

Icahn 4 Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2021

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Michelle Allen, Principal and Dr. Arthur H Pritchard, consultant, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Office (e.g. chair, treasurer, secretary)
Gail Golden	Chair	
Diane Fellows	Trustee	
Seymour Fliegel	Trustee	
Robert Sancho	Trustee	Finance/Grievance
Edward J. Shanahan	Trustee	
Karen Mandelbaum	Trustee	Finance/Grievance
Yris Rojas	Parent Trustee	

Michelle Allen **has served as the Principal since July 2010.**

SCHOOL OVERVIEW

The mission of the Icahn Charter School 4 is to use the Core Knowledge curriculum developed by E.D. Hirsh, 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. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children, who have demonstrated a deficiency in ELA or Mathematics, as evidenced by results of an assessment test, are placed in our Targeted Assistance Program. Our TA program consists of in school remediation, after-school tutoring, and Saturday Academy. We have an extended school day of 7.5 hours and an extended school year ranging from 181 to 188 days of instruction.

Our school is composed of 62% African American, and 29% Latin, 3% Caucasian, and 3% Asian and 2% multiracial with a free and reduced lunch rate of 60.5%.

The 2019-21 Pandemic Experience

In March of 2020 the World Health Organization officially declared COVID-19, a disease caused by the novel coronavirus, a pandemic. This caused many local and national governments, including New York State, to impose restrictions on business operations, travel and time spent outside the home. On March 16, 2020, the Governor's Office issued an executive order indicating schools would be closed for the next few weeks with an opening date uncertain. Our school transitioned to remote learning, expecting to be back in two weeks, but didn't return for the remainder of the 2019-2020 school year. All students received packets, either in person or by mail. On March 17th and 18th, we distributed Chromebooks to families and continued to provide daily instruction remotely for Icahn students.

During the 2020-2021 academic year, the school began servicing students remotely and reopened to a hybrid instructional model on October 4, 2020 servicing about one-third of the student population to in-person learning while the remaining $\frac{2}{3}$ of students learned synchronously in a hybrid instructional model. Over the course of the school year, the in-school student population increased following each entry period, allowing remote students to re-enter the building for in-person instruction. Student re-entry windows were centered around each marking period. We continued to forge ahead, flexibly adapting to the needs of our students, families, and staff.

A robust instructional remote learning plan was adopted and implemented for the Icahn Charter school students that decided to remain remote. In keeping with best practices and core principles, K-8 students received both synchronous and asynchronous instruction in support of a hybrid-learning experience that was purposeful, positive, and productive when participating in academic learning from home. Monitored attendance remained a priority for our remote students. Throughout the year, this was monitored closely at any point in which student or classroom quarantine required students to transition back to remote instruction. Daily outreach to families of students who were not online was conducted.

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

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different interactive instructional programs and practices that have supported a hybrid learning environment. In turn, these flipped instructional and hybrid practices were used to enhance teaching and student engagement. Teachers now have increasingly effective methods of remote and hybrid teaching to support student learning. There is no doubt that when we fully return to our brick-and-mortar building, remote learning and hybrid learning structures will become an integral part of school life as it has revolutionized our approach to education. For the 2021-2022 school year, the school has adopted in-school learning only and will not offer remote learning due to the pandemic.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	40	39	38	38	36	37	32	33	27	-	-	-	-	320
2017-18	40	37	36	36	32	36	37	31	33	-	-	-	-	318
2018-19	40	38	35	39	35	31	35	35	30	-	-	-	-	318
2019-20	39	35	39	34	38	36	27	35	33	-	-	-	-	316
2020-21	39	40	39	40	32	40	38	24	33					325

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 4 students will become proficient readers in 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 bi-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 practice tests go through an intensive error analysis with the Network Curriculum Team, principal, staff developer, teachers, ELA specialist, and ELA consultant. 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 tests. The ELA program is

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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. Teachers are provided with professional development at the beginning of the school year followed by monthly on-going professional development sessions.

METHOD

McGraw-Hill Connect Ed, Houghton Mifflin Harcourt Collections myHRW, iReady ELA, and Lightsail were leveraged to provide purposeful and productive 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, especially our hybrid 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.

During 2020-21, the school primarily used the following exam to assess student growth and achievement in ELA: iReady.

RESULTS AND EVALUATION

Icahn 4 administered the online End of Year iReady ELA Diagnostic Assessment in June 2021. This was the third and final diagnostic assessment administered to students for the 2020-2021 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 4 students is shown in Table 1, and End of the Year Percent Proficiency on or above Grade-Level is found in Table 2. Information in Table 3 illustrates the change in student reading performance at our three checkpoints, September 2020, January 2020, and June 2021. Changes reflect the increased proficiency among students in each grade and demonstrate the positive impact Icahn 4 staff members are having on student achievement.

The results suggest Icahn 4 students are demonstrating steady progress in becoming proficient readers of the English language. The iReady analysis indicates Icahn 4 students demonstrate both high performance and growth.

