G.C.A. CHARTER SCHOOL

Grand Concourse Academy Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 22, 2017

By Ira Victor, Executive Director/
Founding Principal

925 Hutchinson River Parkway

Bronx, New York 10465
Phone: 718-684-6505

INTRODUCTION

Ira Victor, Principal, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Arlen Hall-Waisburd	Chair
Howard Banker	Treasurer
Richard Conley	Trustee
Jaye Fox	Trustee
Linda Manley	Secretary

Ira Victor has served as the school leader since 2004.

INTRODUCTION

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 will seek to foster a sense of strong character, ethics, and personal responsibility, as well as high expectations for academic success.

GCACS will place a strong emphasis on the CORE subject areas, as well as offering focused enrichment in sports, music, art, drama, STEM activities, and critical thinking skills. The Grand Concourse Academy Charter School will diligently seek to prepare students to meet and/or exceed New York State Common Core performance standards in English Language Arts, Mathematics, Science, and Social Studies. In addition, GCACS students will demonstrate advanced skills in the arts. The school will align and adjust student learning to the State Performance Standards, and use a variety of assessments to measure student progress in skills and content learning.

GCACS will support and encourage professional development opportunities aligned to the instructional program, and will diligently seek and encourage active parental involvement and participation in the academic goals of the student. In addition, the school will seek to involve and engage a variety of community organizations and community leaders as partners to enhance the academic success of every student.

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 progress and learn. They shall have a real opportunity 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 "Performance-based/Mastery" instruction, so that our students learn both the basics and the higher-level skills they will need after graduation. Performance-based classes are more difficult to design and teach than the lecture approach, but they help children learn better and become excited about learning. Children learn by doing. 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.

Our school slogan is *"Young children…Great Visions…Extraordinary Achievements"*

We are a successful, maturing charter school, and have expanded our expertise to include Middle School in a campus setting. We are committed to empowering all students to be active participants through a discovery model in obtaining critical thinking skills that inspires a love for lifelong learning in a safe and low risk environment.

INTRODUCTION

As young adolescents transition out of the elementary phase of their educational life, a smooth transition into the Middle School years will have 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. Grade 6-8 students will use "Go Math!", "Collections" Reading, Pearson Interactive Science (also K-5), and McGraw Hill Social Studies (Grades 3-8). The Social Studies Curriculum has been upgraded to reflect the Common Core Social Studies Standards, and is fully aligned to the New York State Social Studies Curriculum for each grade.

By moving to a campus setting, and utilizing our environmental resources, we are able to provide our students with many opportunities for discovery in order to develop their academic, critical thinking strategies, advanced reasoning skills, as well as, leadership, and organizational skills. Joining clubs, serving as class officers, participating on sports teams, (soccer, basketball, volleyball, field hockey), and student-initiated activities, are some of the ways to contribute to the GCA campus community while learning valuable life skills. This campus setting is the perfect backdrop for the myriad extracurricular, co-curricular, and social activities that build and sustain the community life of our school.

Students focus on healthy choices (anti-bullying, character-building, conflict resolution, good eating habits, exercise, etc.) as students grow and develop, emotionally and academically. Students learn to reflect on learning, develop advanced study skills, set realistic goals, and research concepts and topics using technology. Two (2) Deans and two (2) Guidance Counselors work closely with the students and staff to ensure there is reinforcement of positive behavior. The Deans and Guidance Counselors l work with students and teachers to integrate curricular activities so students can work in collaborative groups on projects that will build problem solving skills and character building skills. They also strive to improve meaningful parental involvement in order to build a cohesive bond among all the integral constituents of our school life on campus, developing a true partnership among students, parents, and staff.

In our Early Childhood department (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. During the first two weeks of school, Kindergarten teachers administer a one to one baseline assessment to determine the child's basic knowledge writing name, counting to twenty, identifying capital and lowercase letters, and sight words). Teachers are able to form instructional groups by the end of September in order to meet the diverse academic needs of the children through grouping.

