



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
THE INTERNATIONAL CHARTER
SCHOOL OF NEW YORK*

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/SUNY-
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



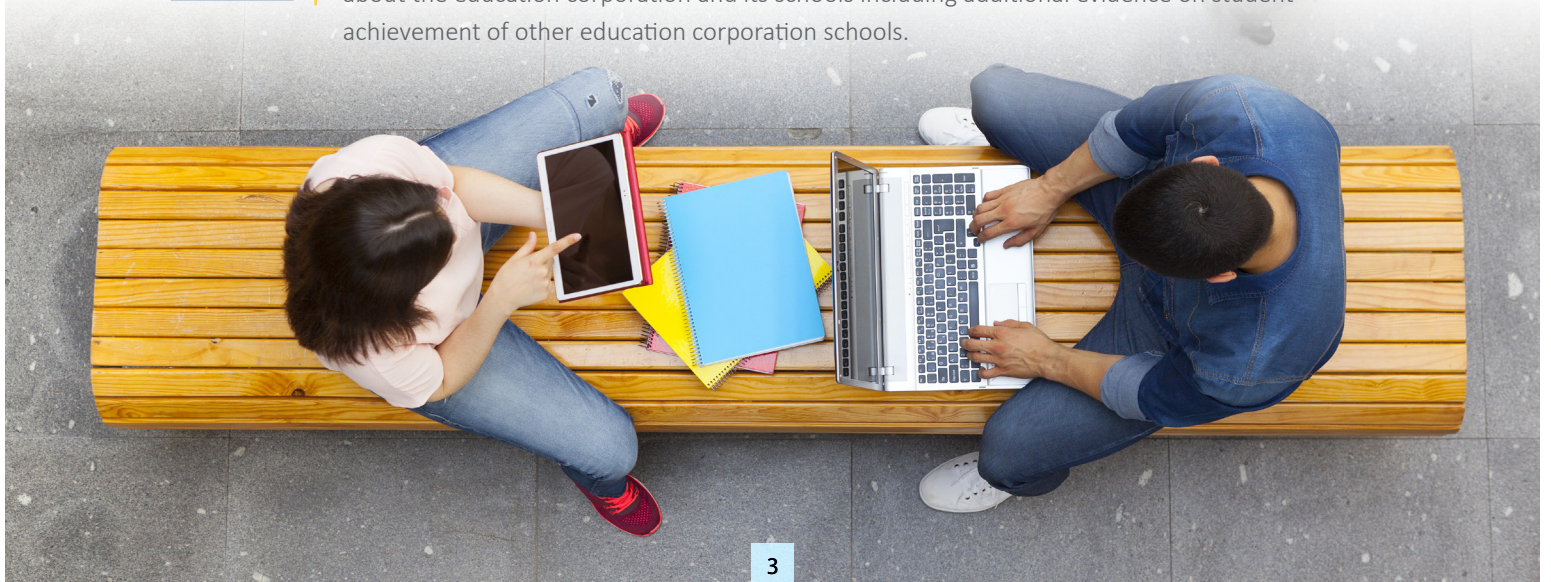
RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal/.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Short-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of The International Charter School of New York to a limited extent and renew its charter for a period of three years with authority to provide instruction to students in Kindergarten – 5th grade only, with a projected total enrollment of 525 students at the end of the third year.

To earn an *Initial Short-Term Renewal*, a school must either:



have compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but have in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,³ which is likely to result in the charter school's being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures both in the charter school and its education corporation with a demonstrated capacity to meet the charter school's academic Accountability Plan goals and to operate the charter school in an educationally and fiscally sound fashion; or



have compiled an overall record of meeting its academic Accountability Plan goals but, at the time of the renewal inspection visit, have in place an educational program that, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple material respects.⁴

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1:

the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations;

3. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

4. SUNY Renewal Policies (p. 12).

2:

the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure and its purpose, approving the school to operate for another three years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all operating, SUNY authorized charter schools. The Act requires charter schools to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets. SUNY and the New York State Board of Regents (the “Board of Regents”) approved the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

The International Charter School of New York (“International NY”) is a diverse by design school, and in its efforts to have a student body from multiple economic and ethnic backgrounds, also makes efforts toward meeting its enrollment and retention targets. The school fell below its retention target for students with disabilities. International NY narrowly missed its enrollment target for ELLs and does not meet its retention target. The school does not meet its enrollment or retention targets for students who qualify for FRPL. To attempt to meet its targets the school uses the following strategies:

- sending out information about the school to students in the surrounding district;
- providing recruitment materials to organizations in neighborhoods with high concentrations of families and low income housing projects;
- implementing a 50% set aside in the admissions lottery for economically disadvantaged students in the next charter term;
- working with the local Committee on Special Education (“CSE”) to reach out to families and distribute materials about the school;

5. See New York Education Law § 2852(2).

- reaching out to local businesses, houses of worship, stores, restaurants, and daycare centers in neighborhoods where English is not the primary language; and,
- providing translators who speak Spanish, French, Russian, and German, and providing phone translation resources if necessary.

For additional information on the school's enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

THE INTERNATIONAL CHARTER SCHOOL OF NEW YORK

BACKGROUND

The SUNY Trustees approved the original charter for International NY on June 4, 2014. The school opened its doors in the fall of 2015 initially serving 155 students in Kindergarten and 1st grade. The school is authorized to serve 549 students in Kindergarten – 5th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 5th grade, with a projected total enrollment of 525 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2023. International NY operates in two privately leased spaces. Kindergarten and 1st grade are located in leased space at 55 Willoughby Street, Brooklyn, NY in New York Community School District (“CSD”) 13. The school’s 2nd – 5th grade are located in leased space at 9 Hanover Place, Brooklyn, NY in CSD 15.

International NY’s mission states:



The mission of the International Charter School of New York is to prepare students from diverse ethnic and economic backgrounds for a lifetime of active and engaged citizenship in their city, their nation, and the world.

Based on the school’s performance, the program in place at the time of renewal, as well as International NY’s need to grow its instructional strength, supports for improving teacher development and governance, the Institute does not recommend a middle school expansion at this time. The Institute anticipates the school will seek to expand to include a middle school program at some future point.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

International NY is establishing itself as an academic success. While the school has thus far produced a mixed and limited record of meeting or coming close to meeting its Accountability Plan goals, the program in place at the time of renewal is sufficiently strong and effective, as assessed using the Qualitative Education Benchmarks, is likely to enable the school to meet or come close to meeting its future academic goals with the additional time that the renewal would permit.

Given the extra time that a short-term renewal would allow and the school's demonstrated programmatic improvements, International NY will likely continue to grow the strength of its Kindergarten – 5th grade program and further improve its academic outcomes. The school hired two new principals this year and the leadership team is establishing new structures for teacher evaluation, coaching, and assessment data analysis. School leaders are beginning to identify changes needed to ensure all members of its diverse student body meet achievement targets. The board is thoughtful about its oversight and has identified a need to ask school leaders more targeted questions in order to understand key information about the school's academic program.

International NY's performance is summarized below.

- In ELA, the school improved its overall proficiency by nine percentage points from 2017-18 to 2018-19 but scored below the district both years. The school did not meet its effect size or growth targets in either year.
- In mathematics, International NY outperformed the local district in every year for which data is available. The school came close to meeting the absolute target of 75% in 2017-18 but its performance declined in 2018-19. International NY fell far below its growth target in 2019.
- In 2018-19, the school's first year administering the state science exam, the school posted an 83% proficiency rate, exceeding the absolute target of 75% but falling below the rate of CSD 13 by one percentage point.
- The school has not established a compliant program to support ELLs as outlined in its charter application.
- The school's students with disabilities outperformed their district counterparts on the state's ELA exam by 6 percentage points and on the state's mathematics exams by 19 percentage points in 2018-19.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant International NY an Initial Short-Term Renewal of three years and limit any expansion to the requested chartered enrollment of the current grade span.

NOTEWORTHY

International NY provides students access to several after school programs including acting at The Stage Theater School and music and arts at the Brooklyn Music School.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

International NY is establishing itself as an academic success. The school's executive director and two new principals are establishing systems to build the capacity of teachers and leaders. With the additional time that a Short-Term Renewal would allow, International NY is likely to meet or come close to meeting its Accountability Plan goals in a future charter term.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the Board of Regents”⁸ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools’:

ABSOLUTE
PERFORMANCE, I.E.,
WHAT PERCENTAGE
OF STUDENTS
SCORE AT A CERTAIN
PROFICIENCY ON
STATE EXAMS?

COMPARATIVE PERFOR-
MANCE, I.E., HOW DID THE
SCHOOL DO AS COMPARED
TO SCHOOLS IN THE
DISTRICT AND SCHOOLS
THAT SERVE SIMILAR
POPULATIONS OF ECO-
NOMICALLY DISADVAN-
TAGED STUDENTS?

GROWTH
PERFORMANCE,
I.E., HOW MUCH
DID THE SCHOOL
GROW STUDENT
PERFORMANCE AS
COMPARED TO THE
GROWTH OF SIMILARLY
SITUATED STUDENTS?

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. International NY did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress ("MIP") attainment,⁹ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of International NY relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of International NY's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of International NY's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

9. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

The Accountability Plan also includes science and ESSA goals, the latter of which replaces the No Child Left Behind Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

**SUNY
RENEWAL
BENCHMARK
1A**

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

International NY posted mixed results on its key academic Accountability Plan goals in ELA and mathematics during its initial charter term. The school did not meet its ELA goal in the first two years it produced testing results. After meeting its mathematics goal in 2017-18, the school's performance declined in 2018-19 and it did not meet the goal. The school came close to meeting its science goal and met its NCLB/ESSA goal.