Icahn 4 – June 2021 Reading – Final Diagnosis				
Grade	Tier 1	Tier 2	Tier 3	Students Assessed
K	100	0	0	39/39
1	70	30	0	40/40
2	72	26	3	39/39
3	73	18	10	40/40
4	88	9	3	32/32
5	56	33	10	39/40
6	63	26	11	38/38
7	83	13	4	24/24
8	85	12	3	33/33

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Icahn 4 – June 2021 Reading 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
100	70	72	73	88	56	63	83	85	77	75

Table 3 - Icahn 4 – Growth in Reading during the 2020-21 Academic Year - Comparison of Three Administrations of the iReady Reading Diagnostic Results, September, January, and the June Diagnosis
Overall Placement is shown for three Tiers with tier three designated as at-risk.

Grade	Administration	Tier 1	Tier 2	Tier 3	Students Assessed
K	September	79	21	0	39/39
	January	90	10	0	39/39
	June	100	0	0	39/39
1	September	40	55	5	40/40
	January	55	45	0	40/40
	June	70	30	0	40/40
2	September	67	26	8	39/39
	January	68	24	8	39/39
	June	72	26	3	39/39
3	September	55	23	23	40/40
	January	60	18	23	40/40
	June	73	18	10	40/40
4	September	38	56	6	32/32
	January	38	56	6	32/32
	June	88	9	3	32/32
5	September	40	34	26	35/40
	January	44	33	23	39/40
	June	56	33	10	39/40
6	September	43	32	24	37/38
	January	54	27	19	37/38
	June	63	26	11	38/38
7	September	67	17	17	24/24
	January	75	25	0	24/24
	June	83	13	4	24/24
8	September	74	13	13	31/33
	January	84	9	6	32/33
	June	85	12	3	33/33

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I-READY

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

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	204	155%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	39	214	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹	155%	22	125%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	203	49%	No

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

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	40%	40	38%	39
4	53%	32	53%	32
5	36%	39	34%	38
6	45%	38	44%	37
7	58%	24	58%	24
8	64%	33	64%	33
All	Mean Average = 49%	Total = 206	Mean Average = 49%	Total = 203

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	139%	40
4	168%	32
5	189%	38
6	175%	37
7	182%	24
8	144%	33
All	Median = 166%	Total = 204

ADDITIONAL CONTEXT AND EVIDENCE

In comparisons available at i-Ready, Icahn 4 students score well above the national average.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

The results suggest Icahn 4 students are demonstrating steady progress in becoming proficient readers of the English language. The iReady analysis indicates Icahn 4 students demonstrate both high performance and growth.

ACTION PLAN

Given the changes resulting from the COVID-19 pandemic, Icahn 4 had a testing year with impressive results and steady gains as shown in iReady data. Icahn 4 students continued to significantly outscore their peers across the nation. In the coming year, we will continue to analyze the impact of our instruction on students to identify possible changes we can introduce to support their increased academic achievement. In addition, we shall review and adjust as needed, student reading, writing, and listening skills as they relate to English Language Arts. We will continue to align our curriculum to the NYS Education Department as it modifies its reading and writing strands. i-Ready will continue to be utilized to meet the individual needs of every learner in English Language Arts.

GOAL 2: MATHEMATICS

ELEMENTARY & MIDDLE MATHEMATICS

Goal 2: Mathematics

All Icahn Charter School 4 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 consists of Cognitively Guided Instruction, Savaas' Envisions 2.0, Engage NY resources (Eureka Math Modules), workbooks for K-5, Open Up Resources for Grades 6-8, 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 go through an intensive error analysis with the Network Curriculum Team, principal, staff developer, teachers, mathematics specialist, and Mathematics consultant 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 when appropriate, as well as accept new students as required by practice tests and teacher recommendation. The mathematics program is supervised by the principal and staff developer with additional support from a Mathematics Consultant of the Lavinia Group Company. 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. Lavinia Group math consultants served the school in 2020-2021.

METHOD

Due to Covid-19 and the school hybrid model, digital components of curricular programs were prioritized and implemented for remote and hybrid 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 Math instruction in alignment with

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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.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: iReady.

RESULTS AND EVALUATION

Icahn 4 administered the online End of Year I-Ready Math Diagnostic Assessment in June 2021. This was the third and final diagnostic assessment administered to students for the 2020-2021 year. Based on the Diagnostic results, I-Ready 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 4 students is shown in Table 1, and End of the Year Percent Proficiency on or above Grade-level in Table 2. Information in Table 3 illustrates the change in student math performance at our three checkpoints, September 2020, January 2020, and June 2021. Changes reflect the increased proficiency among students in each grade and demonstrate the positive impact Icahn 4 staff members are having on student achievement.

The results suggest Icahn 4 students are demonstrating steady progress in the understanding and appreciation of mathematical skills and concepts. The iReady analysis indicated Icahn 4 students demonstrate both high performance and growth

Icahn 4 – 2021 Math – Final Diagnosis				
Grade	Tier 1	Tier 2	Tier 3	Students Assessed
K	82	18	0	39/39
1	58	42	0	40/40
2	62	33	5	39/39
3	53	40	8	40/40
4	88	12	0	32/32
5	72	23	5	39/40
6	76	16	8	38/38
7	83	17	0	24/24
8	82	12	6	33/33

Icahn 4 – 2021 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
82	58	62	53	88	72	76	83	82	73	76

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Table 3 - Icahn 4 – Growth in Math during the 2020-21 Academic Year - Comparison of Three Administrations of the iReady Reading Diagnostic Results, September, January and the June Diagnosis
Overall Placement is shown for three Tiers with tier three designated as at-risk

Grade	Administration	Tier 1	Tier 2	Tier 3	Students Assessed
K	September	59	41	0	39/39
	January	74	26	0	39/39
	June	82	18	0	39/39
1	September	33	63	5	40/40
	January	50	45	5	40/40
	June	58	43	0	40/40
2	September	31	56	13	39/39
	January	50	39	11	38/39
	June	62	33	5	39/39
3	September	20	60	20	40/40
	January	35	53	12	40/40
	June	53	40	7	40/40
4	September	32	59	9	32/32
	January	38	44	18	32/32
	June	88	13	0	32/32
5	September	35	54	11	37/40
	January	46	44	10	39/40
	June	72	23	5	39/40
6	September	54	41	5	37/38
	January	64	25	11	36/38
	June	76	16	8	38/38
7	September	63	29	8	24/24
	January	71	25	4	24/24
	June	83	17	0	24/24
8	September	55	32	13	31/33
	January	82	12	6	33/33
	June	82	12	6	33/33

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

Math Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	204	123%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	23	157%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ²	123% ³	22	108%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	203	44%	No

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

³ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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

Math Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	28%	40	28%	40
4	47%	32	47%	32
5	38%	39	37%	38
6	42%	38	39%	36
7	58%	24	58%	24
8	55%	33	55%	33
All	Mean Average = 45%	Total = 206	Mean Average = 44%	Total = 203

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

Math Grades	Median Percent of Annual Typical Growth	Number Tested
3	83%	40
4	125%	32
5	128%	38
6	85%	37
7	174%	24
8	200%	33
All	Median = 133%	Total = 204

ADDITIONAL EVIDENCE

In comparisons available at iReady, Icahn 4 students score well above the national average.

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

The results suggest Icahn 4 students are demonstrating steady progress in the understanding and appreciation of mathematical skills and concepts. The iReady analysis indicated Icahn 4 students demonstrate both high performance and growth.

ACTION PLAN

Given the changes resulting from the COVID-19 pandemic, Icahn 4 had a testing year with impressive results and steady gains as shown in iReady data. Icahn 4 students continued to significantly outscore their peers across the nation. In the coming year, we will continue to analyze the impact of our instruction on students to identify possible changes we can introduce to support their increased academic achievement. In addition, we shall review and adjust as needed, student reading, writing, and listening skills as they relate to mathematics. We will continue to align our curriculum to the NYS Education Department as it modifies its mathematical strands. i-Ready will continue to be utilized to meet the individual needs of every learner in mathematics.

GOAL 3: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 3: Science

All Icahn 4 Charter School students will demonstrate competency in understanding and the application of scientific principles

BACKGROUND

The Icahn 4 Charter School science curriculum is aligned with the NYS standards and utilizes Amplify Science. All students have their own microscope and a complete supply of slides for individual and independent study, curriculum-aligned DVDs and software, as well as access to a completely stocked library for independent reading in the area of science. All classes in the middle school and the lower school have smart boards. It is our intention to continue to provide advanced instruction in science to enable our students to take the high school Living Environment Regents. The school administered the New York State Testing Program science assessment to in-person students in 4th and 8th grade in Spring 2021. 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 (defined as enrolled by BEDS day the previous school year) to score at proficiency.

METHOD

Due to the Covid-19 hybrid learning model at the start of the 2020 school year, digital components of curricular programs were prioritized and implemented for remote learning. During the 2020-2021 school year, to support hybrid instruction, digital components of curricular programs were prioritized and implemented to support remote learners and in-person instruction with appropriate social distancing for safety measures. 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.

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RESULTS AND EVALUATION

The school administered unit summative assessments to measure student growth and proficiency of the NYS Science Curriculum. Additionally, in-person learners in 4th and 8th grade sat for the NYS Science exams.

ADDITIONAL CONTEXT AND EVIDENCE

Through the years, Icahn 4 students have consistently demonstrated proficiency at high levels in both grades 4 and 8 on the NYSED Science Assessment, as shown in the Table below.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2018-19		2019-20		2020-21	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	29	N/A	N/A	100%	32
8	92.5	29	N/A	N/A	100%	33
All	96.25	58	N/A	N/A	100%	65

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

SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Icahn 4 students continue to demonstrate competency in the understanding and application of scientific reasoning.

ACTION PLAN

As stated previously, efforts at Icahn 4 will continue to ensure that our students are provided with available resources such as TA program, afterschool support, and the Saturday Academy Program. Their instruction during these support programs is aligned with the NYS Science, Reading, and Math Learning standards

GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results.

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 4 Charter School continues to have an ESSA status of "Good Standing". The measure was met.

ADDITIONAL EVIDENCE

As illustrated below, Icahn 4 has met the ESSA requirement for the last 3 years

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing