



International Charter School
of New York

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

Matthew Levey, School Director prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mark Carhart	Chair, Governance Committee
Monirul Hoque	Vice-Chair, Finance Committee
Mike Nigro	Treasurer, Finance Committee
Joseph Lewis	Secretary, Academic Committee
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Maya Petrocelli	Governance Committee
Kemi Omotund	Academic Committee

Matthew Levey has served as the School Director since 2015.

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

The mission of International Charter School (ICS) is to prepare elementary school students for success in education and the community through a school that integrates cultural literacy, high standards-based academics and character development. ICS is committed to an economically and culturally diverse design that will encourage students to embrace new points of view, develop critical thinking skills and nurture empathy.

ICS's primary goal is to deliver a coherent curriculum with lessons that build on one another and link across disciplines to give students context for their accumulating knowledge. ICS is among a small group of charter schools who seek to bring diverse populations together in Community School District #13 (CSD 13).

ICS is located in Downtown Brooklyn. With the surrounding communities of Bedford-Stuyvesant, Ft. Greene and Carroll Gardens, it is one of the most culturally and economically diverse areas of Brooklyn. ICS serves grades K through 5 and has sought to add a middle school as well.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15														
2015-16	60	51												
2016-17	95	66	50											
2017-18	86	97	63	36										
2018-19	79	85	79	57	41									

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

ICS Students will demonstrate proficiency in reading, writing and comprehending the English language.

BACKGROUND

ICS's ELA curriculum utilizes the Core Knowledge Language Arts (CKLA) curriculum model found on Engageny.org, which is aligned to the Common Core Learning Standards. In the primary grades, the focus is on phonics and using decodable text. The skills portion also provides students with grammar and parts of speech that are applicable to their grade level. The students are exposed to a variety of content in the units to build background knowledge. From second grade on, the instructional texts are linked to the units of study, whereby students are reading grade level or above grade level texts in preparation for the New York State Exam. In addition, teachers provide experiences with complex text through Close Reading and interactive read-alouds. Both

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

components of the CKLA curriculum provide writing instruction, with support from the Lucy Calkins writing curriculum model.

ELA instruction takes place for 1 hour and 30 minutes per day (2 separate blocks) by 2 ELA teachers using a co-teaching model. When appropriate, assistance from an ESL or Special Education Teacher for push-in or pull-out support is provided.

In addition to the curriculum-based performance tasks, students take unit exams, DIBELS benchmarks with bi-weekly progress monitoring and other internally developed assessment tools. Professional Development was provided to all teachers in the form of coaching, external PDs, and internal PDs on school-wide literacy practices.

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 4th 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	56	1	0	0	0	57
4	40	1	0	0	0	41
5						
6						
7						
8						
All	96	2	0	0	0	98

RESULTS AND EVALUATION

Forty-nine percent of all students in their second year at ICS were proficient on the 2019 NYS ELA Exam. This was a 7% increase in proficiency from the same 3rd graders on the 2018 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.

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

ICS did not meet this measure. It fell 26% short of this measure.

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	50	56	49	53
4	48	40	48	33
5				
6				
7				
8				
All	49	96	49	86

ADDITIONAL EVIDENCE

ICS had a 7% growth in proficiency for 2yr students in 3rd grade, from 42% in 2018 to 49% in 2019. ICS also had a 6% growth in proficiency for the 2018 (3rd grade) to 2019 (4th grade) cohort in the same period. By comparison, the same cohorts in CSD 13 grew only 4%.

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	NA	NA	42	26	49	53
4					48	33
5						
6						
7						
8						
All	NA	NA	42	26	49	86

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 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

ICS achieved this measure with a PLI Value of 141 based on the 2019 NYS ELA Exam, 36 points above the MIP value for this year.

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					
96	12	39	41	8					
	PI	=	39	+	41	+	8	=	88
					41	+	8	=	49
						+	(.5)*8	=	4
							PI	=	141

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

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](#).

RESULTS AND EVALUATION

Forty-nine percent of all 3rd and 4th grade students in at least their second year at ICS were proficient on the 2018 NYS ELA Exam. In NYCSD 13, 59% of all 3rd and 4th graders were proficient on the same exams.

ICS did not meet this measure. ICS's 3rd and 4th grade students in at least their second year at ICS fell below CSD 13's 3rd and 4th grade students by 10%. However, this is a 4% reduction in difference between the two compared to the previous year.

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	49	53	60	894
4	48	33	58	996
5				
6				
7				
8				
All	49	86	59	1890

ADDITIONAL EVIDENCE

ICS's rate of growth in proficiency from 2018 to 2019 is 4% higher than CSD 13.

