



**International Charter School
of New York**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Laura Robitzek, the Director of Data prepared this 2020-21 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 |
| Kenneth Mbonu | Finance Committee |
| Maya Petrocelli | Governance Committee |
| Juliet Cullen-Cheung | Academic Committee |
| Simone Narow | Academic Committee |

Matthew Levey served as the School Director since 2015. In the 2020-21 school year, International Charter School of New York began its merger with Prospect Schools, under the leadership of Dan Rubenstein.

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.

As of June 2021, International Charter School merged with Prospect Schools to become International Elementary School (IES). With this merger, IES will be adopting many of Prospect Schools best practices and action steps for the 2021-22 schools, as outlined in the action planning sections for both ELA and Math.

ENROLLMENT SUMMARY

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

| School Enrollment by Grade Level and School Year | | | | | | | | | | | | | | |
|--|-----|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| 2016-17 | 95 | 66 | 50 | | | | | | | | | | | |
| 2017-18 | 86 | 97 | 63 | 36 | | | | | | | | | | |
| 2018-19 | 79 | 85 | 79 | 57 | 41 | | | | | | | | | |
| 2019-20 | 102 | 76 | 87 | 77 | 56 | 49 | | | | | | | | |
| 2020-21 | 60 | 94 | 74 | 70 | 74 | 44 | 60 | | | | | | | |

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

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.

Post March 2020

Transitioning to remote limited the school's capability to use certain components of the ELA curriculum. As such, 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.

Throughout the 2020-21 school year, around 95% of our students regularly attended Zoom morning meetings. The issues around work submission and technology constraints, that we had in the Spring of 2020, were resolved for the 2020-21 school year. ICS relied on the diagnostic data from I-Ready to measure student achievement in ELA across the year.

METHOD

ICS administered the i-Ready assessment in Fall, Winter and Spring of the 2020-21 school year, as well as administering the short and extended response questions of the Prospect Schools ELA mock exam.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **i-Ready**

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RESULTS AND EVALUATION

52% of students were performing mid-on grade level or above according to i-Ready. ICS did not meet the ELA measures for all students, students who were low initial achievers, or veteran students. However, it did meet the measure for students with disabilities.

I-READY

2020-21 i-Ready ELA Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|---|---|--------|--------|---------|------|
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | 188 | 17 | No |
| Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | 60 | 26 | No |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ¹ | 17 | 49 | 26 | Yes |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment. | 2+ students | 75% | 165 | 52.1% | No |

¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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End of Year Performance on 2020-21 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 3 | 68.6% | 70 | 69.5% | 59 |
| 4 | 51.4% | 74 | 53.0% | 66 |
| 5 | 27.3% | 44 | 25.0% | 40 |
| All | 52.1% | 188 | 52.1% | 165 |

End of Year Growth on 2020-21 i-Ready ELA Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3 | 17 | 70 |
| 4 | 17 | 74 |
| 5 | 16 | 44 |
| All | 17 | 188 |

ACTION PLAN

As International Charter School merges with Prospect Schools to become International Elementary School, we have three instructional priorities:

Strategy 1: Implement rigorous, standards aligned curriculum, by planning for rigorous, on-grade level instruction through unpacking of modules and units using intellectual prep protocols.

- We will use protocols for IPP, Unit Unpacking, LASW, and Lesson Study
- We will provide educators with Opportunities To Respond (OTR) training and observation tools
- We will provide educators with Universal Design for Learning (UDL) training and planning resources
- Coordinated alignment of school-based protocols with Prospect Schools network-based practices
- Coordinated and lead leadership team professional development and/or meetings related to protocols, OTRs, UDL practices, and alignment on rigorous, on-grade level instruction to create a shared vision across IES and the network

Strategy 2: Implement strong Tier 1 teaching practices grounded in UDL approaches and data-driven instruction. As well as deliver rigorous, on-grade level instruction that is informed by student data and embeds UDL approaches.

- Coordinated leadership team training that creates shared understanding of strong Tier 1 instruction and rigorous, on-grade level instruction
- Weekly school-based walkthroughs by the network Heads of Instruction and grade-level teams to observe progress on 6-week cycle goals
- Leadership and grade-level weekly data meetings that select the highest-leverage teaching practice that would impact students of marginalized demographic groups
- IES will have scheduled cross-school and network-led walkthroughs

Strategy 3: Provide effective teacher training by offering differentiated teacher development opportunities through priority-aligned professional development and performance

- Train supervising leadership members on coaching practices through attendance of year long series for Supervision & Evaluation
- Senior Leadership-led profession development that is informed by walkthrough observation data and highest, leverage skills and are also designed for adult learning

GOAL 2: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

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.

Post March 2020

Transitioning to remote learning during COVID 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.

Throughout the 2020-21 school year, around 95% of our students regularly attended Zoom morning meetings. The issues around work submission and technology constraints, that we had in the Spring of 2020, were resolved for the 2020-21 school year. ICS relied on the diagnostic data from i-Ready to measure student achievement in math across the year. ICS also began using Achievement First's Math Navigator program for unit and interim assessments.

METHOD

ICS administered the I-Ready Math diagnostic in Fall, Winter and Spring. 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.

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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.

RESULTS AND EVALUATION

39% of students performed mid on grade level or above on the Spring i-Ready math assessment. Our students with disabilities did have higher annual typical growth than general education students. However, we did not meet the goals for all students, low initial achievers, or veteran students.

I-READY

| 2020-21 i-Ready Math Assessment End of Year Results | | | | | |
|---|---|--------|--------|---------|------|
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | 188 | 17 | No |
| Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | 49 | 23 | No |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ² | 17 | 27 | 23 | Yes |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment. | 2+ students | 75% | 165 | 38.8% | No |

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

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End of Year Performance on 2020-21 i-Ready Math Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 3 | 48.6% | 70 | 50.6% | 59 |
| 4 | 37.8% | 74 | 37.9% | 66 |
| 5 | 25.0% | 44 | 22.5% | 40 |
| All | 38.8% | 188 | 38.8% | 165 |

End of Year Growth on 2020-21 i-Ready Math Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3 | 26 | 70 |
| 4 | 23 | 74 |
| 5 | 18 | 44 |
| All | 23 | 188 |

ACTION PLAN

As International Charter School merges with Prospect Schools to become International Elementary School, we have three instructional priorities:

Strategy 1: Implement rigorous, standards aligned curriculum, by planning for rigorous, on-grade level instruction through unpacking of modules and units using intellectual prep protocols.

- We will use protocols for IPP, Unit Unpacking, LASW, and Lesson Study
- We will provide educators with Opportunities To Respond (OTR) training and observation tools
- We will provide educators with Universal Design for Learning (UDL) training and planning resources
- Coordinated alignment of school-based protocols with Prospect Schools network-based practices

- Coordinated and lead leadership team professional development and/or meetings related to protocols, OTRs, UDL practices, and alignment on rigorous, on-grade level instruction to create a shared vision across IES and the network
-

Strategy 2: Implement strong Tier 1 teaching practices grounded in UDL approaches and data-driven instruction. As well as deliver rigorous, on-grade level instruction that is informed by student data and embeds UDL approaches.

- Coordinated leadership team training that creates shared understanding of strong Tier 1 instruction and rigorous, on-grade level instruction
- Weekly school-based walkthroughs by the network Heads of Instruction and grade-level teams to observe progress on 6-week cycle goals
- Leadership and grade-level weekly data meetings that select the highest-leverage teaching practice that would impact students of marginalized demographic groups
- IES will have scheduled cross-school and network-led walkthroughs

Strategy 3: Provide effective teacher training by offering differentiated teacher development opportunities through priority-aligned professional development and performance

- Train supervising leadership members on coaching practices through attendance of year long series for Supervision & Evaluation
- Senior Leadership-led profession development that is informed by walkthrough observation data and highest, leverage skills and are also designed for adult learning

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE 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.

METHOD

Pre-COVID

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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.

Post -March 2020

During COVID students participated in weekly science lessons, the frequency of lessons was significantly reduced due 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 or in 20-21. As such, the school does not have reliable data to report on the overall progress of students in Science for the 20-21 school year.

RESULTS AND EVALUATION

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

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

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

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

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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.

Accountability Status by Year

| Year | Status |
|---------|------------------|
| 2018-19 | In good standing |
| 2019-20 | In good standing |
| 2020-21 | In good standing |

APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary. Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

| 2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results | | | | | |
|--|---|------------------|--------|---------|----------|
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score. | All students | 50 | [#] | [X] | [Yes/No] |
| Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration. | Low initial achievers | 55 | [#] | [X] | [Yes/No] |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ³ | [X] ⁴ | [#] | [X] | [Yes/No] |

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

⁴ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

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| | | | | | |
|--|-------------|-----|-----|-----|----------|
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁵ | 2+ students | 75% | [#] | [%] | [Yes/No] |
|--|-------------|-----|-----|-----|----------|

End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|---------------------------------|---------------|--|---------------|
| | Percent Proficient ⁶ | Number Tested | Percent Proficient | Number Tested |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | | | | |

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| All | | |

I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|---------|----------|--------|--------|---------|------|
|---------|----------|--------|--------|---------|------|

⁵ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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| | | | | | |
|---|---|------------------|-----|-----|----------|
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students | 100% | [#] | [%] | [Yes/No] |
| Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration. | Low initial achievers | 110% | [#] | [%] | [Yes/No] |
| Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school. | Students with disabilities ⁷ | [%] ⁸ | [#] | [%] | [Yes/No] |
| Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment. | 2+ students | 75% | [#] | [%] | [Yes/No] |

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|-------------------------------------|---------------|--|---------------|
| | Percent Mid-On Grade Level or Above | Number Tested | Percent Mid-On Grade Level or Above | Number Tested |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| All | | | | |

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment By All Students

| Grades | Median Percent of Annual Typical Growth | Number Tested |
|--------|---|---------------|
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| All | | |