character, ethics, and personal responsibility, as well as, high expectations for academic success.

GCACS places a strong emphasis on the CORE subject areas, as well as, offering focused enrichment in sports, music, dance, Greek studies, art, drama, STEM activities, and critical thinking skills. The Grand Concourse Academy Charter School diligently seeks to prepare students to meet and/or exceed New York State Standards in English Language Arts, Mathematics, Science, and Social Studies. The school aligns and adjusts student learning to State Standards and uses a variety of ongoing cyclical assessments to measure student progress in skills and content learning.

GCACS provides multiple opportunities professional development opportunities aligned to the instructional program, and diligently seeks and encourages active parental involvement and participation in the academic goals of the student. In addition, the school will engage a variety of community organizations and community leaders as partners in obtaining needed resources to help ensure the academic success of every student. In addition, GCACS students are given multiple opportunities to demonstrate advanced skills in the arts.

OUR PHILOSOPHY

The fundamental belief at the Academy is that ALL CHILDREN CAN LEARN. All children have the right to attend schools in which they can achieve and learn. They shall have differentiated opportunities to learn equally rigorous content. 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 a “Performance-based/Mastery Instructional Model”, so that our students master both basic skills, as well as, the higher-level thinking skills they will need after graduation. Performance-based classes are designed for learning not teaching, and students learn through multiple demonstrations and explanations. Children learn by doing. Mastery learning requires pedagogues to create multiple opportunities for numerous and varied teaching approaches to guarantee successful student outcomes. Students are required to prove, through their projects and presentations, that they have mastered knowledge and skills in language arts, social studies, mathematics, and science. Therefore, learning maps are provided to allow these opportunities to take place with a six (6) to seven (7) week learning cycle. Students are informally tested frequently to ensure learning takes place.

Our school slogan is *“Young children...Great Visions...Extraordinary Achievements”*

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We are a successful, mature charter school 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.

As young adolescents transition out of the elementary phase of their educational life, a smooth transition into the Middle School years has a profound effect on the social, emotional, and cognitive life of the student. Therefore, it is necessary to develop special instructional, curricular, and administrative changes. GCA provides a safe-school environment, student-initiated learning with a meaningful curriculum, and enables students to share roles in decision-making, and provide strong adult role models.

This year will prove to be exciting, as well as motivating, as children begin the 2019-2020 school year in our brand new, state-of-the art 45,500 square foot new school building! We will be able to provide our students with many opportunities for discovery in our new Science Lab, and to develop their academic, critical thinking strategies, advanced reasoning skills, as well as, leadership, and organizational skills in new bright, airy classrooms, Library/Technology center, art rooms and music rooms. Students will continue their study of Greek language, culture and mythology. A large gymnasium will provide students with new fun experiences, both indoors and out as they participate in sports teams, (soccer, basketball, volleyball), or play in one of our two new playgrounds, and walk or jog the ¼ mile school track.

As we embark on a new school experience, the importance of further develop and refine a Social Emotional philosophy that will ensure that social-emotional development is equally important as academic development. We are expanding “Responsive Classrooms” school-wide as our path to merging cognitive growth with social interactions. A core team of staff members attended an intensive week of training and will turnkey to all staff in August. Our focus is further cooperation, empathy, responsibility, and self-control among our students through knowing our students and their families, demonstrating our adults in the schoolwork collaboratively, convening “Morning Meetings” of various styles according to grade level, and using simple gestures to gain students’ attention and to regain control and/or redirect behavior. Adults and students will collaboratively develop a tight set of rules with logical consequences in an active learning environment that enable students to work in flexible groups and as independent learners. The Guidance Counselor will work with at-risk students individually, and in groups, to help students develop strategies and ways to solve problems in a healthy manner.

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 has a full-time teacher and a full-time certified Teacher Assistant. The Kindergarten Integrated Co-Teaching class also has an additional teacher part of the day, as well as a Teacher Assistant for the second half of the day. During the first two weeks of school, Kindergarten teachers administer a one to one baseline assessment to

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determine the child's basic knowledge writing name, counting to twenty, identifying capital and lowercase letters, and sight words). Teachers are able to form instructional groups by the end of September in order to meet the diverse academic needs of the children through grouping.