INTRODUCTION

The Grade 1 Integrated Co-Teaching class has a Special Education Teacher full time and a Special Education Teacher part of the day, with the support of a Teaching Assistant for an hour in the afternoon. Children have many opportunities for healthy outdoor and indoor play, as there are outdoor fields, and a large indoor gymnasium in the fieldhouse building. Outdoor play areas provide a rich arena for natural exploration and physical development. Grades 2-8 Integrated Co-Teaching classes will also have two teachers (one General Education Teacher and one Special Education Teacher) for at least three (3) hours a day.

Teachers in Grades 1-8 administer Baseline Reading and Math assessments to determine instructional groups at the onset of the school year. Every class in Grades 2-4 have the support of an additional teacher for a minimum of three (3) periods for Reading and Math.

Curriculum Maps reflect six (6) six cycles, reflecting six (6) to seven (7) weeks of instruction. Assessments are administered at the end of each cycle for all grades, except 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. Grade 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. Classes in Grades 5-8 have the support of a Teaching Assistant in Reading and/or Math classes. AIS / Title Support is provided by the second teacher in the ELA and Mathematics classes. Since GCA adheres to a "Mastery instructional model, the AIS teacher re-teaches and reinforces concepts, strategies and standards until students achieve objectives.

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.

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. Grade level and cluster teams meet weekly for inquiry, analyzing student work, adjusting lessons, materials, and teaching practices by implementing instructional shifts. This inquiry process has given teachers the ability to analyze data and trends, and come up with actionable student goals and plans.

GCA is committed to educating the whole child through the arts and extracurricular clubs. A full time visual arts teacher and two (2) music teachers provide all students with at least one period of music or visual arts instruction a 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. School priorities should be determined by a team of staff and parents, led by a strong

leadership. There must be clear communication and clearly articulated goals and mandated participation and involvement among all members of the school community. Parent Coordinator/ Messenger/Jupiter Communication systems.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	63	78	105	72	41	33				392
2013-14	49	63	86	100	60	32				390
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

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 utilizes Pearson ***Reading Street*** Common Core as the primary reading component of our English Language Arts Curriculum in Grades K-5. For grades 6 through 8, we 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 are addressed with the dedication and intensity they warrant.

In 2014-2015, we began to supplement the Reading Street Program with a research-based program, ***Explode the Code***, in grades K-2 and for at-risk students, students with disabilities, and English Language Learners, in grades 3-5, and we will continue to use this program during the 2017-18 school year. ***Explode the Code*** offers consistency to those who require remediation throughout their years at GCACS. The program includes 30 minute daily ongoing systematic, direct phonics and phonemic awareness instruction, provides daily 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 (3) Common Core "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.)

A classroom library needs assessment was conducted and it was found that, after our move, many books were ripped, torn, outdated. This, along with the addition of Grades 6 and 7, proved that we needed to provide extensive classroom library resources for our students.

Two general education Grade 5 classes departmentalize for Reading/Social Studies and Math/Science. We piloted this in 2015-2016 and found it to be successful. We will continue this practice of departmentalizing in Grades 5-8, including Integrated Co-Teaching Classes.

We purchased new McGraw Hill Education Social Studies textbooks that ***specifically*** address New York State Common Core 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 Common Core Social Studies Standards. The students appear excited over the integration of content area reading and a project-based approach to Social Studies, as well as, Science.

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All classroom teachers, Cluster teachers, and Teacher Specialists at GCA (Grades K-8) have been provided with an additional thirty (30) minute block of time to address the needs of students at-risk of academic failure. Classroom teachers will 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 minimum of three (3) thirty (30) minute periods weekly have been designated to address Academic Intervention Services (AIS) for each student.

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 7th grade in April 2017. 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).

2016-17 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	67				2	69
4	55					
5	73					
6	65				1	66
7	39					
All	299				3	302

RESULTS

52 percent of all students and 55 percent of students in at least their second year at GCACS performed at standards 3 and 4 on the 2016 NYS ELA exam.

