



Icahn 7 Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Naudia Bethany, Principal and Dr. Arthur Pritchard, consultant prepared this 2019-20 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
Rebecca Bukofzer Tavarez	Parent

Naudia Bethany has served as the Principal since 2015

SCHOOL OVERVIEW

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, 48% Hispanic, 4% Asian, and 1% White other with a free and reduced lunch rate of 65.15%. 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.

The 2019-20 Pandemic Experience - We vacated our school March 14, 2020, expecting to be back in two weeks, but didn't return for the remainder of the 2019-20 school year. All students all received work packets, either in person or by mail. On March 15 the Governor's Office issued was an executive order indicating all schools would be closed for the next few weeks with an opening date uncertain. On March 17and 18 we distributed Chromebooks to families.

The pandemic experience has stimulated a learning curve for all school personnel and students. Teachers have become increasingly creative in their delivery of lessons and have mastered the use of different interactive websites. In turn, these sites were used to enhance their teaching and student engagement. Teachers now have an increasingly effective expertise in remote teaching. There is no doubt that when we return to our brick and mortar building, remote learning will become an integral part of school life as it has revolutionized our approach to education.

ENROLLMENT SUMMARY

The table below provides the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2019-20	33	38	39	40	36	39	40	32	20	-	-	-	-	317

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

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

Goal 1: English Language Arts

Students will become proficient readers of the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is composed of McGraw-Hill anthologies and workbooks, Houghton Mifflin Harcourt Collections, a strong emphasis on writing, extensive classroom libraries and by-monthly assessments. Our ELA specialist provides small group instruction (Targeted Assistance/TA) for one period a day 5 days a week to those children who have demonstrated a deficiency in any area of reading. The results of all practice tests go through an intensive error analysis by the administration and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and ELA specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the child out of TA when appropriate, as well as accept new students as required by their practice test results. The ELA program is personally supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the ELA materials with the NYS ELA Curriculum as well as Core Knowledge.

Due to the Covid-19 school closure in March 2020, digital components of curricular programs were prioritized and implemented for remote learning. McGraw-Hill Connect Ed, Houghton Mifflin Harcourt Collections myHRW, iReady ELA, and Lightsail were leveraged to provide purposeful and productive synchronous and asynchronous English Language Arts instruction in alignment with the NYS ELA Curriculum as well as Core Knowledge. To meet the academic learning goals and needs of students, instructional videos were created to support the continuity and progression of our Icahn curriculum. Daily and weekly formative assessments were provided to monitor student mastery of content to ensure that instructional support systems were adjusted to meet the needs of our learners.

METHOD

Due to the Covid-19 school closure in March 2020, digital components of curricular programs were prioritized and implemented for remote learning. McGraw-Hill Connect Ed, Houghton Mifflin Harcourt Collections myHRW, iReady ELA, and Lightsail were leveraged to provide purposeful and productive synchronous and asynchronous English Language Arts instruction in alignment with the

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NYS ELA Curriculum as well as Core Knowledge. To meet the academic learning goals and needs of students, instructional videos were created to support the continuity and progression of our Icahn curriculum. Daily and weekly formative assessments were provided to monitor student mastery of content to ensure that instructional support systems were adjusted to meet the needs of our learners.

RESULTS AND EVALUATION

Icahn 7 administered the online End of Year iReady ELA Diagnostic Assessment in June 2020. This was the third and final diagnostic assessment administered to students for the 2019-2020 year. Based on the Diagnostic results, iReady reports provide detailed information on student performance by domain. iReady's growth measure provides a detailed profile of student growth and charts a path to grade-level proficiency for each student. From the assessment overall placement of Icahn 7 students is shown in Table 1, and End of the Year Percent Proficiency on or above Grade-level in Table 2.

Icahn 7 – 2020 Reading – Final Diagnosis				
Grade	Tier 1	Tier 2	Tier 3	Students Assessed
K	88	12	0	33/33
1	79	21	0	38/38
2	67	26	8	39/39
3	73	23	5	40/40
4	53	44	3	36/36
5	56	31	13	39/39
6	60	18	23	40/40
7	59	16	25	32/32
8	75	0	25	20/20

Icahn 7 – 2020 ELA Diagnostic EOY Percent Proficiency (On or Above Grade-Level)										
K	1	2	3	4	5	6	7	8	K-8 Avg. Proficiency	3-8 Avg. Proficiency
82	68	67	78	83	74	70	75	70	74	75

ADDITIONAL EVIDENCE

In comparisons available at I-Ready, Icahn 7 students score well above the national average.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

The results suggest Icahn 7 students are demonstrating steady progress in becoming proficient readers of the English language. The I-Ready analysis indicates Icahn 7 students demonstrate both high performance and growth.

ACTION PLAN

In previous years, 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 to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the COVID 19 pandemic, we shall also review and adjust as needed student reading, writing, and listening skills

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

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

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

Goal 2: Mathematics

Students will 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 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

METHOD

Due to the Covid-19 school closure in March 2020, digital components of curricular programs were prioritized and implemented for remote learning. Savaas' Envisions 2.0, Great Minds Eureka/Engage NY, iReady Math, Icahn Cognitively Guided Instruction Story Problems, and Khan Academy were leveraged to provide purposeful and productive synchronous and asynchronous Math instruction in alignment with the NYS Math Curriculum. To meet the academic learning goals and needs of students, instructional videos were created to support the continuity and progression of our Icahn curriculum. Daily and weekly formative assessments were provided to monitor student mastery of content to ensure that instructional support systems were adjusted to meet the needs of our learners.

RESULTS AND EVALUATION

Icahn 7 administered the online End of Year iReady Math Diagnostic Assessment in June 2020. This was the third and final diagnostic assessment administered to students for the 2019-2020 year. Based on the Diagnostic results, iReady reports provide detailed information on student performance by domain. iReady's growth measure provides a detailed profile of student growth and charts a path to grade-level proficiency for each student. From the assessment overall placement of Icahn 7 students is shown in Table 1, and End of the Year Percent Proficiency on or above Grade-level in Table 2.

The results suggest Icahn 7 students are demonstrating steady progress in the understanding and appreciation of mathematical skills and concepts. The I-Ready analysis indicated Icahn 7 students demonstrate both high performance and growth.

Icahn 7 – 2020 Math – Final Diagnosis				
Grade	Tier 1	Tier 2	Tier 3	Students Assessed
K	82	18	0	33/33
1	68	32	0	38/38
2	67	33	0	39/39
3	78	23	0	40/40
4	83	17	0	36/36
5	74	23	3	39/39
6	70	28	3	40/40
7	75	13	13	32/32
8	70	20	10	20/20

Icahn 7 – 2020 Math Diagnostic EOY Percent Proficiency (On or Above Grade-Level)										
K	1	2	3	4	5	6	7	8	K-8 Avg. Proficiency	3-8 Avg. Proficiency
88	79	67	73	53	56	60	59	75	68	63

ADDITIONAL EVIDENCE

In comparisons available at I-Ready, Icahn 7 students score well above the national average.

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

The results suggest Icahn 7 students are demonstrating steady progress in the understanding and appreciation of mathematical skills and concepts. The I-Ready analysis indicates Icahn 7 students demonstrate both high performance and growth.

ACTION PLAN

Icahn 7 had a testing year with impressive results with steady gains as shown in I-Ready data. Icahn 7 students continued to significantly outscore their peers in across the nation. In the coming year, especially with impact of COVID 19, we shall continue to analyze the impact of our instruction on our students to identify possible changes we can introduce to support their increased academic achievement.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

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

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

Goal 3: Science

Icahn 7 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.

METHOD

Due to the Covid-19 school closure in March 2020, digital components of curricular programs were prioritized and implemented for remote learning. Amplify Science was leveraged to provide purposeful and productive synchronous and asynchronous Science instruction aligned with the NYS Science Curriculum. CKSci resources were implemented into the Google Classroom environment to ensure continuity of Core Knowledge instruction. When possible, digital lab simulations were conducted by students within the Amplify units of study. Summative assessments were provided to monitor student mastery of content and to ensure that instructional support systems were adjusted to meet the needs of our learners.

RESULTS AND EVALUATION

The school administered unit summative assessments to measure student growth and proficiency of the NYS Science Curriculum.

ADDITIONAL EVIDENCE

Through the years, Icahn 7 students have consistently demonstrated proficiency at high levels in grade 4 on the NYSED Science Assessment, as shown in the Table below. 2019-20 would have been the first year Icahn 7 8th grade students would have taken the NYS Science Assessment.

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

Summative assessments made this year indicate a continued high level of performance.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Icahn 7 student continue to demonstrate competency in the understanding and application of scientific reasoning.

ACTION PLAN

Given the impact of the COVID 19 pandemic, efforts at Icahn 7 will continue to ensure that our students are provided with available resources and their instruction is aligned with the NYS standards.

GOAL 4: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Icahn 7 achieved a “Good Standing” ESSA status in 2019-20.

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
2017-18	Good Standing
2018-19	Good Standing
2019-20	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

On the 2019-20 Parent Satisfaction Survey conducted at Icahn 7 Charter School, 280 responses were received from members of 245 families. The response rate was 87%.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
245	280	87%

2019-20 Parent Satisfaction on Key Survey Results

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

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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 2019-20 Icahn 7 supported children in grades K-8. The first graduation will not occur until 2019-20. Tracking of Icahn 7 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

272 of 281 of 96.7% of Icahn 7 Charter School students enrolled in 2018-19 returned in 2019-20.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
281	0	272	96.7%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	88%
2018-19	93%
2019-20	97%

Goal S: Absolute Measure

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

Icahn 7 Charter School achieved an attendance percentage of 96%.

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2019-20 Attendance

Grade	Average Daily Attendance Rate
1	96%
2	95%
3	97%
4	98%
5	96%
6	95%
7	96%
8	98%
Overall	96%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 7 Charter School has met its attendance measure for three years running.

Year	Average Daily Attendance Rate
2017-18	97%
2018-19	95%
2019-20	96%