The Grade 1 Integrated Co-Teaching class has a Special Education Teacher full time and a Special Education Teacher most of the school day. Children have 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. Additionally, we have created an "at-risk" Grade 1 class of approximately fifteen (15) students with a teacher and a Teaching Assistant for part of the day to address deficits in academics, and to provide additional support for students with developmental delays, disabilities, and/or behavioral issues. The teacher assigned to this class has had experience in addressing students' needs in these areas.

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.

Teachers in Grades 1-8 administer Baseline Reading and Math assessments to determine instructional groups at the onset of the school year.

There is an Integrated Co-Teaching class on every grade from K-8. In Grades K-8, a teacher will be assigned for Academic Intervention Services in Literacy and Math.

For the 2019-2020 school year, we are changing our reading program to a research-based design for Grades K-5 by Houghton Mifflin: **Into Reading**. This program includes Big Books for Shared Reading in lower grades, phonemic awareness and letter recognition in Kindergarten, phonics and handwriting in Grades K-5, daily opportunities for Close Reading, and levelled classroom libraries. The instructional design of **Into Reading** promotes a culture that cultivates student choice and fosters literacy motivation through high-quality engaging text sets, small group lessons, with assessments that provide ongoing insights into students' proficiency levels in Foundational Skills, Reading, Language, Writing and Research, Listening and Viewing. Digital access to all program components provide a rich opportunity for blended learning.

We will continue to use **Collections** in Grades 6-8 with additional focused instruction on the supplemental components of Close Reading and Performance Assessments, with more rigorous emphasis on research, essays and informational, narrative, and persuasive writing. **Collections** engages Middle School students with rigorous and relevant instructional materials that provide opportunities for them to become proficient and powerful readers.

Curriculum Maps/Pacing Charts developed by teachers encompasses six cycles, reflecting six to seven weeks of instruction. Assessments are administered at the end of each cycle for all grades, except

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Kindergarten who are not assessed again formally until after Cycle 2. Grades 3-8 receive mid-cycle assessments on skills and strategies taught during the first part of the cycle in order to determine which students have not mastered those skills/strategies. Grades 1 and 2 will begin mid-cycle assessments at the end of Cycle 2, in addition to weekly assessment results.

Grades 5-8 departmentalize for double blocks of Literacy and Math and for Science and Social Studies. Integrated Co-Teaching classes in Grades 5 and 6 remain intact and support varies throughout the day as Special Ed teachers push into the class for IEP-mandated instructional areas.

All teachers support students in developing higher order thinking skills and strategies by creating question prompts that require students to employ higher order thinking skills and create interim goals and benchmarks for reading and mathematics. The Science curriculum reflects STEM activities and students have multiple opportunities for hands on inquiry and critical thinking. A state-of-the-art Science Lab, furnished with curricular-aligned materials and supplies will provide children with many opportunities to create, plan, and discover.

Analyzing and sharing data is a school-wide focus evident through many measures. All teachers are invested in analyzing trends on their grade and creating specific activities geared toward those trends and have made much growth in this endeavor over the past year.

GCA is committed to educating the whole child through the arts and extracurricular clubs. Two part-time visual arts teachers and three music teachers, one dance teacher and a Greek studies teacher provide all students with at least one period of music or visual arts instruction per week. Students have many opportunities to perform in programs that will highlight student achievement in the arts (galleries, performances, chorus, etc.). Participation in the arts helps to promote creativity, imagination, self-confidence, multicultural awareness and a love for those opportunities that allow these interests to get the recognition they deserve. Every child needs the chance to explore his or her ability to draw, paint, sing, dance or sculpt with clay.

It is imperative for a successful school to have strong collaboration among, staff, parents, and students. Parents are integral partners in our school community. The Parent Liaison conducts ongoing parent outreach, and parents are notified through our digital and telecommunications Messenger service, as well as, through Jupiter, our online grading and teacher record-keeping system. Parent Workshops are scheduled throughout the year to ensure our graduating 8th graders are afforded the opportunity to attend the best high schools.

For the 2019-2020 school year, we have scheduled an afterschool program from mid-October, 2019 through May, 2020 for three days per week (Tuesday, Wednesday, and Thursday) from 3:30-5:30 PM for grades 3-8. Experienced instructional staff provides support for academics and students have the opportunity to engage in enrichment activities such as art, chorus, physical education, and music.

Students in Grade 8 will attend a three day, nature-based/team-building workshops at the Pocono Environmental Education Center (PEEC) to participate in authentic STEM activities that are aligned with New York State Standards and will provide students opportunities to engage in real-world critical thinking and authentic writing through problem-solving. We have identified critical thinking and

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problem solving as an area of need, and the experiences at PEEC will support students in achieving mastery in these areas.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2014-15	44	59	66	83	85	51				388
2015-16	101	68	67	65	73	81	44			499
2016-17	68	98	69	70	56	70	70	37		536
2017-18	68	72	74	63	62	61	50	56	38	544
2018-19	63	74	85	76	60	60	63	50	52	583

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 Common Core-aligned curricula for all grades. GCA utilized Pearson *Reading Street* Common Core as the primary reading component of our English Language Arts Curriculum in Grades K-5 for the past fourteen (14) years, but we have decided to move towards a more comprehensive program with high quality, engaging texts; *Into Reading*. For grades 6 through 8, we will continue to use 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 Social Studies. 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 of 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 3-5. *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.

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.)

We purchased new McGraw Hill Education Social Studies textbooks that *specifically* address New York State Social Studies Standards. These textbooks 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.

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.

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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 3rd through 8th grade in April 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	72				1	73
4	57	2			3	62
5	51	1	1			53
6	62	1				63
7	42	1			1	44
8	51				1	52
All	335	5	1	0	6	347

RESULTS AND EVALUATION

GCACS did not achieve this measure overall; however, students in grades 3 (75%) and 4 (79%) did have greater than 75% proficiency. Although some of the grade levels dropped after advancing to the next year's content, it was still a strong test administration.

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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Performance on 2018-19 State English Language Arts 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	75%	72	75%	59
4	79%	57	79%	47
5	55%	51	57%	44
6	61%	62	69%	48
7	69%	42	71%	41
8	73%	51	74%	50
All	69%	335	71%	289

ADDITIONAL EVIDENCE

The past two test administrations have been very strong in terms of reaching 75% proficiency in ELA.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	48	80%	56	75%	59
4	65%	46	70%	50	79%	47
5	47%	66	51%	51	57%	44
6	43%	56	79%	47	69%	48
7	68%	38	78%	49	71%	41
8			88%	34	74%	50
All	55%	254	74%	287	71%	289

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.

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 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 2018-19 English language arts MIP

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for all students of 105. 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.

RESULTS AND EVALUATION

The ELA Performance Index (PI) calculates to 178 well above the target Measure of Interim Progress set by NYS of 105.

English Language Arts 2018-19 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
335	4	27	44	25

PI	=	27	+	44	+	25	=	96
				44	+	25	=	69
					+	(.5)*25	=	12.5
						PI	=	178

Goal 1: 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 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

GCACS achieved this ELA measure. Students in at least their second year at the school outperformed the local district in each tested grade and overall by 35 percentage points.

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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2018-19 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	Number Tested	Percent	Number Tested
3	75%	59	44%	2000
4	79%	47	38%	2106
5	57%	44	32%	2086
6	69%	48	37%	2077
7	71%	41	27%	2062
8	74%	50	38%	2161
All	71%	289	36%	12492

ADDITIONAL EVIDENCE

GCACS consistently outperforms the local district in comparable grade levels year after year.