During 2017-18 and 2018-19, the first two years that the school enrolled students in testing grades, International NY did not meet its ELA Accountability Plan goal. In 2017-18, with 40% of its students enrolled for at least two years scoring at or above proficiency, the school fell below the absolute target of 75% by 35 points and the performance of the district by 16 points. The level of achievement was below both the absolute and comparative target, although the school's overall proficiency rate was higher than the rate for students in at least their second year. International NY posted an effect size of -0.3, falling below the target of 0.3 and indicating that the school performed lower than expected compared to schools across the state enrolling similar percentages of economically disadvantaged students. In 2018-19, the first year in which all measures included under its goal were applicable, the school again did not meet its ELA goal. While International NY increased its proficiency rate for students enrolled for at least two years by nine percentage points it fell under the performance of the district by 10 points. The school continued to perform lower than expected compared to demographically similar schools. The school posted its first growth score in 2018-19, falling below the target of 50 by three percentile points.

International NY posted a mixed record of mathematics achievement in the first two years in which it enrolled students in testing grades. In 2017-18, the school met its goal when it exceeded the target for both comparative measures. With 71% of its students enrolled for at least two years scoring at or above proficiency, the school exceeded the district performance by 17 percentage points. In comparison to schools across the state enrolling similar rates of economically disadvantaged students, International NY performed higher than expected to a meaningful degree. In 2018-19, International NY's proficiency rate declined by 14 percentage points and the school failed to meet its mathematics goal. Although the school continued to outperform the district, the gap between the district and school narrowed to six points. The school posted an effect size of 0.12, falling below the target of 0.3 and indicating it performed slightly higher than expected compared to demographically similar schools. In alignment with the school's decline in proficiency, the school posted a mean growth percentile of 36, falling well below the target of 50.

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International NY first administered the New York State science exam in 2018-19. That year, the school's 4th grade students enrolled in at least their second year posted an 83% proficiency rate exceeding the absolute target of 75%. The school's performance fell one point below the district's students in 4th grade.

The school met its ESSA goal, remaining in good standing under the state's accountability system over the term.

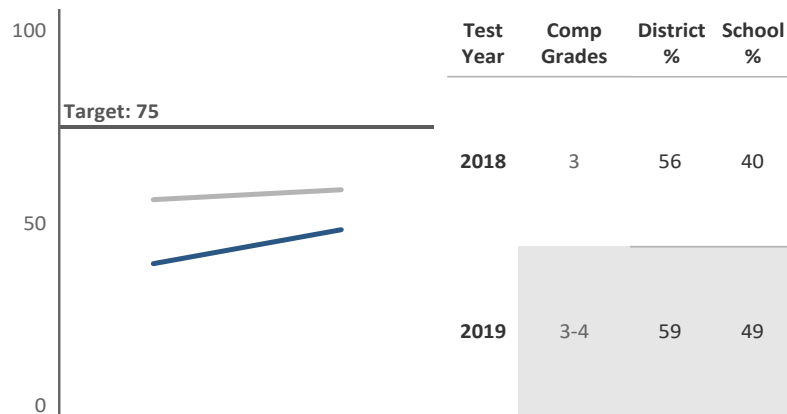
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ACADEMIC PERFORMANCE

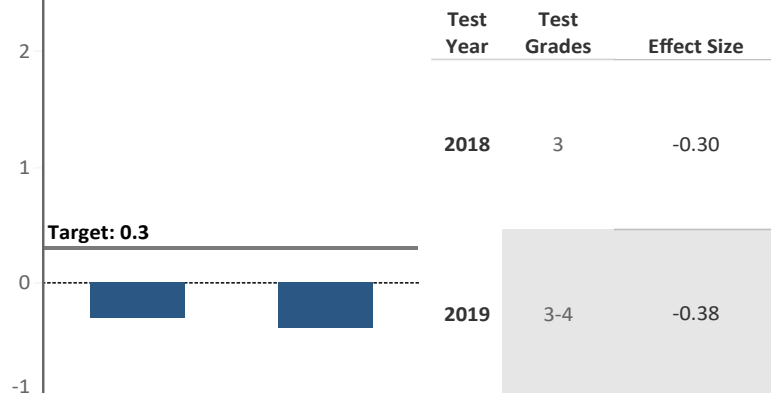
THE INTERNATIONAL CHARTER SCHOOL OF NEW YORK

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

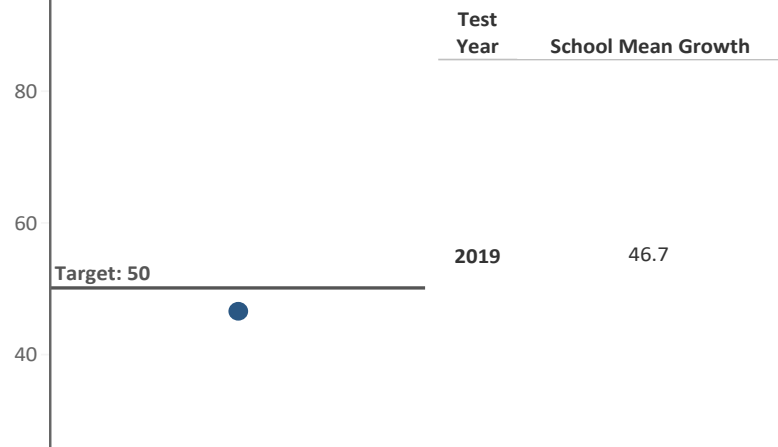
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



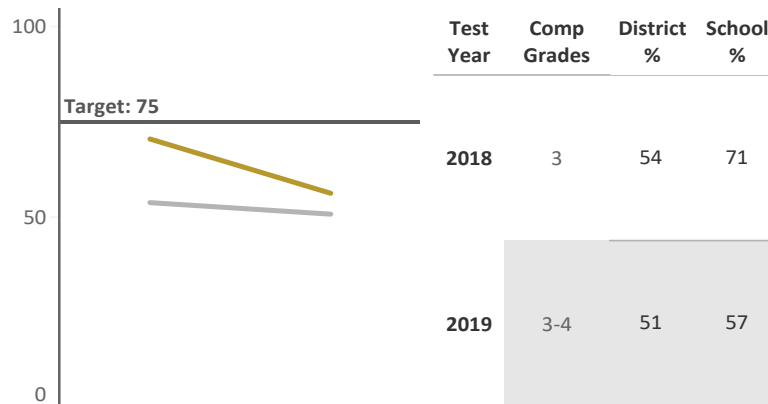
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ACADEMIC PERFORMANCE

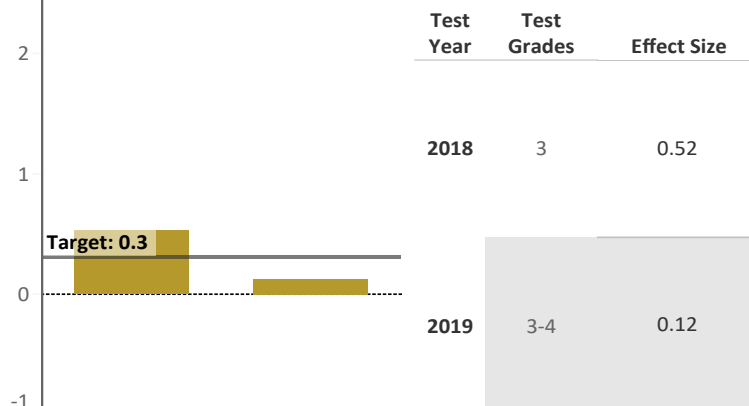
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MATHEMATICS ACCOUNTABILITY PLAN GOAL

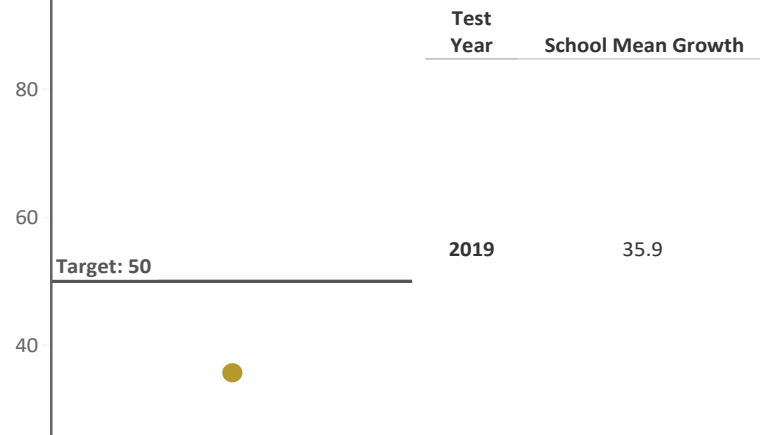
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



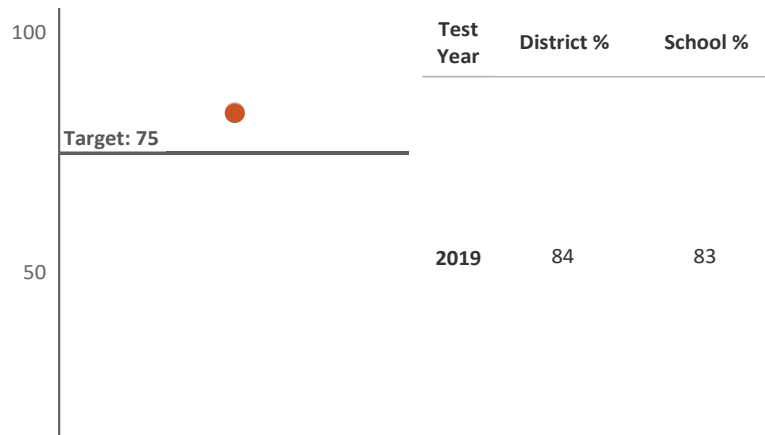
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ACADEMIC PERFORMANCE

THE INTERNATIONAL CHARTER SCHOOL OF NEW YORK

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	27	36	55
Tested on State Exam	0	4	20
School Percent Proficient on ELA Exam	NA	s	25.0
District Percent Proficient			24.4
	2017	2018	2019
ELL Enrollment	8	8	10
Tested on NYSESLAT Exam	8	8	10
School Percent 'Commanding' or Making Progress on NYSESLAT	37.5	12.5	40.0

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

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SUNY RENEWAL BENCHMARK 1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

International NY is developing its assessment system. The school is evolving its data management system to improve its ability to collect and analyze data in a timely manner. School leaders and teachers are developing their ability to interpret the data and use it to make decisions. The school is in the beginning stages of establishing data analysis practices to understand whether the school meets its mission of serving diverse learners.

- The school's assessments vary in quality and reliability. Last year, and at the start of this year, the school used easyCBM for progress monitoring and benchmark assessments for all grades in ELA and mathematics. However, with the release of the 2019 state assessment scores, the school leaders identified that easyCBM is not a valid predictor for state assessment achievement. At the time of the Institute's visit, the school was planning to implement iReady assessments mid-year and phase out easyCBM at the end of the school year. For interim benchmark assessments, the director of data and accountability also created new assessments using released state assessment items to ensure alignment in structure and content to state standards. Similar to the Institute's last visit in spring 2018, teachers continue to adapt curriculum-based end of unit assessments for their courses, without oversight from school leaders to ensure these assessments consistently align to state standards and are accurate predictors of student progress.
- International NY does not yet have a valid and reliable process for scoring assessments. While some teachers make efforts to norm using rubrics to score student writing, school leaders have not implemented this practice schoolwide to ensure that all staff have a common understanding of rigor and quality. The instructional leadership team recognizes a need to implement structures for norming and planning within and across grade levels.
- International NY makes assessment data accessible to teachers, school leaders, and board members. This year the director of data and accountability created new data trackers. Teachers input assessment data into these shared documents and teachers and leaders can easily access the data. The executive director shares assessment data with the board through a tailored data dashboard, but the board recognizes a need to improve its questioning and understanding of this data.

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- International NY's leadership reviews schoolwide assessment data. At the time of the renewal visit, leadership did not identify a coherent and effectively communicated process for utilizing the data collected to inform changes to curriculum, instruction, or in pursuit of a coordinated, high quality teacher professional development strategy. Leadership began this year to analyze disaggregated data by ethnicity, economic status, and disability status to start tracking progress toward meeting the school's mission of serving an economically and ethnically diverse student body. State assessment data reveal performance gaps among some subgroups but International has not yet identified specific leadership, teacher or student focused actions to address these disparities.
- Teachers report that they use assessment results to track student progress towards grade level benchmarks and Common Core standards. They use the information from their analysis of the results to make decisions about reteaching as well as providing small group instruction to students. The easyCBM assessment identifies high risk students who then receive tiered intervention support. The easyCBM also allows teachers to adjust their groupings for the small group instruction ("SGI") block. Teachers discuss grade level data and adjust their lesson plans to better meet their students' needs during weekly grade team meetings with their co-principal and the director of data and accountability. School leaders have an opportunity to improve teachers' planning for differentiation.
- International NY regularly communicates to families about their students' progress. The school sends out progress reports and quarterly report cards. Parents feel comfortable to reach out to teachers about their students' progress.

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

International NY's curricular program has some structures for teachers' instructional planning. The school lacks a consistent process to use data to adjust the curricula to meet students' needs. Despite having curricular programs in place for each grade level, the school lacks effective systems to maintain sound curricular documents with rigorous activities that align to New York State standards and meet the school's mission of serving a diverse student body.

- International NY has a curricular framework that provides a fixed, underlying structure. However, given teachers' autonomy to select supplemental materials, some lessons do not align to the rigor of the state standards. For ELA, the school uses the Core Knowledge Language Arts ("CKLA") curricular program for Kindergarten – 4th grade. For 5th grade, the school is piloting Reading Reconsidered,¹⁰ a literacy curriculum developed by Teach Like a Champion. School leaders have not sufficiently trained teachers in the delivery of

SUNY RENEWAL BENCHMARK 1C

10. Reading Reconsidered provides a set of approaches and curriculum resources to inform reading instruction. <https://teachlikeachampion.com/books/reading-reconsidered/>.

this new curriculum and the school has not yet developed systems to bridge CKLA and Reading Reconsidered. For mathematics, the school uses Eureka Math for all grades. Despite having some high quality elements for pedagogy, the school does not fully vet teachers' lessons to ensure that concepts and skills taught fully align to the rigor of the state standards.

- International NY provides teachers with some supporting tools to assist teachers in developing lesson plans that align with its curriculum framework. Over the summer teachers create or revise a mathematics scope and sequence document that identifies pacing of topics for the entire school year. In ELA, International NY relies primarily on the materials provided by CKLA. These materials identify what to teach and when to teach it.
- The school does not, however, have a system for capturing supplemental curricular materials (i.e. lesson plans, instructional strategies, supplemental materials, rubrics, student assignments). Nor does International NY have a system for analyzing the effectiveness of those supplemental materials which are often selected by individual teachers without leadership supports to ensure rigor, substance, or alignment with rest of the curriculum or the demands of New York state standards. International NY does not have a regular and systemic way to capture any improvements made to curricular and lesson materials. As such, teachers – and their students – do not benefit from continuously refined curriculum, materials and instructional plans that could serve to strengthen instruction across all classrooms at the school.
- Teachers at International do not receive the information and professional development necessary to establish and grow delivery of strong curriculum able to improve learning for all students and sustain an upward trajectory of performance. The recent change in 5th grade curriculum was not predicated by a clear selection and review process effectively communicated to teachers. School leaders report visiting other charter schools and seeking input as to other ELA curricula, resulting in a decision to select Reading Reconsidered. At the time of renewal visit, teachers were unclear as to the status of the new curricula, unclear if it would supplement or supplant CKLA, and unclear how any individual teacher created curriculum components, which all International NY teachers have the autonomy to create, identify and utilize without leadership input, would translate into effective use with a new curriculum. School leadership did not have a plan or systemic process for reviewing the various new, old, and individually modified curricular and lesson materials to ensure alignment state requirements.
- Teachers lesson plans are of inconsistent quality due to International NY's lack of oversight over the curricular program and lack of robust professional development to support new teachers in using curricula. The school is in the beginning stages of setting clear expectations for lesson planning. As the Institute noted in prior reviews of International NY, teachers would benefit from access to supports, models and coaching

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to build their preparedness to consistently deliver high quality lessons to all learners. Principals sent templates for planning whole class lessons, but these lack clear strategies for differentiating based on student needs. Principals provide feedback to teachers regarding plans for SGI periods, and teachers create plans each week and identify specific students for targeted skill development.

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Instruction at International NY is inconsistent across classrooms. Most teachers deliver lessons aligned to learning objectives. School leaders recognize the need to improve rigorous instruction and teachers' ability to engage students in higher order thinking. As shown in the table that follows, Institute team members conducted 17 classroom observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE						
		K	1	2	3	4	5	Total
CONTENT AREA	ELA	1	1	2	2	1	1	8
	Math	2	2		1	1	1	7
	Science				1			1
	Other		1					1
	Total	3	4	2	4	2	2	17

- Most lessons are purposeful (11 out of 17 lessons observed). In these classrooms the objectives are aligned to state standards and teachers post the objectives and/or communicate them to students. For integrated co-teaching ("ICT") classrooms, both co-teachers have a clear role in furthering student learning. In lessons that were not purposeful, instruction was not aligned to the objective or the objective did not meet grade level standards. While one teacher led instruction the second teacher monitored behavior rather than student progress.
- Most teachers use a variety of strategies to check for students' understanding throughout their lessons (12 out of 17 lessons observed). Students write their answers on individual white boards, complete graphic organizers, use hand signals, and verbally

explain their answers and thinking to the class. In these classes, the teachers also provided whole group or individual feedback to students about their understanding of the concept. The amount, strength, frequency, and effectiveness of feedback teachers provide to students varies across the school, limiting International NY's ability to create and sustain all students in their ability to create work products that are appropriate for their grade level. When considered school wide, this variation in expectations for students ultimately challenges International NY's ability to seed and sustain student learning necessary to achieve its mission of serving well a diverse population of children.

- Few teachers engage students in higher order thinking (5 out of 17 lessons observed). Teachers often ask questions or give assignments at the lowest levels of rigor. For example, teachers ask students to recall information from the text, complete basic algorithms in math, and compare and contrast different topics or characters from a text. Additionally teachers do not consistently differentiate lessons to address the diverse learning needs of their students nor incorporate research-based strategies to support ELLs. In the classes where the teachers were more intentional about engaging students cognitively, teachers required students to engage in open-ended questions, organize information into distinct groups, or to compose essays on topics that they had to research.
- Teachers generally maximize learning time and create environments focused on academic achievement (12 out of 17 lessons observed). Teachers are prepared with all materials. Some teachers have routines for classroom transitions. In some classrooms teachers do not hold all students accountable for completing work. Although the school has few major behavior issues schoolwide, teachers and leaders identified that some teachers struggle with behavior management and that implementing Responsive Classroom is a priority to establish the school's culture this year.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

International NY is developing its instructional leadership. The school created two principal positions subsequent to the departure of the prior principal in 2019. This should allow for additional teacher supports as one principal oversees teachers in K – 1st grade and the other 2nd – 5th grades. The school has targets for achievement on state and internal assessments. School leaders and teachers have yet to define key indicators of quality teaching practice and instructional coaching.