[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 2016-17 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	51%	67	58%	48
4	64%	55	65%	46
5	47%	73	47%	66
6	40%	65	43%	56
7	69%	39	68%	38
All	**52%**	299	**55%**	254

EVALUATION

GCACS did not achieve this measure, however grades 4 and 7 have proficiency rates in of at least 65 percent.

ADDITIONAL EVIDENCE

The overall percent of two-year cohort students performing at levels 3 and 4 on the ELA exam has been increasing year to year. As evidenced in the table below, the proficiency rate has risen from 42% in 2015, to 51% in 2016 up to 55 % in 2017.

English Language Arts Performance by Grade Level and School Year						
Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38%	77	65%	57	58%	48
4	54%	85	48%	73	65%	46
5	30%	50	47%	78	47%	66
6			44%	41	43%	56
7					68%	38
All	**42%**	195	**51%**	249	**55%**	254

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's

learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[2]

RESULTS

The GCACS Performance Level Indicator in ELA calculates to 142, which is far greater than the AMO of 111.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
299	9	38	41	11

PI	=	38	+	41	+	11	=	90
				41	+	11	=	52
						PLI	=	142

EVALUATION

GCACS achieved this outcome measure with a PLI 31 points greater than the target.

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.[3]

RESULTS

GCA outperformed District 8 by 29% in ELA, 55 percent to their percent.

2016-17 State English Language Arts Exam

[2] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

[3] 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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Charter School and District Performance by Grade Level				
Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	58%	48	30%	2085
4	65%	46	29%	2140
5	47%	66	24%	2164
6	43%	56	20%	2114
7	68%	38	29%	1898
All	**55%**	254	**26%**	10401

EVALUATION

GCACS achieved this measure. In Grade 3, GCA students outperformed District 8 students by 28% in ELA. GCA outperformed Grade 4 District 8 students by 36%, Grade 5 District 8 students by 23%, Grade 6 District 8 students by 23 and grade 7 by 39%.

ADDITIONAL EVIDENCE

GCA has consistently outperformed the local school district each year. We moved from District 9 (a district with a low socioeconomic status) in 2015-16 and our District 9 students continued at GCA at the new site. The new campus is in District 8, a district with an overall higher socioeconomic status. GCACS continues to outperform the local district in which we are located.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	38%	77	65%	57	58%	30%
4	54%	85	48%	73	65%	29%
5	30%	50	47%	78	47%	24%
6			44%	41	43%	20%
7					68%	29%
All	**42%**	195	**51%**	249	**55%**	**26%**

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.

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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 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The comparative performance was higher than expected to a large degree 2015-16 ELA overall effect size was 1.63, greater than the target 0.3.

2015-16 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	**95.0**	**65**	**65**	**25.9**	**39.1**	**2.13**
4	**90.5**	**73**	**48**	**26.2**	**21.8**	**1.23**
5	**89.0**	**81**	**46**	**20.5**	**25.5**	**1.68**
6	**90.9**	**44**	**43**	**20.1**	**22.9**	**1.51**
7						
8						
All	**91.2**	**263**	**50.7**	**23.4**	**27.4**	**1.63**

School's Overall Comparative Performance:
Higher than expected to a large degree

EVALUATION

GCACS achieved this measure in 2015-16, with an overall effect size of 1.63, far exceeding the target of 0.3.

ADDITIONAL EVIDENCE

GCACS has achieved this measure consistently since 2013.

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English Language Arts Comparative Performance by School Year						
School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-5	91.1	187	35.3	19.2	1.23
2014-15	3-5	90.9	216	42.4	17	2.1
2015-16	3-6	91.2	263	50.7	23.4	1.63

Goal 1: Growth Measure[4]

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 state's unadjusted median growth percentile.

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.[5]

RESULTS

Classes in Grades 3-6 have had the support of a second teacher or a Teaching Assistant in Reading and/or Math classes. AIS/Title Support is provided by the second teacher in the ELA and Mathematics classes. Since GCA adheres to a "Mastery Instructional Model," the AIS teacher re-teaches and reinforces concepts, strategies and standards until students achieve objectives. Last school year Grade 5 lost a teacher mid-year which broke the continuity of instruction for students in one of the classes. The students were absorbed into the other fifth grade classes. We were still able to statistically achieve the statewide median.