English Language Arts Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	58%	30%	80%	39%	75%	44%
4	65%	29%	70%	36%	79%	38%
5	47%	24%	51%	28%	57%	32%
6	43%	20%	79%	37%	69%	37%
7	68%	29%	78%	29%	71%	27%
8			88%	37%	74%	38%
All	55%	26%	74%	34%	71%	36%

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.

METHOD

The SUNY Charter Schools Institute (“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 Institute compares the school’s actual performance to the predicted performance of public schools with a similar

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concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

GCACS achieved this measure in 2017-18, the most recent data available, with an Effect Size of 2.43, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.6	60	80	37	43	2.41
4	88.9	61	70.5	36	34.4	1.82
5	90.2	56	50	24.3	25.7	1.8
6	96.5	54	79.6	31.7	47.9	3.28
7	84.7	56	71.4	28.7	42.8	2.51
8	94.7	34	88.2	34.7	53.5	3.09
All	91	321	72.3	32	40.3	2.43

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

The Effect Size in ELA has been greater than 0.3 for the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-6	91.2	263	50.7	23.4	1.63
2016-17	3-7	91.2	299	52.4	23.4	1.88
2017-18	3-8	91	321	72.3	32	2.43

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Goal 1: Growth Measure³

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

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

GCACS did achieve this growth measure in 2017-18. With an overall mean growth percentiles of 56.9, students in all grades made adequate growth.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	56.3	50.0
5	52.4	50.0
6	52.2	50.0
7	62.8	50.0
8	61.5	50.0
All	56.9	50.0

ADDITIONAL EVIDENCE

After a slight drop in 2016-17, the mean growth percentiles in all grades were above 50 in 2017-18.

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	52.7	47.7	56.3	50.0
5	49.6	52.5	52.4	50.0
6	Data Unavailable	47.0	52.2	50.0
7		49.9	62.8	50.0
8			61.5	50.0
All	<u>51.1</u>	<u>49.4</u>	<u>56.9</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Grand Concourse Academy Charter School came very close to having 75 percent score at proficiency on the New York State English Language Arts exam in 2019, with 71 percent of students in at least their second year at GCA performing at levels 3 & 4. All other ELA accountability measures were met. With plans in place to continue increasing proficiency, we strive to meet all measures next cycle.

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.	Did Not Achieve
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.	Achieved
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.	Achieved
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. (Using 2017-18 results.)	Achieved
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. (Using 2017-18 results.)	Achieved

ACTION PLAN

The leadership team and the teachers of ELA are very proud of the gains we have made in this academic area, however; we set an internal goal to achieve the absolute measure of 75% at proficiency in 2018-19. Based on Students in at least their second year at GCA, our progress in ELA dipped from 74% proficient in 2017-2018 to 71% in 2018-2019. We have set specific goals for grades that are not achieving at the rate we expect by setting a goal of 10% increase in students achieving levels 3 and 4 on NYS ELA and 5% increase for those grades that have achieved above the expected target of 75%. Our goal is to exceed the expectation of 75% and increase it from 71% to

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76% proficiency at grade level. A one to one baseline assessment is administered to all incoming Kindergarten students, and the data informs initial groupings for reading and writing, letter identification and phonemic awareness. Running Record data from Spring 2019 in Grades 1-3, and baseline assessments in Reading and Writing inform literacy instruction, student grouping, re-teaching, and enrichment. With the implementation of a new Reading series in Grades K-5, and more focused support in Grades 6-8, with two Literacy "Section Mentors" to support Early Childhood and Middle School, as well as a mandated AIS Literacy block twice a week in Literacy for all grades, provides academic support and intervention for struggling learners. The new reading series provides students with a solid foundation in the early grades and begins with focused close reading from the onset of the program. Interim assessments, selection quizzes, and weekly tests, as well as ongoing Running Records, provide ongoing data for teachers to change groupings and instruction as needed. Teachers and students will set goals, and students will be trained to self-advocate by informing the teacher when they face difficulties with vocabulary development and/or comprehension.

We have provided an additional period weekly to address both team planning and to provide an opportunity for regularly scheduled ongoing professional development in Literacy. Teachers in all grades receive ongoing, focused support and coaching in the delivery of instruction, administration of running records, and lesson planning in Literacy from the Section Mentors and the Senior Director of Instruction. This support includes ongoing feedback, modeled lessons, and grouping. Professional development and support focus on foundational skills, fluency, higher-order questioning, critical thinking, and writing.

G.C.A. Year to Year ELA Percentages at Performance Levels 3 + 4

Grades	2015-16	2016-17	2017-18	2018-19	2018-19 NYC Bronx District #8
3	65%	58%	80%	75%	44%
4	<u>48%</u>	65%	70%	79%	38%
5	47%	<u>47%</u>	51%	57%	32%
6	44%	43%	<u>79%</u>	69%	37%
7		68%	78%	<u>71%</u>	27%
8			88%	74%	38%
All	51%	55%	74%	71%	36%

An analysis of our in-house data chart targets specific areas of need as students move from grade to grade. For example, we noticed that a specific area of weakness was on our 2017-18 Grade 6 who dropped that year. By working with those students with deliberate review of gaps, along with the 7th grade curriculum, they increased from 51% proficient in spring 2018 to 69% proficient in 2019. GCACS had a very busy year in 2018-19 preparing for our move. We take great pride in the

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tremendous gains we have made in Literacy and will continue to reinforce-best practices as we move forward and transition into the NextGen Standards.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Grand Concourse Academy uses a standards-based Mathematics curriculum. GCA implements both a direct instruction and constructivist approach in the teaching of Mathematics with a school wide use of the researched-based series, ***Pearson 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.

Based on a review of the Item Analysis for Math on the June Instructional Report provided by New York State in June 2019, the instructional design for math in the upcoming school year will include Math Review Packets throughout the year that address each strand in each standard before the teaching of new curriculum in Grades 3-8. Therefore, each new curricular topic will be devoted to skills and strategies review, focusing on reducing deficit areas. Students in Grades 3-8 take an extensive baseline test before instruction begins, and teachers analyze the data and plan together to focus instruction and review on the areas in which students are deficient. Math classes will receive AIS support from teachers and TA's trained in the intervention materials provided by the math curriculum, and it is our expectation that students who have not been successful in math will increase 10% to eventually eliminate the deficit.

Interim assessment data and daily formative assessment drive mathematics instruction, student grouping, re-teaching, and enrichment. When data shows that if a topic in mathematics was not mastered by a class, a group, or individual students, teachers reteach the topic in order for students to reach a mastery level. During daily lessons, teachers engage in formative assessment to identify students who have not mastered a concept or skill. In order to provide an entry point for every student, teachers use flexible grouping during the math block to reteach, reinforce, and enrich skills and conceptual understandings, using intervention and enrichment resources from the Envision and Ready programs as well as resources that teachers develop as teams in conjunction with the Director of Instruction.

We have provided an additional period weekly to address both team planning and to provide an opportunity for regularly scheduled 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. Teachers in all grades receive ongoing, focused

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coaching in the teaching of Mathematics from the Mathematics Coach and the Director of Instruction for Math. 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 Common Core Math Practices. The professional development and coaching program were developed in response to the needs that were evident from the 2019 NYS Math Test, the 2019 June Instructional Report, the previous year's Interim Assessment data, and the previous year's teacher evaluations. The professional development and coaching are responsive to the needs of the school, grade teams, and individual teachers, and are focused on bringing up the proficiency level of students.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 3rd through 8th grade in April 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	71	1			1	73
4	58	2			2	62
5	50	1	1		1	53
6	59	2			1	62
7	43				1	44
8	49	1			2	52
All	331	7	1		8	347

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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RESULTS AND EVALUATION

GCACS almost achieved this metric with 74 percent overall performing at levels 3 and 4 on the NYS math exam in spring 2019. This is the highest performance since transitioning to the CCLS based test. Grades 4 and 8 performed best at 88% and 81% respectively.