- The instructional leadership structure is adequate to support the teaching staff, but school leaders have not established systems to realize this potential support. The executive director, Kindergarten – 1st grade principal, and the 2nd – 5th grade principal oversee the educational program. The two principals are experienced but new to the school and at the time of the Institute’s visit were in the beginning stages of establishing processes to norm their coaching and classroom observation cycles to support the largely novice teaching staff. Additionally the principals have been responsible for overseeing discipline at each site but are transferring responsibility to the new dean of culture who was hired after the renewal visit. Teachers and leaders have identified a priority for this year to re-establish Responsive Classroom as the school’s system for maintaining school culture and consistently execute Responsive Classroom practices across the school.
- School leaders establish rigorous targets for student growth but have not yet established clear expectations for all teachers’ performance. Although the leadership team set internal and state assessment goals, not all teachers could articulate individual goals for their classes. Also the school lacks a strategic plan that outlines the plans to improve Kindergarten – 5th grade pedagogy this year and how these plans connect to teacher development.
- Principals provide coaching and are working toward establishing consistency across both sites. The Kindergarten – 1st grade principal observes and provides feedback to each teacher at least once every two weeks. The 2nd– 5th grade principal observes every teacher once per week and provides observation feedback monthly. This frequency of coaching is based on leader capacity and individual teacher needs rather than a schoolwide plan for coaching and teacher development. The new leaders have an opportunity to continue to improve the quality and effectiveness of coaching this year.
- International NY’s instructional leaders provide opportunities for teachers to plan within grade levels. In Kindergarten – 1st grade, teachers meet weekly in content teams to lesson plan. Once per week grade teams meet with the principal to review class assignment data and adjust groupings of students for the SGI block. In 2nd – 5th grade teachers meet in grade teams once per week to plan lessons and also have a separate meeting with the principal and director of data and accountability to analyze weekly classroom data. Teachers then adjust their lesson plans. This process is relatively new this school year and as such school leaders are working to improve its effectiveness.
- The school is developing its ability to provide professional development that is comprehensive. The principals identified three schoolwide priorities for the year: defining and setting consistent expectations for International NY classrooms; re-integrating Responsive Classroom to set the culture of the school; and preparing teachers

so that they fully engage students in lessons. The schoolwide professional development sessions only loosely align to these priorities. The all staff professional development sessions for the year focus mainly on data analysis and reviewing student work. While these topics relate directly to classroom practice, it is not clear how the sessions will allow the school to meet its priorities or its mission of serving diverse students. Additionally at the time of the visit the school did not have a concrete plan for developing staff on Responsive Classroom throughout the year, but plan to have the new dean of culture support this work.

- This year, International NY is implementing a new system for teacher evaluations. the school will use several measures to hold teachers accountable for high quality instruction and student achievement, including data from easyCBM assessments, internally created assessments, and/or Eureka Math module assessments, measures of professionalism, and measures of classroom culture. Although teachers worked with instructional leaders to set goals for their professional development at the start of the year, at the time of the Institute’s visit not all teachers could articulate the goals that will later inform their evaluations.

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

International NY is establishing some structures to attempt to meet the educational needs of at-risk students. The school provides services for students with disabilities and academically struggling students. International NY is out of compliance regarding, and does not meet the needs of, ELL students.

- International NY has some clear procedures to identify at-risk students and has the opportunity to establish consistent practices. For students struggling academically, this year the school administered the easyCBM assessment for both ELA and mathematics as a screener, then determined if students should receive tiered services as part of the school’s Response to Intervention (“RTI”) program. However, teachers cannot consistently articulate the process for referring students aside from the easyCBM assessment. The director of learning supports closely monitors the progress of students and if students do not make progress toward meeting grade level standards, the school refers students to the district CSE for evaluation for special education services. For ELLs, the special education teacher support services (“SETSS”) teacher reviews home language surveys and interviews students. If necessary, the SETSS teacher then administers the New York State Identification Test for English Language Learners (“NYSITELL”).

- International NY meets the needs of students struggling academically. International NY assigns students to tiers based on level of risk as identified by the easyCBM assessment. For students who are identified as low risk, the school relies on tier 1, or general classroom instruction. For tier 2, or students identified with medium level risk, the school places them in SGI groups led by the classroom teachers. At tier 3, students identified as high risk, the SETSS teachers provide SGI instruction primarily using Leveled Literacy Intervention, Foundations, Connecting Math Concepts, and MathWise. SETSS teachers rely on knowledge from teachers to determine specific areas to target as the easyCBM assessment does not provide a skill breakdown for teachers to focus on deficit areas. The school is developing what could become a robust data tracking mechanism for all students with the ability to sort specific results by subgroup and pull a variety of data to identify specific standards deficiencies in order to better target instructional practices.
- International NY has a program to support students with disabilities but the school has not yet demonstrated high results for these students. The school offers SETSS and ICT classrooms in addition to counseling and related services. For Individualized Education Program (“IEP”) goals, the special education teachers track progress toward meeting goals and creates progress reports for families three times per year. Teachers are aware of which students have IEPs and review goals at the beginning of the year. Despite these supports, on the 2019 state ELA and mathematics exams, students with disabilities performed only at 25% and 37% proficient, respectively. The school has an opportunity to improve the effectiveness of its programming.
- International NY does not meet the needs of ELLs. The school continues to not employ a qualified teacher even though it said it would in its charter application. The school did briefly employ an English to Speakers of Other Languages (“ESOL”) certified teacher during the 2018-19 school year, but the position is currently vacant. The school attempts to make the case that the school’s general education and RTI program supports ELLs, but the school could not provide student achievement data to support this claim. The school also does not have any progress monitoring or achievement data on ELLs’ listening and speaking skills. International NY lacks structures to make teachers aware of ELLs’ English language proficiency levels nor does the school provide any professional development to teachers on the school’s program to support ELLs or strategies to support ELLs in the general education classroom. As a result, the school is out of compliance with federal law.

- International NY is developing systems to better monitor the progress and success of at-risk students. The school hired a director of data and accountability in 2018-19 to help manage the collection and analysis of assessment data. Through the database, leaders pull information on students with disabilities and students struggling academically to monitor progress. For ELLs, the school has a dashboard beginning with 2018-19 data (NYSESLAT results, easyCBM results, and general areas of improvement based on the NYSESLAT), but at the time of the renewal visit did not have the most up to date achievement information.
- International NY does not provide consistent or formal time for at-risk program staff members to coordinate with general education teachers. ICT teachers share planning times with co-teachers and so have consistent time in the schedule to manage collaboration. SETSS teachers collaborate with general education teachers informally and only sometimes review lesson plans to coordinate work with students. As already discussed, the school has no structures to adequately monitor the progress of ELLs or to professionally develop and coordinate classroom teachers to provide sufficient language acquisition supports to ELLs.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

International NY is an effective and viable organization that has in place many of the key design elements identified in its charter. The school's administrative structure supports the implementation of the school's educational program. The board meets regularly and ensures the school substantially complies with applicable law and regulations. The board is aware of the need to further establish structures to effectively oversee the school's academic progress. Additional detail on the school's organizational effectiveness is outlined below.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

International NY is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. International NY reflects on its mission and key design elements. The school is working to establish new systems to retain high quality teachers, effectively develop teachers, ensure a consistent approach to social emotional supports in the classroom, and serve a diverse student body through a content rich curriculum.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from the New York City Department of Education's ("NYCDOE's") 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. This year, 81% of families who received the survey responded. The vast majority of survey responses (92%) indicate high satisfaction with the school. The response rate is high enough to frame the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 35 parents in attendance expressed appreciation for the school’s curriculum, diverse student body, and frequent communication about their children’s progress. Family members expressed a desire to see improvements in special education services and communication regarding issues with students or leader and teacher changes. Families would also like to have a nurse’s office in the 2nd – 5th grade site.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 79% of International NY students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

International NY’s new organizational structure is designed to support the Kindergarten – 5th grade educational program and the school is still building its capacity to provide supports. The executive director is the founding leader of the school while the two principals are new. Over the charter term, the school has failed to implement a coherent and robust continuous improvement planning process, which has made it difficult for the school to meet its Accountability Plan goals and improve general schoolwide operations.

- The school’s administrative structure allows the school to carry out its academic program. In the summer of 2019, the founding principal left the school. This year, in addition to the executive director, the Kindergarten – 1st grade principal and the 2nd – 5th grade principal lead the academic program. The school was intentional about this leadership model to ensure that both school sites have a leader present daily. Since both co-principals are new to the school, they have yet to adopt a coherent framework and approach for strengthening the overall Kindergarten – 5th grade academic program and helping the school meet or exceed its Accountability Plan goals.

- International NY is developing clear lines of accountability and defining roles and responsibilities. With the new organizational structure, the three school leaders are still defining how decisions are made about key areas of the academic program. It is clear to teachers whom to go to for what.
- Neither the board nor school leaders could describe the process the school uses to evaluate the effectiveness of schoolwide programs and initiatives. International NY is data rich but there is limited evidence that the leaders and the board analyze schoolwide data in a manner that helps school leaders determine the efficacy of new and existing initiatives and programs. Although the executive director and co-principals meet every other week to discuss general schoolwide operations, the Institute found little evidence that leaders use the time to engage in deep analysis of the academic program to identify its strengths as well as areas for growth and enhancement. For example, leaders have yet to thoughtfully align professional development to meet the diverse professional needs of the staff and faculty such as differentiated training in Responsive Classroom based on teacher tenure and classroom management skills. As a result, the Institute could not discern how leaders and the board will know when to make necessary adjustments to the school's programs as well as the kinds of adjustments necessary to achieve their stated goals and objectives.
- The school is in the process of re-establishing a clear student discipline system that is consistently applied. Teachers recognize they have flexibility within the Responsive Classroom approach. International NY hired a dean of culture in November 2019 to handle egregious behavior issues and oversee school culture. All school leaders acknowledge the need to improve teachers' consistency in applying the approach and have the opportunity to provide more training to teachers throughout this year.
- International NY continues to struggle with the issue of teacher retention. Although school leaders hired a part-time staffer to support their HR efforts, this approach is not sufficient to help attract, hire, and retain the high-quality talent needed to advance the school's mission and vision. The fact that school leaders have yet to pinpoint the disposition, skills, and knowledge of the ideal candidate who will be successful at International NY further compounds the issue. The school's failure to engage in an in-depth analysis of teacher recruitment and hiring practices has resulted in hiring staff who often lack the necessary skill and will to drive academic excellence at International NY. School leaders noted that they view the assistant teachers in the school as a critical component to building their talent pipeline; however, it is not clear which quality indicators and criteria leaders use to determine if someone is ready to be promoted to a lead teacher position. The school is also not building its efforts to retain current lead teachers. At the time of the Institute's visit, the school had two vacancies and at the start of the 2019-20 school year only 67% of teachers returned from the last school year.

- The school meets its chartered enrollment and has the opportunity to improve its recruitment and retention of all students and implement a meaningful plan to help the school fully achieve the diverse by design component of its mission. The executive director monitors the school's progress toward meeting its enrollment and retention targets. The school does not meet its enrollment targets for economically disadvantaged students, students with disabilities, or ELLs. The school is making efforts to enroll and retain students, such as a set aside in the lottery for certain student subgroups, and has the opportunity to employ more targeted approaches to attract and retain these subgroups of students.
- School leaders have allocated enough resources to support the academic program. Teachers have access to professional development opportunities in and outside the school and all the instructional materials they need to support teaching and learning in their classrooms. The schoolwide schedule for the 2019-2020 school year has time built in for grade level team meetings, common planning time, professional development, and monthly data dives. Teachers and leaders should now have the time and space to participate in formal meetings, workshops, and trainings where they can focus on improving teaching and learning across the school.

DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

International NY's board recognizes that it is still developing its oversight practices to guide school leaders' implementation of a robust continuous improvement planning process.

- International NY's board is seeking additional support to develop the skills it needs to oversee the school. The nine members on the board have professional skills in finance, urban development, and law. Two members have children at the school. Only one board member has Kindergarten – 12th grade expertise and the board is seeking two new members with this expertise to replace recent board member departures and strengthen the academic committee's oversight of the educational program. The board operates through the finance, governance, and academic committees.
- International NY's board reviews detailed information about the school's academic program and finances, and is working to improve its understanding of academic data. Board members provide sound fiscal oversight and work closely with the executive director to ensure that International NY is well resourced and operates within its approved budget. The board is looking to develop its academic expertise so that it can ask school leaders the appropriate questions as a means to provide effective oversight.

For example during the Institute’s board interview, the board noted its disappointment with the school’s performance on the state assessments, but was not aware that International NY had not met its charter Accountability Plan goals for two consecutive years. While the board supports the responsibility and autonomy of school leaders’ decisions regarding its operations and academic program, it is unclear the board’s consideration and vetting of proposed policy and practice changes is girded by access to all the information required to ensure quality governance decision making. One example of this is that board members could identify three priority areas set by school leadership, but were unable to articulate the rationale for the priorities and why those priorities would improve performance.

- The board has identified priority areas for this year and asks for information to track them accordingly. This year, the board is focused on ensuring the school outperforms the district on state assessments, recruits and retains a diverse student body, and remains fiscally sound. While the board reviews data related to the first two priorities, it is just beginning to analyze the data based on subgroups of students and hold the leader accountable for this data. It is not clear how the school based staff’s priorities align with the board’s priorities.
- Given the executive director was International NY’s founder, the board has supported consistency in that level of leadership in this charter term. The board has an opportunity in a future charter term to prioritize supports for principals, lead teachers, classroom teachers and other staff to ensure every adult at the school understands the school’s priorities, knows how their professional skills and growth tie into those priorities, and what evidence of successfully meeting those goals looks like.
- International NY’s board has grown in evaluating its own work as a board. The board now evaluates its own performance and that of the executive director annually. The board maintains policies to support attainment of the school’s chartered mission as well as maintaining fiscal soundness. The board has identified growth areas related to board oversight of school leadership.
- International’s board continues to engage with the school community and the trustees regularly attend community-wide events. The academic committee reported that it continues to request a variety of data in order to monitor the efficacy of curriculum and instruction across the school.

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DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates an understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board abides by its by-laws and successfully avoids conflicts of interest.
- The board abides by the Open Meetings Law.
- The board has successfully recruited new members and provides sufficient on-boarding to new members.
- The board is thoughtful as to its evaluation of school leadership but has an opportunity to follow up more regularly on goal implementation and progress.

SUNY
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HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation complied with applicable laws, rules and regulations, and provisions of its charter.

- **Annual Report.** While International NY properly submitted its annual reports to the Institute and NYSED, the school has not posted the most recent annual report on its website, which should include the Accountability Plan Progress Report and annual audit in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.
- **Complaints.** The Institute received a formal complaint wherein a parent appealed the school's decision not to admit their student because the student had not had appropriate immunizations. The school rejected the parents' request for an exemption finding there was not a bona fide religious exemption. The Institute upheld the school's decision. (Please note this complaint was prior to recent regulations barring religious exemptions from immunization requirements in New York schools.)

- **Compliance.** The Institute issued one violation letter during the charter term finding the school's ELL program did not comply with federal law and the charter agreement. The Institute found the school did not properly monitor the progress of ELL students, did not employ adequately trained staff, failed to provide English language acquisition support to all eligible students, and failed to provide adequate professional development to general education teachers regarding effective strategies for supporting ELLs. The Institute placed the school on a compliance plan. Three months after the violation letter, the Institute found that the school had generally and substantially met the conditions of the compliance plan with one exception. The school agreed to provide proof within a certain time frame that it had a plan to employ a certified ESOL teacher to develop the ELL program. As of the renewal visit, the school still had not employed an appropriately qualified individual to support the ELL program. For more details, see below.
- **English Language Learners.** As of the date of the renewal visit, the school still had not hired an appropriately qualified individual to lead and employ an effective and functioning ELL program. The school needs to identify to teachers which students are identified as ELLs and provide adequate training on the appropriate strategies to assist identified students. The school will be required to send the Institute a plan that demonstrates compliance in all areas identified prior to start of the next charter term.
- **Fire Extinguishers.** On the day of the Institute's renewal visit to the school sites, one of the site's fire extinguishers were overdue for inspection by six months. This was corrected by the end of the day.
- **FOIL.** The school has an appropriate Freedom of Information Law policy except it fails to link to the site for the New York State Committee on Open Government as required. The Institute will follow up with the school to update the policy prior to the next charter term.
- **Security.** On the days of the Institute's renewal visit, the 2nd – 5th grade site was not appropriately secured. The front entrance was intermittently staffed, the front door was unlocked, and there was no protocol for entering the building (i.e, showing identification, signing in, etc.). The building also had no additional protocols when entering the floors on which the school is located. Institute staff members spoke with school leadership at the time and required remediation as soon as practicable. Upon return visit two weeks later, Institute staff confirmed protocols for staff at the door were in place, the lobby was secured, and stairwells were equipped with appropriate locks.

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- **Safety Training.** On the first day of the renewal visit, several Institute team members witnessed an incident involving a parent and a student that created an unsafe environment in the school hallway. The Institute followed up with the school to ensure timely training for all staff on school violence prevention and intervention as well as the identification and reporting of child abuse, and requested the school create and provide to the Institute a schoolwide plan for the creation of protocols and training of staff to ensure its preparedness should future situations of this nature arise.
- **Teacher Certification.** The school exceeds the allowance for uncertified teachers by one. The Institute is working with the school to ensure it has a plan to come into compliance with its allowable number of uncertified teachers.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, International NY is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.¹¹ (The SUNY Fiscal Dashboard for International NY is included in Appendix D).

The Friends of International Charter School of New York, Inc. (“Friends of International NY”), a New York not-for-profit corporation, has secured a new facility that will provide ample space to allow the school to continue to serve Kindergarten – 5th grade. The new facility offers several features that the school does not have in its current facilities. These features include a regulation gymnasium, library, media center, cafeteria, and playground. The facility will also have a rooftop garden that will contribute to improved science instruction. The school will lease this facility for a 30-year term and the agreement also includes a 10-year renewal option. This facility should provide adequate space for the school during and past the next charter term.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

International NY has adequate financial resources to ensure stable operations. International NY has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The budget process applies the financial expertise of key board members to a bottom-up analysis and approach to determine the required resources needed for achieving the educational goals and outcomes of the school.
- The executive director is responsible for creating and updating the five year budget projections along with the school’s annual operating and capital budgets. The director of finance and external financial service provider also aides in this process. The operating budget is reviewed and approved annually by both the finance committee and the full board. The budget is reviewed and approved prior to the beginning of the next fiscal year.
- International NY currently serves Kindergarten – 5th grade in two privately leased facilities. Friends of International NY recently entered into an agreement to lease a new facility at 30 Clinton Avenue in Brooklyn for a 30-year lease term. The building, which will be sub-leased to the school, is designed to hold approximately 800 students and will provide adequate space for the next charter term.

11. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

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DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

International NY has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls.

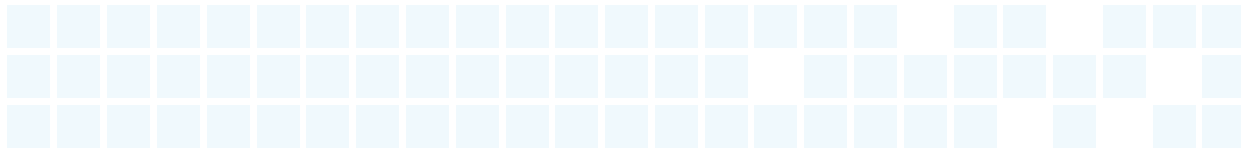
- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent International NY audit report for June 30, 2019 had no material findings or deficiencies.

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3C**

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

International NY has complied with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings to report.
- The school has generally filed key reports in a timely and accurate manner including audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.
- The June 30, 2019 annual audit was received by the Institute by the due date of November 1, 2019 and reported continued fiscal strength.



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SUNY RENEWAL BENCHMARK 3D

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

International NY has maintained adequate financial resources to ensure stable operations.

- Since the school opened in 2015-16, the education corporation has reported operating surpluses as well as deficits which were offset against the surpluses. The school has reported operating surpluses in each of the last three years.
- International NY's fiscal dashboard in Appendix D reflects a fiscally strong program with 2.2 months of cash on hand to pay liabilities coming due shortly.
- International NY had total net assets of approximately \$2.5 million as of June 30, 2019.
- As a requirement of the SUNY charter agreement, International NY has established the separate dissolution reserve fund account of \$75,000.



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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

International NY is establishing itself as an academic success and effective, viable organization. School leaders are continuing to develop the Kindergarten – 5th grade academic program and the board is developing its capacity to oversee the academic program. The plan for a future charter term, with exception of the middle school grade expansion, are therefore reasonable, feasible, and achievable.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements, as applied to a program serving grades K – 5, are reasonable, feasible, and achievable.

Plans for the Educational Program. The Institute recommends International NY restrict its plans to continuing to implement the same core elements of its educational program that it has implemented in its initial charter term. Given more time, these elements are likely to enable the school to meet or come close to meeting its Accountability Plan goals in the next charter term while it continues to serve Kindergarten – 5th grade only.

Eventually, the school looks to grow to serve students in Kindergarten – 8th grade. The school indicates that if renewed it intends to submit to the Institute a full Kindergarten – 8th grade program design with a request for an amendment to expand to begin serving 6th – 8th grade that will include:

- data demonstrating the school met its ELA and mathematics Accountability Plan goals into its second Accountability Period;
- a clearly articulated and sustainable plan based in research and best practice that will enable the academic program to sustain high achievement at the elementary school grades, with a set of benchmark measures that the board can use to monitor the school's progress thereto; and,
- a plan that describes the team, process, and timeline for building out a rigorous and comprehensive middle school curriculum.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Should that occur, and should the Institute upon review find the proposed expansion meets the requirements of the Act and the school's performance merits an expansion, the Institute will bring the requested amendment to the SUNY Trustees for review and potential approval.

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve International NY. The board is interested in adding members who have academic experience in Kindergarten – 12th grade education.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan for a K – 5 program with slightly lower enrollment, International NY presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	549	525
Grade Span	K-5	K-5
Teaching Staff	33	38
Days of Instruction	184	184

International NY will enter into an agreement to lease a new facility for operation beginning August 2021. The new facility will provide ample space for the school serving Kindergarten – 5th grade. The new facility provides a gymnasium, library, media center, and playground that the school's current facility does not provide. The new facility will also allow the school to operate the entirety of the program in one location.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements including the restriction of providing instruction in grades K – 5 only, should be sufficient to allow the school to meet its proposed Accountability Plan goals.

International NY

Ax

APPENDICES

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SCHOOL
OVERVIEW

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DISTRICT
COMMENTS

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FD^D
FISCAL DASHBOARD

PAGE Ax 9

APPENDIX A: School Overview

THE INTERNATIONAL CHARTER SCHOOL OF NEW YORK BOARD OF TRUSTEES

CHAIR

Mark Carhart

VICE CHAIR

Monirul Hoque

TREASURER

Michael Nigro

SECRETARY

Joe Lewis

TRUSTEES

Kemi Omotunde

Kenneth Mbonu

Lindsay Malanga

Eve Marinez

Maya Petrocelli

SCHOOL LEADERS

EXECUTIVE DIRECTOR

Matthew Levey (2015-16 to present)

PRINCIPAL

Emily Carroll-Chocolaad, K-1 Principal (2019-20 to present)

Kate Carroll-Outten, 2-5 Principal (2019-20 to present)

Ellen Borenstein (2015-16 to 2018-19)

SCHOOL CHARACTERISTICS

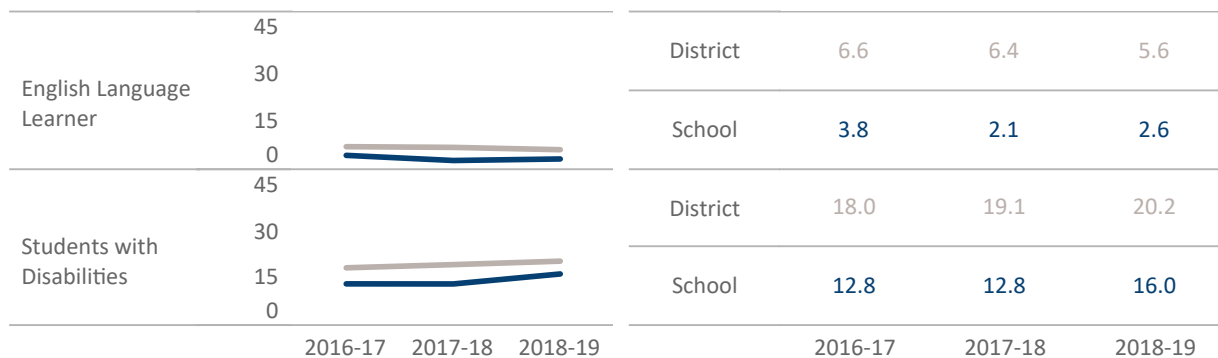
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	155	117	75%	K-1	K-1
2016-17	249	215	86%	K-2	K-2
2017-18	349	285	82%	K-3	K-3
2018-19	449	341	76%	K-4	K-4
2019-20	549	454	83%	K-5	K-5

APPENDIX A: School Overview

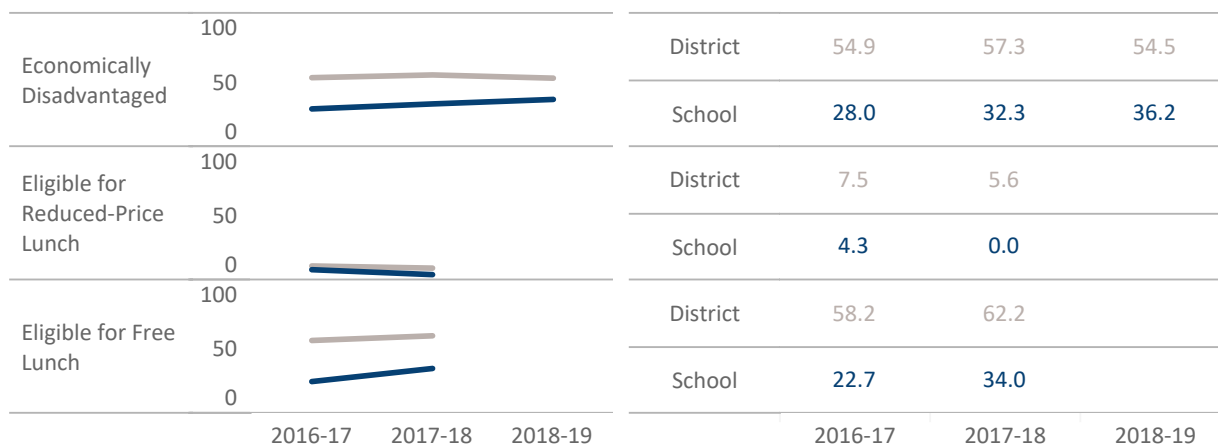
The International Charter School of New York

Brooklyn CSD 13

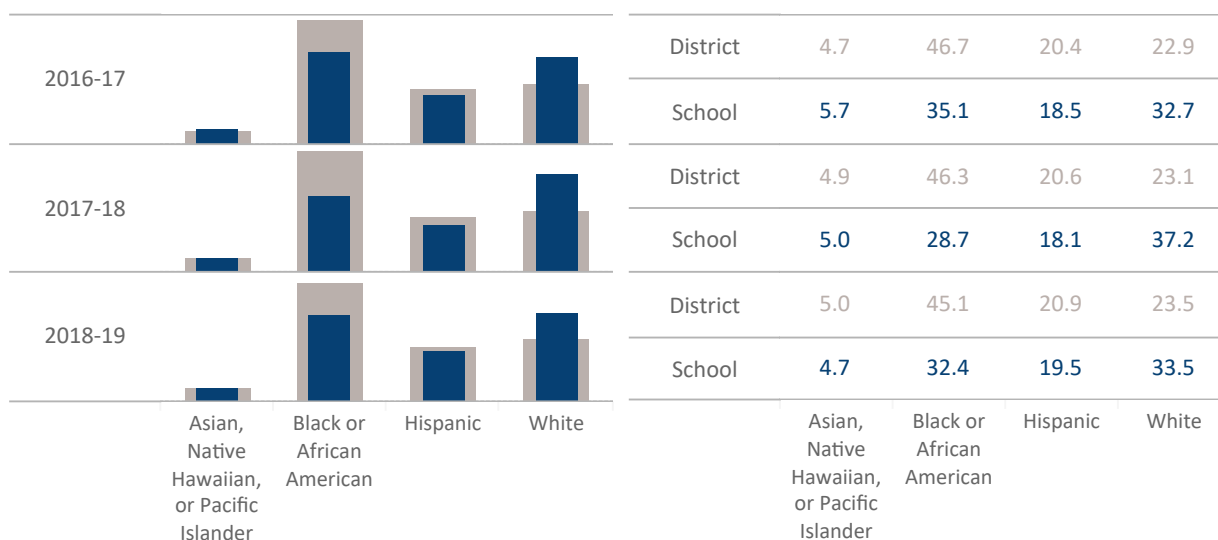
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

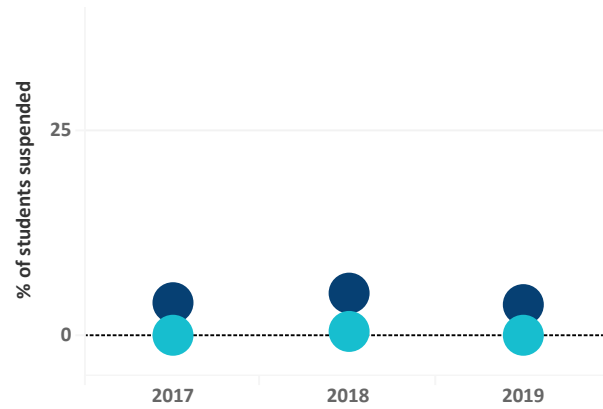


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

APPENDIX A: School Overview

International Charter School of New York

Brooklyn CSD 13



	School ISS Rate	School OSS Rate
2017	0.0	3.8
2018	0.3	5.0
2019	0.0	3.8

CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

	2017	2018	2019
	0	0	0

The International Charter School of New York's Enrollment and Retention Status: 2018-19

			District Target	School
Enrollment	economically disadvantaged	<div><div></div></div>	73.5	36.2
	English language learners	<div><div></div></div>	5.8	5.2
	students with disabilities	<div><div></div></div>	15.6	16.0
Retention	economically disadvantaged	<div><div></div></div>	91.9	79.2
	English language learners	<div><div></div></div>	89.7	83.3
	students with disabilities	<div><div></div></div>	92.6	90.6

Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 81%	OVERALL SATISFACTION 92%	TRUST 91%	EFFECTIVE SCHOOL LEADERSHIP 87%	STRONG FAMILY COMMUNITY TIES 93%
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TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2015-16	First Year Visit	June 14, 2016
2017-18	Evaluation Visit	May 15-16, 2018
2019-20	Initial Renewal Visit	November 5-6, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 5-6, 2019	Kerri Rizzolo	Senior Analyst
	Andrew Kile	Director of School Evaluation
	Jeff Wasbes	Executive Deputy Director for Accountability
	Aretha Miller	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
A coherent, content-rich curriculum that builds background knowledge	+
Diversity	+
Responsive classrooms with social-emotional support	+
Attracting and retaining high quality teachers	-
Thoughtful organizational design	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

The International Charter School of New York

2016-17 Grades Served K-2					2017-18 Grades Served K-3					2018-19 Grades Served K-4				
Grades	All % (N)	2+ Years % (N)	MET		Grades	All % (N)	2+ Years % (N)	MET		Grades	All % (N)	2+ Years % (N)	MET	
3	()	()			3	51.5(33)	40.0(25)			3	50.0(56)	49.0(49)		
4	()	()			4	()	()			4	47.5(40)	48.3(29)		
5	()	()			5	()	()			5	()	()		
6	()	()			6	()	()			6	()	()		
7	()	()			7	()	()			7	()	()		
8	()	()			8	()	()			8	()	()		
All	()	()	NA		All	51.5(33)	40.0 (25)	NO		All	49.0(96)	48.7(78)	NO	
Grades	PI	MIP			Grades	PI	MIP			Grades	PI	MIP		
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.					3	152	101	YES		3-4	141	105	YES	
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.					Comparison: Brooklyn CSD 13					Comparison: Brooklyn CSD 13				
Grades	School	District			Grades	School	District			Grades	School	District		
	% ED	Actual	Predicted	ES		% ED	Actual	Predicted	ES		% ED	Actual	Predicted	ES
3					3	47.5	51.5	56.2	-0.30	3	37.3	599	603.5	-0.69
4					4					4	60.0	599	598.6	0.06
5					5					5				
6					6					6				
7					7					7				
8					8					8				
All				NA	All	47.5	51.5	56.2	-0.30	All	46.8	599.0	601.5	-0.38
Grades	School	State			Grades	School	State			Grades	School	State		
4					4					4	46.7			
5					5					5				
6					6					6				
7					7					7				
8				NA	8					8				
All			NA		All					All	46.7	50.0	NO	
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.					Comparison: Brooklyn CSD 13					Comparison: Brooklyn CSD 13				
Grades	School	District			Grades	School	District			Grades	School	District		

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

The International Charter School of New York

2016-17 Grades Served K-2						2017-18 Grades Served K-3						2018-19 Grades Served K-4						
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET			
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()		3	67.7(31)		3	55.6(54)	55.3(47)		3	50.0(40)	58.6(29)				
	4	()	()		4	()		4				4						
	5	()	()		5	()		5				5						
	6	()	()		6	()		6				6						
	7	()	()		7	()		7				7						
	8	()	()		8	()		8				8						
	All	()	()	NA	All	67.7(31)	70.8 (24)	NO	All	53.2(94)	56.6 (76)	NO	All			NO		
	Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP			
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA				NA	3	179	103	YES	3-4	154	107	YES				YES		
	Comparison:						Comparison: Brooklyn CSD 13						Comparison: Brooklyn CSD 13					
	Grades	School	District		Grades	School	District		Grades	School	District		Grades	School	District			
				NA	3	70.8	54.1	YES	3-4	56.6	51.1	YES				YES		
	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
	3					3	47.5	67.7	59.4	0.52	3	37.3	605	604.2	0.12			
	4					4					4	60.0	601	600.1	0.11			
	5					5					5							
3. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	6				6				6									
	7				7				7									
	8				8				8									
	All			NA	All	47.5	67.7	59.4	0.52	YES	All	47.0	603.3	602.4	0.12	NO		
	Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State			
	4				4				4	35.9			4					
	5				5				5				5					
	6				6				6				6					
4. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	7				7				7				7					
	8				8				8				8					
	All			NA	All			NA	All			NA	All	35.9	50.0	NO		
	Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State			
	4				4				4				4					
	5				5				5				5					
	6				6				6				6					
	7				7				7				7					

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on International NY's renewal application on October 23, 2019 at the school. Five people were present and four spoke in support of the renewal application. No one spoke in opposition. One parent spoke of the family's wonderful experience with the school and its rigorous environment and hopes the school continues to grow. The co-parent of this family spoke of how invested parents and staff are in the school and its success. Another parent spoke of the how well rounded her daughter has become and the strong relationships with peers she has developed. An art teacher spoke of continuing to choose the school because of its focus on diversity and its large parental involvement citing 40 parent volunteers for an art show.

APPENDIX D: Fiscal Dashboard

INTERNATIONAL CHARTER SCHOOL OF NEW YORK, THE

SCHOOL INFORMATION

BALANCE SHEET

Opened 2015-16

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

2014-15	2015-16	2016-17	2017-18	2018-19
-	43,518	370,827	652,179	1,447,221
-	374,473	152,274	169,763	41,879
-	6,592	7,329	5,195	-
-	120,354	246,478	693,199	720,799
-	-	-	-	-
-	544,937	776,908	1,520,336	2,209,899
-	54,764	61,952	121,212	697,325
-	25,000	50,000	75,000	-
-	624,701	888,860	1,716,548	2,907,224

-	159,661	82,670	75,440	378,135
-	87,656	135,638	240,708	320,368
-	-	-	-	2,024
-	-	-	-	-
-	288,300	-	-	-
-	-	-	-	-
-	535,617	218,308	316,148	700,527
-	-	-	-	-
-	-	-	-	-
-	535,617	218,308	316,148	700,527

-	(138,172)	670,552	1,400,400	2,206,697
-	227,256	-	-	-
-	89,084	670,552	1,400,400	2,206,697
-	624,701	888,860	1,716,548	2,907,224

-	1,716,127	3,262,649	4,140,602	5,237,290
-	1,189,647	1,006,949	427,364	554,326

-	-	-	125,077	30,779
-	-	-	93,297	82,062
-	-	-	14,282	20,765
-	-	-	-	154,178
-	-	-	1,120,618	1,569,580
-	-	-	-	-
-	2,905,774	4,269,598	5,921,240	7,648,979

-	1,854,826	2,403,755	3,173,949	3,975,930
-	466,622	741,410	1,238,326	1,900,220
-	-	-	-	-

-	2,321,448	3,145,165	4,412,275	5,876,150
-	768,784	522,208	763,734	935,719
-	65,809	44,716	48,652	57,891
-	3,156,041	3,712,089	5,224,661	6,869,760

-	(250,267)	557,509	696,579	779,219
---	-----------	---------	---------	---------

-	339,351	22,825	18,205	16,487
-	-	-	-	-
-	-	1,134	15,064	10,591
-	-	-	-	-
-	339,351	23,959	33,269	27,078

-	3,017,869	4,520,813	5,954,509	7,676,057
---	-----------	-----------	-----------	-----------

-	227,256	(227,256)	-	-
---	---------	-----------	---	---

-	3,245,125	4,293,557	5,954,509	7,676,057
---	-----------	-----------	-----------	-----------

-	89,084	581,468	729,848	806,297
---	--------	---------	---------	---------

-	-	89,084	670,552	1,400,400
---	---	--------	---------	-----------

-	-	-	-	-
---	---	---	---	---

-	89,084	670,552	1,400,400	2,206,697
---	--------	---------	-----------	-----------

APPENDIX D: Fiscal Dashboard

INTERNATIONAL CHARTER SCHOOL OF NEW YORK, THE

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service	-	539,233	369,486	642,060	758,080
Administrative Staff Personnel	-	863,111	1,193,640	1,734,871	2,291,877
Instructional Personnel	-	134,168	236,581	168,153	32,208
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,536,512	1,799,706	2,545,083	3,082,165
Fringe Benefits & Payroll Taxes	-	206,283	327,272	547,477	695,425
Retirement	-	13,546	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	550,000	633,333	1,121,367	2,017,633
Staff Development	-	10,035	10,434	58,514	18,728
Professional Fees, Consultant & Purchased Services	-	181,742	226,199	237,417	256,302
Marketing / Recruitment	-	30,666	10,365	28,027	43,428
Student Supplies, Materials & Services	-	137,849	228,707	240,404	249,739
Depreciation	-	16,190	23,820	50,878	197,940
Other	-	473,218	452,255	395,495	308,400
Total Expenses	-	3,156,041	3,712,090	5,224,662	6,869,760

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	155	249	349	449
Final Chartered Enrollment (includes any revisions)	-	155	249	349	449
Actual Enrollment - GRAPH 4	-	117	215	285	341
Chartered Grades	-	K-1	K-2	K-3	K-4
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	-	13,877	14,027	14,527	15,307
Increase over prior year	0.0%	100.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue

Operating	-	24,926	19,866	20,774	22,401
Other Revenue and Support	-	2,911	111	117	79
TOTAL - GRAPH 3	-	27,837	19,977	20,891	22,481

Expenses

Program Services	-	19,914	14,634	15,480	17,209
Management and General, Fundraising	-	7,159	2,638	2,850	2,910
TOTAL - GRAPH 3	-	27,073	17,272	18,330	20,119
% of Program Services	0.0%	73.6%	84.7%	84.5%	85.5%
% of Management and Other	0.0%	26.4%	15.3%	15.5%	14.5%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	2.8%	15.7%	14.0%	11.7%

Student to Faculty Ratio

-	7.8	9.8	8.9	9.0
---	-----	-----	-----	-----

Faculty to Admin Ratio

-	3.8	4.4	4.6	4.2
---	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.4	2.5	2.8	2.7
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Needs Monitoring	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	9,320	558,600	1,204,188	1,509,372
As % of Unrestricted Revenue	0.0%	0.3%	12.4%	20.2%	19.7%
Working Capital (Current) Ratio Score	0.0	1.0	3.6	4.8	3.2
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	HIGH	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Poor	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	0.0	0.8	2.4	2.6	2.1
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	HIGH	MEDIUM	LOW	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Poor	Good	Excellent	Good

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.9	0.2	0.2	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Excellent	Excellent	Excellent

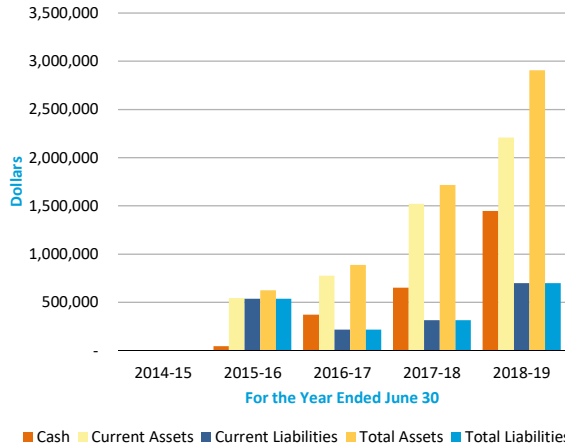
Months of Cash - GRAPH 8

Score	0.0	0.2	1.2	1.5	2.5
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	HIGH	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Poor	Good	Good	Good

APPENDIX D: Fiscal Dashboard

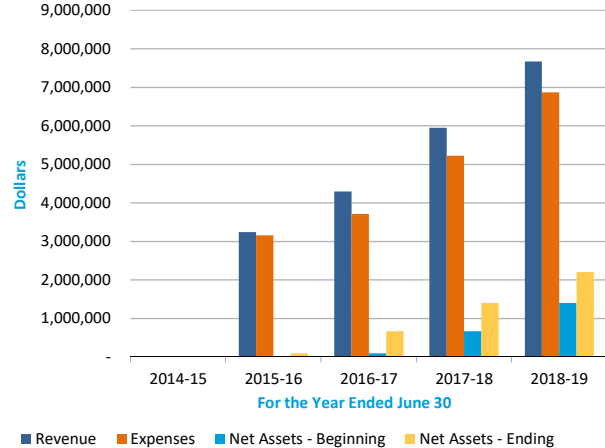
INTERNATIONAL CHARTER SCHOOL OF NEW YORK, THE

GRAPH 1 Cash, Assets and Liabilities



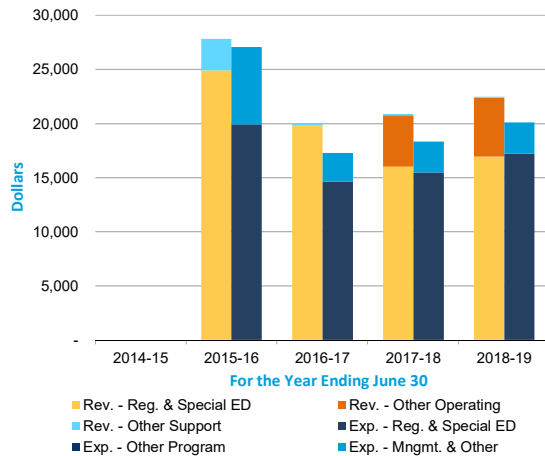
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2 Revenue, Expenses and Net Assets



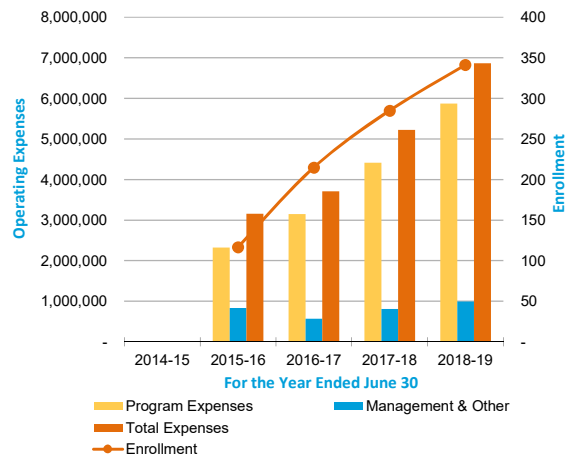
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3 Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



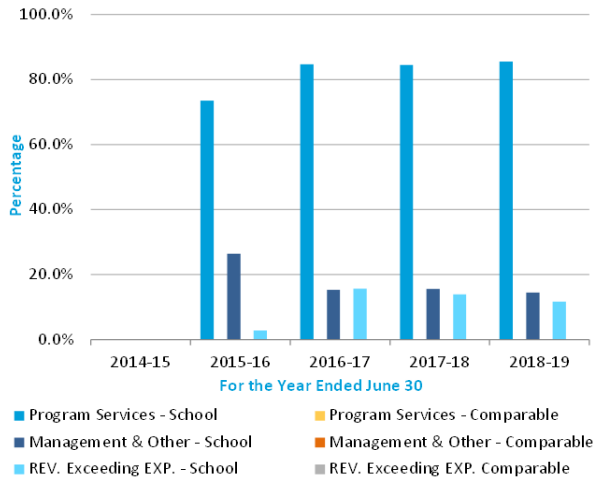
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: Fiscal Dashboard

INTERNATIONAL CHARTER SCHOOL OF NEW YORK, THE

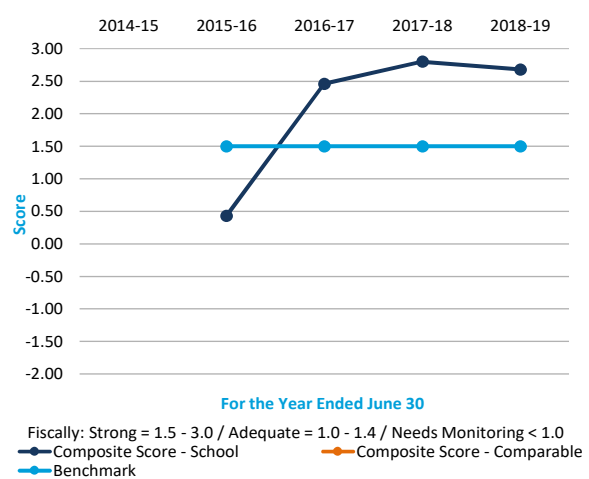
Comparable School, Region or Network: -

GRAPH 5 % Breakdown of Expenses



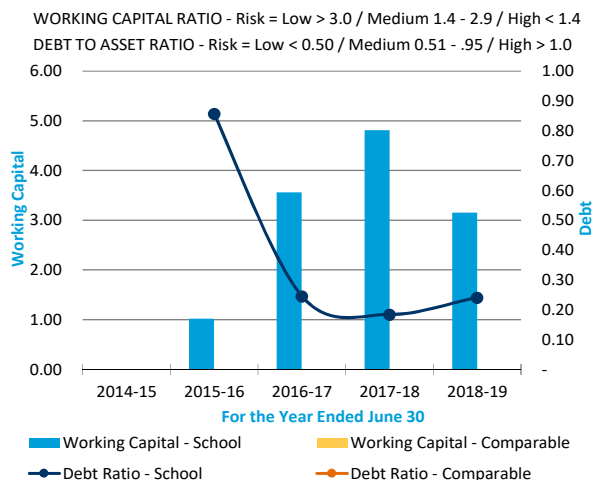
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 Composite Score



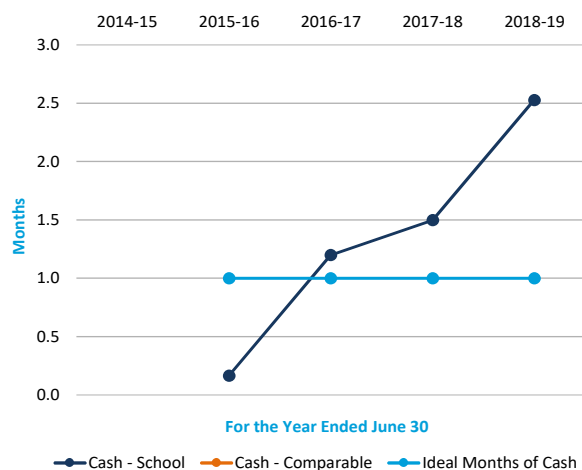
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