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	NA	NA	42	56	49	60
4					48	58
5						
6						
7						
8						
All	NA	NA	42	56	49	59

Goal 1: Comparative Measure

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

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 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

The overall performance is **-.30**. ICS did not meet this measure.

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	47.5	33	51.5	56.2	-4.7	-.30
4						
5						
6						
7						
8						
All	47.5	33	51.5	56.2	-4.7	-.30

School’s Overall Comparative Performance:

Lower than expected

ADDITIONAL EVIDENCE

The ICS performance of all 3rd graders in Spring 2018 was 52%, just 4 percentage points under CSD 13.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	NA					
2016-17	NA					
2017-18	3rd	47.5	33	51.5	56.2	-.30

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

NA – No growth data is available because last year was the first year 4th grade students took the NYS ELA Exam.

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

Grade	Mean Growth Percentile	
	School	Target
4	NA	50.0
5	NA	50.0
6	NA	50.0
7	NA	50.0
8	NA	50.0
All	NA	50.0

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.

ADDITIONAL EVIDENCE

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	NA	NA	NA	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All	NA	NA	NA	50.0

Goal 1: Optional Measure

Method: Each year, 75% of students enrolled at the school in at least their second year will score in the 50th percentile or higher on their End of Year DIBELS Benchmark Test.

Each year, at least 60% of students enrolled at the school in at least their second year will achieve typical or higher growth as assessed by the DIBELS ELA Benchmark Test growth model.

RESULTS AND EVALUATION:

55% of students enrolled at ICS in at least their second year scored at the 60th percentile or higher on their End of Year DIBELS ELA Benchmark Test. ICS fell 20% below this measure.

53% of students enrolled in at least their second year at ICS achieved typical or higher growth as assessed by the DIBELS ELA Benchmark Test growth model. ICS fell 7% below this measure

ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

ICS met one of the three applicable measures within its overarching goal. Proficiency of all 3rd and 4th grade students on the 2019 NYS ELA Exam was ten percentage points below CSD 13’s 3rd and 4th grade students. ICS achieved an aggregate PI of 141, 36 points above the MIP for this year. The

school was 4.7 points below the predicted performance level. Growth could not be measured based on current available data.

ICS did not meet its two custom growth measures, with 55% of 2yr students showing proficiency on the DIBELS end of year ELA Benchmark and 53% of students showing typical or higher yearly growth.

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. ICS’s PI is 141, 36 pts above this year’s MIP
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.	ICS’s proficiency of 2yr students is 49%, 10% below CSD 13
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.)	Did not achieve
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.)	NA
Absolute	Each year, 75% of all students who are enrolled at the school in at least their second year will score in the 60 th percentile or higher on their End of Year DIBELS Benchmark Test.	ICS’s proficiency of 2yr students is 55%
Growth	Each year, at least 60% of students enrolled in at least their second year will achieve typical or higher growth as assessed by the DIBELS ELA Benchmark Test growth model.	53% of 2yr students achieved typical or higher growth

ACTION PLAN

ICS will continue to make improvements to the quality of instruction and to student outcomes based on that. The school has improved the uniformity of teacher-created lesson plans and supplemented core instruction with an additional 30 minutes of daily small group instruction (SGI) for remediation and enrichment in ELA. ICS has implemented a Close Reading program that targets reading comprehension, vocabulary development and structured writing with complex fiction and nonfiction texts. In addition, ICS has hired support staff to plan and administer RTI to a larger number of students in at-risk groups.

The school has changed its benchmarking program from DIBELS Amplify to EasyCBM as it offers a more nuanced assessment of ELA skills, with norm-referenced progress monitoring conducted on a bi-weekly schedule. This additional data has allowed teachers, with the support of academic leadership data meetings, to isolate common areas of deficit across grades and make ongoing

adjustments to daily small group instruction (SGI) to immediately address gaps in mastery of standards and skills.

This year, ICS adopted the Reading Reconsidered ELA program for 5th grade, focusing on deep explorations of fiction and nonfiction texts to build background knowledge and critical thinking. ICS has also increased science instruction in 4th and 5th grade to 5 days a week with integrated ELA and Math, including co-planning with classroom and science teachers.

In 2019, ICS hired two new academic leaders with an emphasis on developing structure, coherence and community amongst students, staff and families. These goals are focused toward the cultivation of personal responsibility and a celebration of achievement in growth schoolwide. The practices are rooted in a data-driven model where teachers have regular deep discussions about student work and strategically develop variable RTI plans for individual students. The 2 new co-principals will develop and provide professional development in close reading, the use of academic vocabulary, the structuring of deep discussions about student work and supporting the implementation of the Reading Reconsidered program in 5th grade.

Due in part to a large proportion of high needs IEP students in 2nd, 3rd and 4th grade, ICS has expanded the SETSS program, adding provider hours and integration with grade team planning. In addition, a new role was created to provide SETSS part-time and mentor assistant teachers in differentiation and co-teaching models. ICS has implemented regular data meetings with analysis protocols to look at student work and learning progress to determine next steps throughout the year.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will show competency in their understanding and application of mathematical computation and problem solving.

BACKGROUND

ICS incorporates a math curriculum that utilizes the Eureka Math program provided through Engageny.org. This is used in grades K through 5 to teach content, skills and number fluency that will support student proficiency and growth in the subsequent years of middle school. ICS then uses designated small group instruction (SGI) time for remediation and enrichment. Interim assessments and benchmark exams are a combination of questions from past state exams, nationally-normed standards-based questions and internally created questions to help collect data on student mastery of standards and skills.

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 4th 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	54	2	0	1	0	57
4	40	1	0	0	0	41
5						
6						
7						
8						
All	94	3	0	1	0	98

RESULTS AND EVALUATION

Fifty-six percent of 3rd and 4th grade students in at least their second year at ICS were proficient on the 2019 NYS Math Exam.

The school did not meet this measure. It fell 19% below the 75% mark.

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	56	54	57	51

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.

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

4	50	40	55	33
5				
6				
7				
8				
All	53	94	56	84

ADDITIONAL EVIDENCE

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			NA
8	2017-18			NA
8	2018-19			NA

ICS proficiency on the 2019 NYST Math test dropped 15% from the previous year in 3rd grade and 17% in the 4th grade cohort compared to their performance in 2018. Results can partly be attributed to a relatively larger testing population and less refusals (2 in 2019 vs. 8 in 2018).

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	NA	NA	72	25	57	51
4					55	33
5						
6						
7						
8						
All	NA	NA	72	25	56	84

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

ICS's PI is 156 for the 2019 NYST Math Exam. This exceeds this year's MIP of 107 by 49 points.

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					
	12	34	26	28					
	PI	=	34	+	26	+	28	=	88
					26	+	28	=	54
						+	(.5)*28	=	14
							PI	=	156

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](#).

RESULTS AND EVALUATION

Fifty-six percent of ICS 3rd and 4th grade students in at least their second year were proficient on the 2018 NYS Math Exam, while 52% of students in NYC Community School District #13 were proficient on the same exam in the same grades.

ICS met this measure by exceeding CSD 13 by 4%.

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	57	51	54	892
4	55	33	49	985
5				
6				
7				
8				
All	56	84	52	1877

ADDITIONAL EVIDENCE

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	NA	NA	72	54	57	54
4					55	49
5						
6						
7						
8						
All			72	54	56	52

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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

ICS met this measure. The school’s 2017-2018 comparative performance on the NYS Math Exam exceeded the predicted level by 8.3 points, with an Effect Size of .52. These results were higher than expected to a meaningful 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	47.5	31	67.7	59.4	8.3	.52
4						
5						
6						
7						
8						
All	47.5	31	67.7	59.4	8.3	.52

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16						

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

2016-17						
2017-18	3rd	47.5	31	67.7	59.4	.52

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

NA – no data is available because 2018-2019 was the first year 4th grade students took the NYS Math Exam.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	NA	50.0
5	NA	50.0
6	NA	50.0
7	NA	50.0
8	NA	50.0
All	NA	50.0

ADDITIONAL EVIDENCE

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.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	NA	NA	NA	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All	NA	NA	NA	50.0

Goal 2: Optional Measure

METHOD:

Each year, 75% of students enrolled at the school in at least their second year will score at or above the 60th percentile as assessed by the End of Year CBM CCSS Math Test.

Each year, at least 60% of students enrolled at the school in at least their second year will achieve typical or higher growth as assessed by the CBM CCSS Math Test growth model.

RESULTS AND EVALUATION:

59.6% of students enrolled at the school in at least their second year scored at or above the 60th percentile. ICS missed this measure by 15%

55% of students enrolled at the school in at least their second year achieved typical or higher growth as assessed by the CBM CCSS Math Test growth model. ICS fell 5 percentage points below this measure

ADDITIONAL EVIDENCE:

SUMMARY OF THE MATHEMATICS GOAL

ICS achieved three of the four applicable measures within its overarching goal. Proficiency of 3rd and 4th grade students with at least 2 years was 4% above the same cohort in CSD 13. ICS was 19 percentage points below the absolute measure of 75% proficiency. ICS did achieve an effect size that was higher than expected to a meaningful degree. ICS also achieved a PI that is 49 points above this year’s MIP.

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.	ICS proficiency was 56% for all 2yr students

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

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. The school's PI is 156
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.)	NA
Absolute	Each year, 75% of students enrolled at the school in at least their second year will score at or above the 60 th percentile as assessed by the End of Year CBM CCSS Math Test.	59.6% of 2yr ICS students achieved proficiency
Growth	Each year, at least 60% of students enrolled at the school in at least their second year will achieve typical or higher growth as assessed by the CBM CCSS Math Test growth model.	55% of 2yr ICS students achieved typical or higher growth

ACTION PLAN

ICS will continue to improve the quality of mathematics instruction, differentiation, curriculum structure and vertical planning. The school will conduct an item analysis of the standards measured from prior NYS Math Exams to identify areas for improvement, and allocate dedicated instruction time to support key areas of student deficit. In addition, ICS is providing regular professional development focused on examining and refining the way teachers model strategies and question students' mathematical thinking, with the goal of improving number sense and numeric fluency. This includes the addition of an assistant teacher mentor position to improve the quality of co-teaching and teacher longevity.

ICS is implementing Math Tasks - complex math problem which students must grapple with in an effort to demonstrate multiple ways to solve a problem. Students will be given interdisciplinary tasks with a focus on further development of mathematical thinking and an increase in their repertoire of available strategies. Teachers will receive professional development in the implementation of Math Tasks, including task creation and coaching methods.

With a proportionally large cohort of high needs learners in 3rd grade in 18-19, assessment scores reflect the need to refine math RTI supports. Results in 4th grade have prompted work to supplement the Eureka curriculum with multi-step word problem activities and strategic practice of common math language. In all grades, there has been a refinement culture building in and out of the classroom to strengthen shared achievement goals and provide for students' SEL needs.

GOAL 3: SCIENCE

Goal 3: Science

ICS students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.

BACKGROUND

The vision for ICS’s science program is to promote scientific literacy through engaging hands-on experiences. ICS’s science curriculum is a combination of teacher-created units of instruction with the incorporation of Dimensions, FOSS and Amplify curricula for physical science, life science and earth and space science. ICS emphasizes the engineering design process alongside evidence-based scientific explanations in order to promote problem solving skills and prepare for the NYS Science Exam. The school’s over-arching goal is to nurture a lifelong fascination with the natural world that leads to future directed learning. ICS strives for students to be scientifically literate citizens who are able to think critically about real-world problems.

ICS had its first eligible science testing grade in 2019. The school will compile an item analysis to refine the instructional focus in preparation for the 2019-2020 school year, including an increase in instructional time and comprehensive vertical planning.

Goal 3: Absolute Measure

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

METHOD

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

ICS Achieved this goal with 79% proficiency for 2yr students.

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 of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	79	34
8		

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

All	79	34
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ADDITIONAL EVIDENCE

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17			NA
8	2017-18			NA
8	2018-19			NA

NA – ICS only tested 4th grade in 2018-19

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	NA	NA	NA	NA	79	34
8						
All	NA	NA	NA	NA	79	34

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. 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

79% percent of ICS 4th grade students in at least their 2nd year were proficient on the 18-19 NYS Science Exam. ICS did not meet this measure. It fell 7 percentage points below.

2018-19 ICSNYC ACCOUNTABILITY PLAN PROGRESS REPORT

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	79	34	86 (17-18 SY)	959
8				
All	79	34	86	959

ADDITIONAL EVIDENCE

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	NA	NA	NA	NA	79	
8						
All	NA	NA	NA	NA	79	

SUMMARY OF THE SCIENCE GOAL

ICS achieved one of the two measures in its overarching goal. With 79% of 2yr students proficient, ICS fell 7 percentage points short of meeting the CSD 13 district comparative measure (referencing 17-18 4th grade science results)

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

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.	79% of ICS students were proficient

ACTION PLAN

This year, ICS has implemented daily science instruction blocks for 3rd – 5th grade. K-2 science is co-planned with the science teacher and TAs to build vertically cohesive lessons and develop group and hands-on teaching methods. Last year’s science instructional report is being used as framework for areas of strength and focus in 5th grade, as well as a blueprint for making improvements in the current 4th grade on down. Planning of interdisciplinary lessons to help students see the connections to ELA and Math. ICS has put an emphasis on interdisciplinary lesson planning to help students see the connections in Science to ELA and Math.

GOAL 4: ESSA

Goal 4: ESSA

ICS will be in Good Standing.

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

ICS is in Good Standing.

ADDITIONAL EVIDENCE

ICS has always been in Good Standing and will maintain that designation for the 2019-2020 school year.

Accountability Status by Year

Year	Status
2016-17	In good standing
2017-18	In good standing
2018-19	In good standing