Performance on 2018-19 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	69%	71	68%	59
4	90%	58	88%	48
5	68%	50	67%	43
6	61%	59	69%	45
7	74%	43	74%	42
8	82%	49	81%	48
All	35%	330	74%	285

ADDITIONAL EVIDENCE

Our math scholars have shown an upward trajectory for the past three years demonstrating 20 percent more students tested at proficiency in 2018-19 than last year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	58%	48	80%	54	68%	59
4	47%	45	37%	51	88%	48
5	41%	66	34%	50	67%	43
6	43%	56	50%	48	69%	45
7	63%	38	58%	48	74%	42
8			68%	34	81%	48
All	49%	253	54%	285	74%	285

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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.

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 2018-19 mathematics MIP for all students of 107. 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.

RESULTS AND EVALUATION

The math Performance Index (PI) calculates to 187, surpassing the Measure of Interim Progress (MIP) of 107.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
330	5	22	39	35

PI	=	22	+	39	+	35	=	95
				39	+	35	=	74
					+	(.5)*35	=	17.5
						PI	=	187

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 the performance of tested students enrolled in at least their second year to that of 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

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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RESULTS AND EVALUATION

GCACS achieved this comparative math measure by outperforming the local District 8 in each grade 3 through 8 on the NYS 2019 math assessment.

2018-19 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	Number Tested	Percent	Number Tested
3	68%	59	44%	2034
4	88%	48	36%	2145
5	67%	43	38%	2121
6	69%	45	34%	2111
7	74%	42	29%	2107
8	81%	48	32%	2174
All	74%	285	35%	12692

ADDITIONAL EVIDENCE

Grand Concourse Academy Charter School consistently outperforms its local district in the Bronx.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	58%	30%	80%	41%	68%	44%
4	47%	26%	37%	32%	88%	36%
5	41%	30%	34%	30%	67%	38%
6	43%	23%	50%	27%	69%	34%
7	63%	19%	58%	25%	74%	29%
8			68%	24%	81%	32%
All	49%	26%	54%	30%	74%	35%

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.

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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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

GCA achieved this measure in 2017-18, the most recent data available, with an Effect Size of 1.24, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.6	58	79.3	39.8	39.5	1.91
4	88.9	62	33.9	34.5	-0.7	-0.03
5	90.2	55	32.7	28.1	4.6	0.27
6	96.5	55	52.7	24	28.7	1.8
7	84.7	55	58.2	26.8	31.3	1.49
8	94.7	34	67.6	20.1	47.5	2.68
All	91	319	53	29.7	23.3	1.24

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

GCA has met this metric for the past three years.

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Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-6	91.2	262	43.1	25.8	0.83
2016-17	3-7	91.2	298	48.6	25.2	1.3
2017-18	3-8	91	319	53	29.7	1.24

Goal 2: Growth Measure⁷

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.

METHOD

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

GCA math students demonstrated excellent growth between 2017 and 2018, averaging a 51.4 mean growth percentile, therefore they achieved this metric.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	34.8	50.0
5	46.9	50.0
6	53.4	50.0
7	64.5	50.0
8	62.5	50.0
All	51.4	50.0

⁷ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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ADDITIONAL EVIDENCE

GCACS has demonstrated adequate growth in both 2016-17 and 2017-18.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	41.2	54.2	34.8	50.0
5	37.4	49.3	46.9	50.0
6	49.4	53.3	53.4	50.0
7		74.4	64.5	50.0
8			62.5	50.0
All	41.4	55.7	51.4	50.0

SUMMARY OF THE MATHEMATICS GOAL

The math scholars at GCACS improved the overall proficiency rate by 20 percentage points in 2018-19 and almost reached the goal of 75%. GCACS staff and students are still working toward 75 + percent at levels 3 and 4. GCA students continue to outperform the local district, score better than expected to a large degree when compared to other schools with similar demographics and had a mean growth percentile greater than 50, meeting all other applicable accountability measures.

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.	Did Not Achieve
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.	Achieved
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.	Achieved
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. (Using 2017-18 results.)	Achieved
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. (Using the 2017-18 results.)	Achieved

ACTION PLAN

The leadership team and the teachers of Mathematics are very proud of the gains we have made in this academic area, however; we have set an internal goal to achieve the absolute measure of 75% at proficiency in 2019-20. We have set specific goals for grades that are not achieving at the rate we expect by setting a goal of 10% increase in students achieving levels 3 and 4 on NYS Math and 5% increase for those grades that have achieved above the expected target of 75%. Our goal is to exceed the expectation of 75% and increase it from 74% to 80%.

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

Grand Concourse Academy upgraded the science curriculum for the 2018-2019 school year.

Pearson Elevate Science is aligned with the New York State P-12 Science Learning Standards that were adopted in 2016, and students are transitioning to these standards this year with the new curriculum. The curriculum is rich with hands-on and STEM experiences at all grade levels and integrates literacy skills throughout each chapter. In addition, Grades 4 through 8 use packets made by teacher teams in conjunction with the Director of Instruction to reinforce science content knowledge.

STEM experiences and hands-on labs are an essential part of science instruction at Grand Concourse Academy. Students participate in at least one hands-on lab per week during science. Through these labs, students learn how to use the scientific method, make observations and draw conclusions about scientific phenomena, and use scientific tools. Each chapter incorporates a STEM activity that requires students to use the engineering design process in conjunction with science and math content knowledge for real-world applications. A new state-of-the-art Science Lab will provide opportunities for integrating early lab experiences with the relevant lecture material that is critical to building student intuition in science. Our integrated lab-lecture curriculum will be co-taught by a Faculty Team comprised of two teachers: the Lab Teacher along with the classroom science teacher in order to ensure that ample opportunity for development of new lab curriculum is possible.

Assessment is built into the science curriculum; teachers have access to an assessment after each lesson, chapter, and unit. In addition, teachers engage in formative assessment to ensure all students reach mastery level. Performance assessments that measure students' mastery of the scientific method and ability to make observations and draw conclusions about scientific phenomena are also a part of the curriculum. Teacher teams analyze data from formative and summative assessments in order to be responsive with their instruction.

The Director of Instruction for Science provides professional development for Grades K-8 in science focused on integrating hands-on experiences and STEM into instruction and developing students' ability to think critically and solve problems in science. Coaching support is also provided, including ongoing feedback, modeled lessons, and science resources.

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.

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METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. 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

GCACS students excelled on both the NYS Science 4 and 8 exams in 2018-19, meeting the measure with 98% and 86% proficient.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	61	98%	51
8	84%	51	86%	50
All	92%	112	92%	101

ADDITIONAL EVIDENCE

GCACS continues to perform well on science each year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	45	98%	51	98%	51
8			94%	35	86%	50
All	100%	45	97%	86	92%	101

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.

METHOD

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

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grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

The local district science results are unavailable at the time of this report submission.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	51		
8	86%	50		
All	92%	101	TBD	

ADDITIONAL EVIDENCE

GCACS consistently outperforms the local district in science each year.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	100%	80%	98%	84%	98%	
8			94%	43%	86%	
All	100%	80%	97%	65%	92%	

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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SUMMARY OF THE SCIENCE GOAL

GCACS grade 4 and 8 students performed extremely well on the NYS Science exams. Overall, 97% scored at levels 3 and 4. Based on 2017-18 District 8 results, GCACS outperformed them.

Type	Measure	Outcome
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 examination.	Achieved
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.	Achieved

ACTION PLAN

GCACS has consistently demonstrated strong performance in science. With the rollout of the new curriculum, Pearson Elevate Science, and the addition of STEM modules to our Math program, we anticipate continuing to build on that success in science.

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GOAL 4: ESSA

Goal 4: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

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 continues to be in Good Standing.

ADDITIONAL EVIDENCE

GCACS has been in Good Standing since it opened.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing