



ICAHN CHARTER SCHOOL 7

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Naudia Bethany

nbethany@ccics.org

1535 Story Avenue

Bronx, NY 10473

718/328-5480

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Naudia Bethany, Principal and Dr. Arthur Pritchard, consultant prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gail Golden	President
Diane Fellows	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Tina Marsh	Treasurer
Leslie Irizarry	Parent

Naudia Bethany has served as the Principal since 2015

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The mission of Icahn Charter School 7 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility. Icahn Charter School 7 opened in September 2013 and served grades kindergarten through second grade.

Our school is composed of 47% African American, 46% Hispanic, and 7% other with a free and reduced lunch rate of 69%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	38	37	37	29	-	-	-	-	-	-	-	-	-	141
2015-16	39	38	30	29	-	-	-	-	-	-	-	-	-	174
2016-17	39	40	38	40	34	25	-	-	-	-	-	-	-	216
2017-18	39	40	38	35	39	34	23	-	-	-	-	-	-	248
2018-19	38	38	40	38	35	39	28	25	-	-	-	-	-	281

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill readers, workbooks, a strong emphasis on writing, extensive classroom libraries and monthly assessments. Our ELA specialist provides small group instruction for 45 minutes a day 5-days a week to those children who have demonstrated a deficiency in any area of reading. Teachers and ELA specialists meet to provide remediation lessons for the targeted students. The process of ongoing assessments ensure that the program will closely monitor the student's progress and promote the student out of the Targeted Assistance where appropriate, as well as accept new students as required by their practice tests and teacher recommendation. Teachers are provided with professional development at the beginning of the school year followed by monthly on-going professional development sessions.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students 3rd through 7th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	38	5	4	0	0	38
4	35	3	0	1	0	35
5	39	5	1	0	0	39
6	28	4	0	0	0	28
7	25	0	2	0	0	25
8	0	0	0	0	0	0
All	165	17	7	1	0	165

RESULTS AND EVALUATION

In 2018-19 Icahn 7 3rd through 7th grade students in at least their second year at the school achieved a combined proficiency of 73%, two points lower than the 75% target and a significant increase over the previous year.

The measure was not met.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	89	38	94	33
4	69	35	72	30
5	67	39	70	33
6	78	27	78	27
7	52	25	52	21
8	-	-	-	-
All	71	164	73	144

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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ADDITIONAL EVIDENCE

While two points below the 75% proficiency target, Icahn 7 - 3rd through 7th grade students in at least their second year, raised their average score from 56.56 % in 2016-17 to 68.1% in 2017-18, then to 73% in 2018-19.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	83.3	36	73.3	30	94	33
4	56.0	25	58.3	36	72	30
5	30.4	23	56.5	23	70	33
6	-	-	84.2	19	78	27
7	-	-	-	-	52	21
8			-	-	-	-
All	56.56	84	68.1	108	73	144

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In 2018-19 Icahn 7 3rd through 7th grade students achieved a PI of 175, which surpassed the MIP target by 70 points.

The measure was met.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
165	9	20	48	24

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PI	=	20	+	48	+	24	=	91
				48	+	24	=	72
					+	12	=	12
						PI	=	175

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS AND EVALUATION

In 2018-19, Icahn 7 students in at least their second year at the school outscored their District 8 peers, by a difference of 37.4% (73% to 35.6%).

The measure was met.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	94	33	44	2,000
4	72	30	38	2,106
5	70	33	32	2,086
6	78	27	37	2,077
7	52	21	27	2,062
8	-	-	-	-
All	73	144	35.6	10,518

ADDITIONAL EVIDENCE

In 2018-19, Icahn 7 students in at least their second year at the school outscored their District 8 peers, by a difference of 38.4%, more than double their District 8 peers (68.1% to 35%). Icahn 7 tested

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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students have consistently outscored their District 8 peers each year during the reported 3-year period.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	83.3	30	73.3	39	94	44
4	56.0	29	58.3	36	72	38
5	30.4	24	56.5	28	70	32
6	-	-	84.2	37	78	37
7	-	-	-		52	27
8	-	-	-		-	-
All	54.0	27.66	68.1	35	73	35.6

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18 Icahn 7 students achieved an Effect Size of 1.25, .95 points higher than the .3 target. The achievement earned them the designation “Higher than expected to a large degree”.

The measure was met.

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2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	78.9	35	65.7	42.8	22.9	1.27
4	72.5	39	53.8	42.4	11.5	.061
5	71.4	34	52.9	31.6	21.3	1.30
6	69.6	23	82.6	44.0	38.6	2.22
7	-					
8	-					
All	73.4	131	61.8	40.0	21.9	1.25

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

The 2017-18 data combined with the 2014-15, 2015-16 and 2016-17 data indicate ICAHN 7 has ranked "Higher than expected to a large degree".

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3,4	72.4	59	63.1	35.1	1.72
2016-17	3,4,5	65.3	97	55.3	36.9	1.12
2017-18	3,4,5,6	73.4	131	61.8	40.0	1.25

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

In its third year of Mean Growth Percentile determination, Icahn 7 exceeded the Statewide Median of 50 by 1.8 points.

The measure was met.

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

Grade	Mean Growth Percentile	
	School	Target
4	31.5	50.0
5	62.5	50.0
6	70.1	50.0
7	-	50.0
8	-	50.0
All	51.8	50.0

ADDITIONAL EVIDENCE

In 2017-18 ICAHN 7 exceeded the Statewide Median of 50 with a score of 51.8, after scoring below in 2016-17.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	2015-16	2016-17	31.5	50.0
5	50.0	36.5	62.5	50.0
6	-	37.9	70.1	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	50.0	37.1	51.8	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute – In 2017-18 Icahn 7 3rd and 4th grade students in at least their second year at the school scored 73% proficiency, which was below the measure by 2 points. The score was an increase over 2016-17 and 2017-18.

Absolute – In 2018-19 Icahn 7 students achieved a PLI of 175, which surpassed the MIP by 70 points..

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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Comparative – In 2018-19, Icahn 7 students in at least their second year at the school outscored their District 8 peers, by a difference of 37.4% (73% to 35.6%).

Comparative – In 2017-18 Icahn 7 students achieved an Effect Size of 1.25, 1.55 points higher than the .3 target. The achievement earned them the designation “Higher than expected to a large degree”.

Growth – In its second year of Mean Growth Percentile determination, Icahn 7 exceeded the Statewide Median of 50 with a score of 51.8.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Achieved

ACTION PLAN

Icahn 7 students outscored their peers in District #8 and the schools identified for comparison. In the coming year we plan to analyze the impact of our instruction on at risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of Pearson’s Envision, workbooks, and a strong emphasis on hands on learning and monthly assessments. Our Mathematics specialist provides small group instruction for 45 minutes a day 5 days a week to those

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children who have demonstrated a deficiency in any area of Mathematics. The results of practice tests are reviewed with the Principal, teachers, mathematics specialist, and Mathematics consultant in order to provide remediation lessons for the targeted students. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the students out of targeted assistance where appropriate, as well as accept new students as required by practice tests and teacher recommendation. The Mathematics program is supervised by the Principal and with additional support from a Mathematics Consultant from the Lavinia Math Group. The Mathematics Consultant is responsible for demonstration lessons and participates in developing teaching strategies. The mathematics consultant also provides professional development during common planning periods

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	38	5	4	0	0	38
4	36	2	0	0	0	35
5	39	5	1	0	0	39
6	28	4	0	0	0	28
7	25	0	2	0	0	25
8	0	0	0	0	0	0
All	166	16	7	0	0	166

RESULTS AND EVALUATION

In 2018-19 Icahn 7 tested students in at least their second year enrolled at the school scored 82% proficiency on the NYS Math Exam, 7 points above the target measure of 75%.

The measure was met.

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	97	38	97	33
4	83	36	84	31
5	77	39	78	33
6	75	28	75	28
7	76	25	76	21
8	-	-	-	-
All	82	166	82	146

ADDITIONAL EVIDENCE

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

Icahn Charter School 7 will not have an eighth grade until 2019

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

Icahn 7 will not enroll an 8th grade until 2019-20.

The average Mathematics assessment score achieved by Icahn 7 students in at least their second year rose 13.9 points from 55.6% in 2016-17 to 69.55% in 2017-18 then rose again 12.44% in 2018-19.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80.55	36	70.0	30	97	33
4	44.00	25	61.1	36	84	31
5	43.47	23	68.2	22	78	33

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6	-	-	78.9	19	75	28
7	-	-	-	-	76	21
8	-	-	-	-	-	-
All	55.6	84	69.55	107	82	146

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

In 2018-19 ICAHN 7^{3rd} through 7th grade students achieved a PI of 199.5, exceeding the state MIP by 94.5 points.

The measure was met.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
166	6	11	33	49

$$\begin{aligned}
 \text{PI} &= 11 + 33 + 49 = 93 \\
 & \quad \quad \quad 33 + 49 = 82 \\
 & \quad \quad \quad \quad + 24.5 = 24.5 \\
 & \quad \quad \quad \quad \quad \text{PI} = 199.5
 \end{aligned}$$

Goal 2: Comparative Measure

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

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METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

In 2018-19 Icahn 7 students in tested grades who have been enrolled at the school for at least two years, outscored their CSD 8 peers by 45.8 points (82% to 36.2%)

The measure was met.

2018-19 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	97	33	44	2,034
4	84	31	36	2,145
5	78	33	38	2,121
6	75	28	34	2,111
7	76	21	29	2,107
8	-	-	-	
All	82	146	36.2	10,518

ADDITIONAL EVIDENCE

In 2016-17 Icahn 7- 3rd through 5th grade students enrolled in at least their second year achieved a proficiency score of 55.6%, and in doing so outscored their District 8 peers by 27%. In 2017-18 Icahn 7 students in tested grades who have been enrolled at the school for at least two years, outscored their CSD 8 peers by 37.05 points (69.55% to 32.5%). In 2018-19 the difference increased to 45.8%

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	80.55	30	70.0	41	97	44
4	44.00	26	61.1	32	84	36

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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5	43,47	30	68.2	30	78	38
6	-		78.9	27	75	34
7	-		-	-	76	29
8	-		-	-	-	-
All	55.6	28.67	69.55	32.5	82	36.2

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In 2017-18 Icahn 7 achieved an Effect Size of 1.41 resulting in the overall comparative performance of "Higher than expected to a large degree"

The measure was met.

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	78.9	35	65.7	45.7	20.0	0.97
4	72.5	39	66.7	42.2	24.5	1.23
5	71.4	33	66.7	37.6	29.1	1.64
6	69.6	23	78.3	38.9	39.4	2.10
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	73.4	130	68.5	41.4	27.1	1.41

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School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

In 2017-18 Icahn 7 achieved an Effect Size of 1.41 resulting in the overall comparative performance of "Higher than expected to a meaningful degree" In the previous year Icahn 7 also achieved the rating "Higher than expected by a large degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3,4	72.4	59	62.9	37.8	1.34
2016-17	3,4,5	65.3	97	54.4	41.4	.73
2017-18	3,4,5,6	73.4	130	68.5	41.4	1.41

Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

In 2017-18 Icahn 7 demonstrated a Mean Growth Percentile of 60.9, 10.9 points above the target of 50.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The measure was met.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	43.5	50.0
5	66.0	50.0
6	82.4	50.0
7	-	50.0
8	-	50.0
All	60.9	50.0

ADDITIONAL EVIDENCE

After two years of scoring below the Statewide Median, in 2017-18 ICAHN 7 scored 60.9 points, 10.9 points above 50.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	34.9	28.7	43.5	50.0
5	-	34.8	66.0	50.0
6	-	-	82.4	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	34.9	31.3	60.9	50.0

SUMMARY OF THE MATHEMATICS GOAL

Absolute - In 2018-19 Icahn 7 tested students in at least their second year enrolled at the school scored 82% proficiency on the NYS Math Exam, 7 points above the target measure of 75%.

Absolute - Icahn 7 3rd grade students achieved a PLI of 199.5, exceeding the state MIP target by 94.5 points.

Comparative – In 2017-18 Icahn 7 achieved an Effect Size of 1.41 resulting in the overall comparative performance of “Higher than expected to a large degree”

Comparative – In 2018-19 Icahn 7 - 3rd through 7th grade students enrolled in at least their second year achieved a proficiency value of 82%, and in doing so outscored their District 8 peers, who scored 36.20% by 45.8%.

Growth – In 2017-18 the Mean Growth Percentile at Icahn 7 was 60.9, 10.9 points above the target of 50.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Achieved

ACTION PLAN

Icahn 7 will utilize the Lavinia Math Group as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally we shall use Curriculum Associates I-Ready to meet every child's individual needs in mathematics. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills as they relate to mathematics.

GOAL 3: SCIENCE

Goal 3: Science

Science Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The Icahn 7 Charter School science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

Goal 3: Absolute Measure

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

In 2018-19 all Icahn 7 4th grade students in at least their second year at the school demonstrated 100% proficiency on the NYS Science examination.

Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	100	30
8	-	-
All	100	30

ADDITIONAL EVIDENCE

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

Icahn 7 will not enroll an 8th grade until 2019-20.

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

Icahn 7s have consistently scored above proficiency in Science.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	25	97.3	38	100	30
8	-	-	-	-	-	-
All	100	25	97.3	38	100	30

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

While 2018-19 scores for District 8 are not available, using the 2018-19 Icahn 7 score of 100% with the District 8 2017-18 score of 77 shows a difference of 23%.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	30	77	2171
8	-	-	-	-
All	100	30	77	2171

ADDITIONAL EVIDENCE

Icahn 7 4th grade students enrolled for at least two years have consistently out-scored their District 8 peers on the NYS Science assessment.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	100	77	97.3	77	100	TBA
8	-	-	-	-		
All	100	77	97.3	77	100	

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

SUMMARY OF THE SCIENCE GOAL

Absolute - Icahn 7 - 4th grade students in at least their second year scored 100% proficiency and exceeded the target of 75% by 25 points.

Comparison – Icahn 7 4th grade students in at least their second year scored their District 8 peers by 23% in 2018-19

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

Efforts at Icahn 7 will continue to ensure that our students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

GOAL 4: ESSA

Goal 4: ESSA

Under the state’s ESSA accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Icahn 7 achieved a “Good Standing” ESSA status in 2018-19.

The measure was met.

ADDITIONAL EVIDENCE

Icahn 7 has achieved the ESSA status of Good Standing each year since its beginning.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Parents will demonstrate a strong support and commitment to the school

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

METHOD

The NYC School Survey includes questions available for response for all parents/guardians of students who attend Icahn Charter School 7. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school.

RESULTS

In 2018-19 the Response rate among Icahn 7 parents participating in the annual NYC School Survey was 87%, significantly higher than Goal S.

2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
268	233	87%

2018-19 Parent Satisfaction on Key Survey Results

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Item	Percent of Respondents Satisfied
This school provides a safe environment for learning	95%
My child is receiving a quality education	97%
The school holds high academic expectations for my child	94%
I regularly read progress reports and notices sent home from school	96%
My child has enough supplies, materials and text books to help with his/her studies	97%

EVALUATION

The measure was met.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

In 2018-19 Icahn 7 supported children in grades K-7. The first graduation will not occur until 2019-20.

RESULTS

In 2018-19 93% of Icahn 7 students enrolled in 2017-18 returned for the 2018-19 school year.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
246	0	228	93%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	88%
2017-18	88%
2018-19	93%

Goal S: Absolute Measure

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Tracking of Icahn 7 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2018-19 Icahn 7 students, 1st grade through 7th achieved a combined attendance of 95% and in doing so met the measure.

2018-19 Attendance

Grade	Average Daily Attendance Rate
1	92%
2	94%
3	95%
4	95%
5	94%
6	96%
7	97%
8	N/A
Overall	95%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 7 has met the measure each year in the last three years.

Year	Average Daily Attendance Rate
2016-17	98%
2017-18	97%
2018-19	95%