[4] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

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2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	52.7	50.0
5	49.6	50.0
6	X[6]	50.0
All	**51.1**	50.0

EVALUATION

GCACS achieved this measure.

ADDITIONAL EVIDENCE

GCACS has achieved an overall ELA growth percentile greater than 50 since 2014.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4		53.3	52.7	50.0
5		48.0	49.6	50.0
6				50.0
7				50.0
8				50.0
All	54.4	51.3	51.1	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

GCACS achieved all measures in ELA, with only the exception of having 75% performing at levels 3 and 4. However, GCACS did outperform the average proficiency rates of NYS, NYC District and NYC charter schools.

[6] NYSED did not calculate a growth percentile for grade 6 in 2015-16; an error.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not 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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 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 state's unadjusted median growth percentile. (Using 2015-16 results.)	Achieved

OVERALL SCHOOL ACTION PLAN

Each year, GCACS reflects on our organization's success and look to identify areas of improvement. To that end, we continue to fine tune our program, make adjustments and improve student outcomes. At the heart of these improvements for 2017-18, is a shift in our instructional leadership structure. Our teachers are GCACS's most valuable asset and we therefore seek ways to elevate and further professionalize their role. To this end, GCACS will transition away from a traditional model of hierarchical leadership and embrace a culture of Shared Decision Making. It is widely accepted that empowering teachers to be primary stakeholders and decision-makers increases student skill mastery. As previously discussed in this renewal application, GCACS began empowering teachers to have more input in guiding curriculum and sharing decision-making, and sharing accountability for student achievement in 2012 by developing Professional Learning Teams. We have reached a point in our evolution where we can restructure in order to enable even more participation in a collaborative framework that includes staff and other stakeholders. Our goal is to empower our staff to guide our students toward the acquisition of 21st century skills, and to master the CCSS. This paradigm shift will retain many valid features that have proven effective over the past ten years.

Professional Learning Teams (PLT) at GCACS have laid the foundation for this shift in organizational structure. PLTS on each grade level enable teachers to utilize all available resources, staffing models, student/adult ratio, materials and approaches, to address the academic and social needs of all students. These PLTs are comprised of the collective expertise of all disciplines. Enabling the entire GCA Community to take part in our successes. The table below describes the structure of GCACS's PLTs going forward as we make updates annually.

Professional Learning Team Members		
Leadership Support	**Assigned Resources**	**Available Resources**
Principal		Parents and Guardians
Director Elementary School K-4	Reading Support Teacher	ELA and Content Area Coaches
Director Middle School 5-8	Math Support Teacher	ESL Teacher
Classroom Teacher (Team Leaders)	Writing Support Teacher	Special Education teachers
	Title 1/ AIS Teachers (Grades 2 to 8)or Classroom Assistant (K, 1 5-8)	Guidance Counselors
	Classroom Assistant	Business Liaison

To ensure that GCACS teachers have the resources needed to make informed and effective decisions going forward, we plan to make the following three changes: (1) Restructure our leadership team to reflect an increased focus on instruction, (2) Empower teachers to become primary decision makers, and (3) Provide increased opportunities for job-embedded professional development. What follows is a description of each change.

1) ***Restructuring Instructional Leadership***. This new organizational structure will result in increased support for teachers, creating a learning-centered environment where teachers have the requisite tools to drive student academic achievement. In our next charter term, GCACS will transition our leadership team from an oversight-based model to a coaching model. Our principal's position will remain largely unchanged; he will continue to be involved in both instruction and business/operations matters. GCACS will add two instructional leadership positions to our leadership team.

Elementary and Middle School Instructional Directors

Our Elementary and Middle School Directors were highly effective master teachers with demonstrated expertise in their focus area, and will demonstrate the ability to transfer knowledge to teachers and staff with flexibility, and within a nonjudgmental coaching model. Instructional Directors will create criterion-referenced cyclical content area assessments, score assessments, analyze data, and provide support for teachers in creating follow-up lessons and activities in each specific content area.

- Provide instructional oversight and support in ELA, Mathematics(K-4) and in grades (5-8)
- Professional Development for staff who might need support with ELA, humanities, Mathematics, Science, Common Core Standards and implementation
- PLT Meetings
- Curriculum Design for Mathematics and Science
- Interim Math Assessments aligned to enVISION Math
- In-Class Coaching to provide support and promote professional growth
- Science Curriculum (K-8)
- Pacing of Mathematics and Science Curriculum
- Arts Curriculum (K-8)
- Literacy (K-8) including Reading, Writing, Listening, Speaking
- Curriculum Design for all areas of English Language Arts
- Interim ELA Assessments
- In-Class Coaching
- Social Studies through Literacy Curriculum (K-8)
- Pacing of all English Language Arts and Social Studies

Dean / Guidance Positions

The Dean / Guidance positions are instructional positions with administrative responsibilities to support the principal and the Directors of the Elementary and Middle School, so they can increase time spent on instructional responsibilities. As an administrative position, they will be responsible for promoting student achievement (Student of the Month, Response to Intervention, After School Program). They will also address all obstacles that interfere with student achievement (lateness, self-esteem, parent negligence, behavior management).

Funded Program Coordinator

- Title 1 Services K-8 after identification of students at risks during PLT meetings
- Parent Outreach on a continual basis to engage in the academic process and to address any parental concerns. New position of Parent Coordinator for the 2017 – 2018 school year
- Observing at-risk students in small group instructional sessions to ensure adherence to mandates
- Standardized Testing Compliance for State mandates
- Professional Development for staff who might need support with small group instruction, Common Core Standards and implementation
- Scheduling in class groups and support
- Enrichment Subjects

2) ***Empowering Teachers****.* Currently GCACS promotes a culture of collaboration via our PLTs. Our teachers have responded favorably to the support offered by the PLTs. In our next charter term, we will seek to increase the horizontal leadership that PLTs promote. GCACS instructional leadership will continue to work with teachers throughout the school year, providing informal and formal feedback on teacher work. These evaluations will assign our teachers to one of two following categories, Tier 1: Intern Teacher, Tier 2: High Impact Teacher. All teachers, regardless of tier, will be directly involved in instructional decision-making and the creation of intervention and enrichment activities. Tier 2 teachers will be given more autonomy to design instruction, whereas a Tier 1 teacher who is developing skills, will receive more instructional decision-making support from a GCACS Instructional Directors

3) ***Job-embedded Professional Development.*** GCACS will continue to facilitate traditional professional development workshops for our faculty in areas of development that pertain to our entire faculty. Our Instructional Coaches will lead these workshops. In order to address the unique development needs of different teachers, GCACS Instructional Coaches will run job-embedded coaching cycles with our teachers. Instructional Coaches will infuse differentiated professional development by providing teachers with immediate and specific feedback relevant to their own practice. Coaches will also model lessons and strategies for teachers in a classroom setting. GCACS teachers will engage in one-on–one meetings with coaches as needed.

Pre-Service Professional Development will span a minimum of seven days and cover topics including the reading and math programs, PLTs, utilization of data to drive instruction and content delivery, classroom design, center development, and groupings in order to meet mandated Common Core Learning Standards.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Grand Concourse Academy uses Common Core-aligned curricula for all grades. GCA implements a 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 Common Core***, and all of its manipulative and classroom supports. enVision MATH Common Core was written specifically for the Common Core State Standards, and is based on critical foundational research and proven classroom results. enVision MATH Common Core provides the same strong development of conceptual understanding through daily Problem-based Interactive Learning and step-by-step Visual Learning, bar diagrams, and solid and effective intervention. All students in Grades 1-6 are provided with supplement mathematics instruction with another research-based program by Houghton Mifflin, OnCore Math, which provides multiple opportunities to address multiple ways to solve problems in new and varied formats. These materials provide a math learning experience that will deepen understanding of concepts presented, and build upon previously taught skills.

Grades 6 through 8 will be challenged by ***Houghton Mifflin's Go Math! Middle School Program***.

As with ELA, our in-house regularly-scheduled assessments drive our instruction, student grouping, and re-teaching when a topic was not mastered by the whole group or individual students. On a daily basis, teachers will immediately identify students who have not mastered a skill and re-teach that skill/strategy during thirty (30) minute AIS periods.

Students in Grades 5, 6, 7 and 8, will departmentalize for Reading and Social Studies, and Science and Math.

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 2017. 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.

MATHEMATICS

2016-17 State Mathematics Exam Number of Students Tested and Not Tested						
Grade	Total Tested	Not Tested[7]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	67				2	69
4	54			1		55
5	73					73
6	65				1	66
7	39					39
All	298					302

RESULTS

49 percent of all students as well as 49 percent of students in at least their second year at GCACS performed at standards 3 and 4 on the 2017 NYS Math exam.

Performance on 2016-17 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	55%	67	58%	48
4	44%	54	47%	45
5	41%	73	41%	66
6	45%	65	43%	56
7	64%	39	63%	38
All	**49%**	298	**49%**	253

EVALUATION

GCACS did not achieve this measure. 49 percent of students in at least their second year achieved levels 3 and 4 on the NYS ELA exam, up 6 points from last year.

ADDITIONAL EVIDENCE

The math scores dipped in 2015-16, but increased 6 points in 2016-17.

[7] 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.

MATHEMATICS

Mathematics Performance by Grade Level and School Year						
Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	43%	77	49%	57	58%	48
4	60%	85	40%	73	47%	45
5	56%	50	40%	78	41%	66
6			48%	40	43%	56
7					63%	38
All	**53%**	213	**43%**	248	**49%**	253

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[8]

RESULTS

The GCACS Performance Level Indicator in Math calculates to 138, which is greater than the AMO of 109.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
298	12	40	36	13

PI	=	40	+	36	+	13	=	89
				36	+	13	=	49
						PLI	=	138

EVALUATION

GCACS achieved this outcome measure with a PLI 29 points greater than the target.

[8] In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

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.[9]

RESULTS

GCACS outperformed the local district overall, 49% versus 26%, and in each individual grade.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	58%	48	30%	2125
4	47%	45	26%	2175
5	41%	66	30%	2207
6	43%	56	23%	2156
7	63%	38	19%	1904
All	**49%**	253	**26%**	10567

EVALUATION

GCACS achieved this measure.

ADDITIONAL EVIDENCE

GCACS continues to outperform the local district.

[9] 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.

MATHEMATICS

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	43%	20%	49%	27%	58%	30%
4	60%	16%	40%	30%	47%	26%
5	56%	20%	40%	23%	41%	30%
6			48%	22%	43%	23%
7					63%	19%
All	**53%**	**19%**	**43%**	**26%**	**49%**	**26%**

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.

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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16, GCACS achieved an overall effect size of 0.83, which is Higher than Expected to a Large Degree.

MATHEMATICS

2015-16 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	**95.0**	**65**	**48**	**28.4**	**19.6**	**0.89**
4	**90.5**	**73**	**40**	**28.5**	**11.5**	**0.57**
5	**89.0**	**81**	**40**	**23.8**	**16.2**	**0.84**
6	**90.9**	**43**	**47**	**21.4**	**25.6**	**1.29**
7						
8						
All	**91.2**	**262**	**43.1**	**25.8**	**17.3**	**0.83**

School's Overall Comparative Performance:
Higher than expected to a large degree

EVALUATION

GCACS achieved this measure.

ADDITIONAL EVIDENCE

GCACS has had an overall effect size greater than 0.3 since 2013-14.

Mathematics Comparative Performance by School Year						
School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-5	91.1	187	53.5	27.4	1.44
2014-15	3-5	90.9	216	52.7	25.4	1.57
2015-16	3-6	91.2	262	43.1	25.8	0.83

Goal 2: Growth Measure[10]

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 state's unadjusted median growth percentile.

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

[10] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.[11]

RESULTS

As previously stated, GCACS math scores decreased in 2015-16 and overall growth percentile was not greater than the statewide median of 50, however, scores did rebound in 2016-17 with an overall increase of 6 percentage points.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	41.2	50.0
5	37.4	50.0
6	49.4	50.0
7		50.0
8		50.0
All	**41.4**	50.0

EVALUATION

GCACS did not achieve this measure.

ADDITIONAL EVIDENCE

As evidenced below, the mean growth percentile has exceeded the statewide median of 50 since 2014 until 2015-16. 2016-17 results should show improvement in math growth.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
4		56	41.2	50.0
5		54.1	37.4	50.0
6			49.4	50.0
7				50.0
All	**52.9**	**55.3**	**41.4**	50.0

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

MATHEMATICS

SUMMARY OF THE MATHEMATICS GOAL

With the exception of the first absolute measure and the 2015-15 growth, GCACS achieved all other measures. With 49 percent of our scholars scoring at levels 3 and 4, the students outperformed the proficiency average across NYS and in NYC District schools.

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
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district 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 state's unadjusted median growth percentile.	Did Not Achieve

ACTION PLAN

Please refer to the aforementioned school wide and math plans within this document.

In addition, GCA transitioned to STEM based lessons across math and science in grades 5-7 in 2016-17 and will continue to implement in grade 8. STEM lessons pose problems and combine problem solving with project-based learning across disciplines. Teachers will work together with students on activities to develop students' critical thinking, communication, assessment, and inquiry skills.

SCIENCE

Goal 3: Science

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

BACKGROUND

The GCA science curriculum reflects STEM activities and students have multiple opportunities for hands on inquiry and critical thinking. GCA uses Pearson Interactive Science for Grades K-6, with a focus on Earth Science in Grade 6. Outdoor gardening opportunities provide students with space for creating a space for planning a garden, using mathematical measurement and planning skills.

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. 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

100 percent of our grade 4 students in at least their second year at GCA scored at levels 3 and 4 on the NYS Science exam in 2016-17.

Charter School Performance on 2016-17 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 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98%	53	100%	45

EVALUATION

GCACS achieved this measure.

ADDITIONAL EVIDENCE

GCACS grade 4 students have done very well on this exam for the past three years, achieving 100% proficiency in science.

SCIENCE

Science Performance by Grade Level and School Year						
Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	85	100%	69	100%	45

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 grades in the school district of comparison.

RESULTS

Bronx District #8 Science 4 results are pending, but it is likely GCACS outperformed them given that 100 percent scored at 3 and 4.

2016-17 State Science Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	45		

EVALUATION

Results Pending.

ADDITIONAL EVIDENCE

GCACS has performed well compared to the local district(s) in recent years.

SCIENCE

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	100%	78%	100%	83%	100%	

SUMMARY OF THE SCIENCE GOAL

GCACS grade 4 students performed extremely well on the NYS Science exam, with 100 percent scoring at standards 3 and 4.

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

ACTION PLAN

GCACS will continue with the existing science program as our students are learning, enjoy it and perform well on the NYS Science 4 exam. Since GCA moved to a new facility which provides space for enhancements to our science program, students have really enjoyed the learning experiences that the space affords us. Outdoor gardening opportunities provide students with outlets for creating a garden, using mathematical measurement and planning skills. As previously mentioned, grades 5-8 will use STEM lessons across math and science.

Using our funding sources to supplement our discovery programs, we plan to take Grade 7 students again this year, to the Pocono Environmental Education Center for two days for a comprehensive program on the environment to help prepare for the Grade 8 NYS Science Assessment. We are scheduling 2 Middle School science teachers to expose our middle school students to science 5 days a week using math, technology and engineering to foster a greater understanding of the physical and life sciences.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

Grand Concourse Academy Charter School continues to be in Good Standing.

EVALUATION

GCACS achieved this outcome measure.

ADDITIONAL EVIDENCE

GCACS has been in Good Standing since it opened.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing