



International Charter School
of New York

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Matthew Levey, School Director prepared this 2019-20 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
Eve Martinez	Finance Committee
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Juliet Cullen-Cheung	Academic Committee
Simone Narow	Academic Committee

Matthew Levey has served as the School Director since 2015.

SCHOOL OVERVIEW

The mission of International Charter School (ICS) is to prepare students for success in education and the community through cultural literacy, standards-based academics and character development. ICS is committed to an economically and culturally diverse design that encourages 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 partnered with the Diverse Charter Schools Coalition as part of ongoing efforts to build community amongst diverse populations.

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.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	60	51												111
2016-17	95	66	50											211
2017-18	86	97	63	36										282
2018-19	79	85	79	57	41									341
2019-20	102	76	87	77	56	40								438

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

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

BACKGROUND

Pre-COVID

ICS uses the CKLA curriculum model found on Engageny.org. In 5th grade, the school began using Uncommon's Reading Reconsidered program. Additionally, K-5 teachers provide exposure to curated, complex texts during close reading blocks. Both components of the CKLA curriculum provide writing instruction, however ICS supplements with components from the Lucy Calkins writing curriculum.

ELA instruction takes place in two 45 min blocks daily using a co-teaching model. When appropriate, assistance from an ESL or special education teacher is provided for push-in or pull-out support.

In addition to curriculum-based performance tasks, students take 3 normed benchmarks with EasyCBM, 3 internally created ELA IAs in 3rd – 5th grade, and I-Ready benchmarks and growth checks. PD is provided to all teachers in the form of coaching, external training, and internal PDs on school-wide literacy practices.

March 2020

Transitioning to remote limited the school's capability to use certain components of the ELA curriculum. ICS mailed out student activity packs and reviewed work by photo submission. The school set up google classrooms and modified lessons for google slides, forms, I-Ready and literacy apps. Literacy lessons were also built from Reading A-Z and Newsela resources.

While 90% of our students regularly attended Zoom morning meetings, more than 30% of our students were unable to regularly submit work. Benchmarking with EasyCBM and our 3rd-5th grade IAs could not be completed due to tech limitations. The school relied on the diagnostic data from I-Ready to measure student achievement in ELA across the year. The final I-Ready ELA diagnostic was completed by 33% of students, in large part due to technology constraints.

METHOD

ICS administered the I-Ready ELA diagnostic in the Winter and Spring. While I-Ready was not the originally preferred method, it was the only platform used consistently throughout the year. It is nationally normed, common core aligned, and tracks detailed growth by standard.

I-Ready's absolute measure is the percent of students on or below grade level by the EOY ELA diagnostic. ICS's goal is 75% of students will be on or above grade level by the EOY I-Ready ELA Diagnostic.

I-Ready growth is measured as the percent of students that attain typical and stretch growth annually. ICS's goals are: 100% of students will meet their typical growth goal as assessed by the I-Ready ELA diagnostic; 75% of students will meet their annual stretch goal as assessed by the I-Ready ELA diagnostic.

No comparative measure is available as this is the first year ICS used I-Ready.

RESULTS AND EVALUATION

Absolute

- 59% of students are on grade level. ICS did not meet this measure

Growth

- 33% of students attained their typical growth goal. ICS did not meet this measure.
- 21% of students attained their stretch growth goal. ICS did not meet this measure.

Comparative

- NA – first year with I-Ready

ADDITIONAL EVIDENCE

- NA – first year with I-Ready

Goal 1: Optional Measure
I-Ready Normed ELA Diagnostic
METHOD: <i>Modified for Remote Instruction</i> 75% of students will be on or above grade level by the EOY I-Ready ELA Diagnostic. 100% of students will meet their typical growth goal as assessed by the I-Ready ELA diagnostic. 75% of students will meet their annual stretch goal as assessed by the I-Ready ELA diagnostic. RESULTS AND EVALUATION: 59% were on grade level by EOY. ICS fell 16% below this measure 33% of students met their typical growth goal. ICS fell 67% below this measure. 21% of students met their annual stretch goal. ICS fell 54% below this measure ADDITIONAL EVIDENCE: NA – first year with I-Ready

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

ICS did not meet its three custom measures for ELA, with 59% of students on grade level, 33% of students showing typical growth, and 21% showing stretch growth.

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Type	Measure	Outcome
Absolute	75% of students will be on or above grade level by the EOY I-Ready ELA Diagnostic.	59% attained grade level, 16% below goal
Growth	100% of students will meet their typical growth goal as assessed by the I-Ready ELA diagnostic.	33% attained typical growth goals, 67% below goal
Growth	75% of students will meet their annual stretch goal as assessed by the I-Ready ELA diagnostic.	21% attained stretch growth goals, 54% below goal

ACTION PLAN

ICS will continue to make improvements to the quality of instruction and to student outcomes based on that. The major changes are:

- ICS hired a Literacy Coach focused on growing teachers and implementing Guided Reading
- 100% of students have tech access to complete work and participate in live lessons virtually
- Partnership with Prospect Schools for Illuminate Interim Assessments in 3-5
- Partnership with Prospect Schools for Illuminate Mock State Test in 3-5
- Teacher access to digital resources for CKLA
- Full Implementation of I-Ready Benchmarks and Growth Checks

The school will continue to use the coherent, sequenced, and vertically aligned Core Knowledge Language Arts (CKLA) as the primary curriculum for K-4 ELA. 5th Grade students will continue to use Reading Reconsidered as the primary curriculum for ELA. Students receive foundational phonics instruction through CKLA Skills in grades K-2 and all grades build content knowledge and reading comprehension through CKLA Listening and Learning with an additional block devoted to writing.

ICS will continue to provide differentiated instructional supports during remote learning to at risk students, including ELLs and SWDs. Students who need additional support may have small group video sessions, differentiated classwork in Google Classroom, or 1 to 1 virtual check ins with an educator or service provider. In literacy, targeted intervention will be provided through guided reading using Leveled Literacy Intervention, Reading A to Z, I-Ready, or teacher created plans focused on supporting student lagging skills in accuracy, fluency, and comprehension.

ICS has implemented regular data meetings with analysis protocols to look at student work and learning progress to determine next steps throughout the year. 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. Students will demonstrate mastery of curricular content through regular formative and summative assessments, as well as teacher observations and review of student work, both virtual and in person. ICS NYC will engage in 8 week data cycles, which may allow regrouping of students depending on skills mastery and needs. Formal Literacy

Assessments will include Fountas and Pinnell running records to assess accuracy, fluency, and comprehension at various levels of text as well as CKLA assessments.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

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

BACKGROUND

Pre-COVID

ICS uses the Eureka Math program provided through Engageny.org. Math instruction takes place in two 45 min blocks daily using a co-teaching model. ICS then uses SGI for remediation and enrichment. When appropriate, assistance from an ESL or special education teacher is provided for push-in or pull-out support.

In addition to curriculum-based performance tasks, students take 3 normed benchmarks with EasyCBM, 3 internally created Math IAs in 3rd – 5th grade, and I-Ready benchmarks and growth checks. PD is provided to all teachers in the form of coaching, external training, and internal PDs on school-wide best practices for mathematics.

March 2020

Transitioning to remote limited the school's capability to use certain components of the Eureka curriculum. ICS mailed out student activity packs and reviewed work by photo submission. The school set up google classrooms and modified lessons for google slides, forms, I-Ready and math apps like Zearn and Khan Academy.

While 90% of our students regularly attended Zoom morning meetings, more than 30% of our students were unable to regularly submit work. Benchmarking with EasyCBM and our 3rd-5th grade IAs could not be completed due to tech limitations. The school relied on the diagnostic data from I-

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Ready to measure student achievement in Math across the year. The final I-Ready Math diagnostic was completed by 33% of students, in large part due to technology constraints.

METHOD

ICS administered the I-Ready Math diagnostic in the Winter and Spring. While I-Ready was not the originally preferred method, it was the only platform used consistently throughout the year. It is nationally normed, common core aligned, and tracks detailed growth by standard.

I-Ready's absolute measure is the percent of students on or below grade level by the EOY Math diagnostic. ICS's goal is 75% of students will be on or above grade level by the EOY Math I-Ready Diagnostic.

I-Ready growth is measured as the percent of students that attain typical and stretch growth annually. ICS's goals are: 100% of students will meet their typical growth goal as assessed by the I-Ready Math diagnostic; 75% of students will meet their annual stretch goal as assessed by the I-Ready Math diagnostic.

No comparative measure is available as this is the first year ICS used I-Ready.

RESULTS AND EVALUATION

Absolute

- 44% of students are on grade level. ICS did not meet this measure

Growth

- 14% of students attained their typical growth goal. ICS did not meet this measure.
- 4% of students attained their stretch growth goal. ICS did not meet this measure.

Comparative

- NA – first year with I-Ready

ADDITIONAL EVIDENCE

- NA – first year with I-Ready

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Goal 2: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
<p>METHOD:</p> <p><i>Modified for Remote Instruction</i></p> <p>75% of students will be on or above grade level by the EOY I-Ready Math Diagnostic.</p> <p>100% of students will meet their typical growth goal as assessed by the I-Ready Math diagnostic.</p> <p>75% of students will meet their annual stretch goal as assessed by the I-Ready Math diagnostic.</p> <p>RESULTS AND EVALUATION:</p> <p>44% were on grade level by EOY. ICS fell 31% below this measure</p> <p>14% of students met their typical growth goal. ICS fell 86% below this measure.</p> <p>4% of students met their annual stretch goal. ICS fell 71% below this measure</p> <p>ADDITIONAL EVIDENCE:</p> <p>NA – first year with I-Ready</p>

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

ICS did not meet its three custom measures for Math, with 44% of students on grade level, 14% of students showing typical growth, and 4% showing stretch growth.

Type	Measure	Outcome
Absolute	75% of students will be on or above grade level by the EOY I-Ready Math Diagnostic.	44% attained grade level, 31% below goal
Growth	100% of students will meet their typical growth goal as assessed by the I-Ready Math diagnostic.	14% attained typical growth goals, 86% below goal
Growth	75% of students will meet their annual stretch goal as assessed by the I-Ready Math diagnostic.	4% attained stretch growth goals, 71% below goal

ACTION PLAN

ICS will continue to improve the quality of mathematics instruction, differentiation, curriculum structure and vertical planning.

- ICS hired a Math Instructional Coach focused on growing teachers and implementing AF Navigator in 3-5.
- 100% of students have tech access to complete work and participate in live lessons virtually
- Partnership with Prospect Schools for Illuminate Interim Assessments in 3-5
- Partnership with Prospect Schools for Illuminate Mock State Test in 3-5
- Teacher access to digital resources for Eureka in K-2
- Full Implementation of I-Ready Benchmarks and Growth Checks

This year ICS adopted AF's Navigator Math Curriculum in grades 3-5. The focus is on providing rigorous, grade-level work to our upper elementary students. This curriculum combines deep content-based foundational knowledge with high-level mathematical discourse that celebrates different approaches when solving math problems. It also provides our teachers with data-driven instructional coaching and allows them to compare routine data collections at ICS with other schools/grades across the AF partner network. In addition, AF partner schools often demonstrate at least 5 percentage points of growth in their first year of curriculum.

ICS will continue to use Eureka Math in grades K-2. Math interventions and supports for ELLs and SWDs are embedded into the math program through regular review of data and adjustment of instruction to meet individual student needs and make progress toward IEP goals.

The school will continue to provide differentiated instructional supports during remote learning to at risk students, including ELLs and SWDs. Students who need additional support may have small group video sessions, differentiated classwork in Google Classroom, or 1 to 1 virtual check ins with an educator or service provider. I-Ready and teacher created plans will support students in need of differentiation.

Students will demonstrate mastery of curricular content through regular formative and summative assessments, as well as teacher observations and review of student work, both virtual and in person. ICS NYC will engage in 8 week data cycles, which may allow regrouping of students depending on skills mastery and needs. Formal Math assessments will include Eureka Math unit tests for Grades K-2 and Navigator Math assessments in grades 3-5. Weekly data meetings will allow teachers to review student work such as exit tickets or assessments and support professional development in responding to student needs based on current data.

Documentation of student progress will be available in Google Classroom as well as internal data dashboards and ICS's SIS, TeacherEase. Regular collection and review of data, aligned with leader planning support, review, and classroom observations (virtually and in person) will support the school in continuously refining curriculum to meet the needs of all students, including supports for ELLs, students with IEPs, and students in the RTI process who may need additional interventions. Additionally, we will import data into Illuminate, a data visualization platform, to have the ability to

track student progress, identify areas of need, drive targeted interventions or instruction, and monitor progress through custom formative, summative and interim assessments.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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.

METHOD

Pre-COVID

ICS created an internal assessment based on the NYS Science Written and Performance components. 3rd – 5th grade students completed a baseline knowledge assessment in September 2019. Prior to the Winter break, students also took a baseline for NYS Science Written Test based on past year's questions.

The absolute goal is that 75% of all students will perform at or above proficiency on the EOY Science Benchmark. The growth goal is that the percent of all tested students performing at proficiency EOY Science Benchmark will be greater than that of all students in the same tested grades in the previous year.

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While students did participate in weekly science lessons, the frequency of lessons was significantly reduced due to technology constraints in accessing Zoom sessions, Google Classroom, and submitting regular weekly work. ICS did not administer a comprehensive Science exam during remote learning in 19-20. As such, the school does not have reliable data to report on the overall progress of students in Science for the 19-20 school year.

RESULTS AND EVALUATION

No results available as ICS did not administer an end of year Science benchmark.

ADDITIONAL EVIDENCE

NA

Goal 3: Science
NA – ICS did not administer an EOY Science Benchmark in 19-20
METHOD: NA
RESULTS AND EVALUATION: NA
ADDITIONAL EVIDENCE: NA

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

ICS was not able to measure absolute, growth or comparative measures in Science in the 19-20 school year due to a lack of consistent student access to technology during remote learning.

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 a 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

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

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Goal 7: 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 2020-2021 school year.

Accountability Status by Year

Year	Status
2017-18	In good standing
2018-19	In good standing
2019-20	In good standing