



Icahn 2 Charter School

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Brenda Carrasquillo-Silen, Principal, and Dr. Arthur Pritchard, Consultation 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
Micheralin Manzanillo	Parent

Brenda Carrasquillo-Silen has served as the Principal since 2007.

SCHOOL OVERVIEW

The mission of the Icahn Charter School 2 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. 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 the results of an assessment test, are placed in our Targeted Assistance Program. We have an extended school day of 7.5 hours and an extended school year ranging from 181 to 188 days of instruction.

Icahn Charter School 2 opened in September 2007 and initially serviced K through Grade 2. A grade has been added each year and the school is now operating as a grade K-8 school.

During the 2009-2010 academic year, Icahn Charter School 2, was housed in School District 8 then moved to School District 11 in September 2010. In 2019, Icahn Charter School 2 was designated as a Recognition School by the New York State Education Department and a Blue Ribbon School in 2015.

Student Population - The school is composed of 33.1 percent African American, 56.2 percent Hispanic, 3.8 percent Asian or 1.2 percent Native American/Alaskan and 4.1 percent white children. We have a free and reduced lunch rate of 58.8 percent. Our instructional program is data driven and combines Core Knowledge with ongoing assessments.

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 17 and 18 we distributed Chromebooks to families.

What would 100% remote learning look like? At the start approximately 20% of our school day was online. At-home schedules were distributed to teachers and students. On March 23, 2020 remote learning began with teachers and students joining in the remote learning experience. Grade teams were created inclusive of all personnel. We forged ahead not knowing what bumps we would find on the road. Gratefully, hidden talents surfaced immediately, including teaching assistants who proved to be technology guru's, and school aides who had the intellectual preparation to process complex technology programs performed their tasks and began to become part of something new - History in the making. Remote attendance became a priority and daily outreach to families of students not on line was conducted. "All hands on deck" became our motto.

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	43	35	36	38	33	38	35	34	34	-	-	-	-	326
2016-17	41	37	34	28	40	34	35	33	34	-	-	-	-	323
2017-18	40	40	37	38	28	37	36	36	33	-	-	-	-	325
2018-19	41	38	38	38	33	31	35	35	36	-	-	-	-	325
2019-20	40	39	38	37	32	33	36	33	35	-	-	-	-	323

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.

Changes to the English language arts program – 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

The school administered the online End of the Year i-Ready ELA Diagnostic Assessment in June 2020. Based on the Diagnostic results, i-Ready reports provide detailed information on student performance by domain and i-Ready’s growth measures provide a detailed portrait of student growth and chart a path to grade-level proficiency for every student.

RESULTS AND EVALUATION

Icahn 2 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 2 students is shown in Table 1, and End of the Year Percent Proficiency on or above Grade-level in Table 2.

Table 1 - Icahn 2 – 2020 Reading – Final Diagnosis				
Overall Placement is shown for three Tiers with tier three designated as at-risk				
Grade	Tier 1	Tier 2	Tier 3	Students Assessed
K	100	0	0	39/39
1	84	16	0	38/38
2	89	11	0	37/37
3	96	0	0	37/37
4	84	13	3	31/31
5	91	6	3	33/33
6	94	6	0	35/35
7	91	6	3	32/32
8	89	6	6	35/35

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Icahn 2 – 2020 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	84	89	97	84	91	94	91	89	91	91

ADDITIONAL EVIDENCE

In comparisons available at I-Ready, Icahn 2 students score well above the national average.

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

The results suggest Icahn 2 students are demonstrating steady progress in becoming proficient readers of the English language. The I-Ready analysis indicate Icahn 2 students demonstrate both high performance and growth.

ACTION PLAN

ICAHN 2 had a testing year with impressive results with steady gains as shown in I-Ready data. ICAHN 2 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 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 appreciation of mathematical skills and concepts

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of Cognitively Guided Instruction, Engage NY resources (Eureka Math Modules}, workbooks, and a strong

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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 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 with additional support from a Mathematics Consultant the Lavinia 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. CGI math consultant served the school in 2019-2020 in the school building and during remote learning.

The 2019-20 Pandemic Experience- Due to the Covid-19 school closure in March 2020, digital components by curriculum programs were implemented for distance learning, such as Great Minds, Eureka Math, I-Ready Math, IXL Math, There were no important changes to the Math Program or staff prior to or during the 2019-2020 school year. **Yes this year in March we went into Remote Learning.

RESULTS AND EVALUATION

Icahn 2 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 2 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 2 students are demonstrating steady progress in the understanding and appreciation of mathematical skills and concepts. The I-Ready analysis indicated Icahn 2 students demonstrate both high performance and growth.

Icahn 2 – 2020 Math – Final Diagnosis				
Overall Placement is shown for three Tiers with tier three designated as at-risk				
Grade	Tier 1	Tier 2	Tier 3	Students Assessed
K	93	3	0	39/39
1	82	18	0	38/38
2	97	3	0	37/37
3	86	14	0	37/37
4	87	13	0	31/31
5	97	3	0	33/33

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6	100	0	0	35/35
7	91	6	3	32/32
8	83	11	9	35/35

Icahn 2 – 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
97	82	97	86	87	97	100	91	83	91	91

ADDITIONAL EVIDENCE

In comparisons available at I-Ready, Icahn 2 students score well above the national average.

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

The results suggest Icahn 2 students are demonstrating steady progress in the understanding and appreciation of mathematical skills and concepts. The I-Ready analysis indicated Icahn 2 students demonstrate both high performance and growth.

ACTION PLAN

ICAHN 2 had a testing year with impressive results with steady gains as shown in I-Ready data. ICAHN 2 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

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

BACKGROUND

Until 2019-20 the school administered the New York State Testing Program science assessment to students in 4th and 8th grade in the spring each year. 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 of the previous school year) to score at proficiency.

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

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	38	100	24	100	32
8	82.3	34	96.7	33	94.4	36
All	91.6	72	98.35	57	97.0	68

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Icahn 2 student continue to demonstrate competency in the understanding and application of scientific reasoning.

ACTION PLAN

Especially as a result of the COVID 19 pandemic, efforts at Icahn 2 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 2 Charter School continues to have an ESSA status of “Good Standing”. The measure was met.

ADDITIONAL EVIDENCE

As illustrated below, Icahn 2 has met the ESSA requirement for the last 3 years

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

A parent survey is provided to all parents/guardians of students who attend Icahn 3. The survey contains fifteen (15) questions on the school’s performance with options to select from A to D, with A equaling poor and D equaling excellent. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school. Below is a copy of the key survey results provided to the parents/guardians.

RESULTS

151 of 249 or 61% family members participated in the Icahn 2 Charter 2019-20 Parent Satisfaction Survey. In 14 of 15 Items, respondents demonstrated a range of 98 to 100% satisfaction.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
151	249	61%

2019-20 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
1. I feel welcome when I visit the school.	100%
2. This school provides a safe environment for learning.	100%
3. My child has up-to-date instructional tools (books, computers, videos, etc.) that are used effectively.	99.4%
4. The school holds high academic expectations for my child.	100%
5. The school holds high expectations of discipline for my child.	99.4%
6. I regularly read progress reports and notices sent home from school.	99.3%

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7. Homework assignments are a valuable contribution to my child's learning.	100%
8. My child has enough supplies, materials, and text books to help with his/her studies.	100%
9. My child is receiving a quality education.	100%
10. The school keeps me informed about what goes on at the school.	90%
11. The school clearly tells me what the school's goals are.	98.7%
12.. School property and building are clean and well maintained.	100%
13. I would like my younger children to attend this school.	99.4%
14. I would recommend my child's school to other parents.	99.4%
15. My child's attendance is monitored by the school calling about absences.	98.1%

EVALUATION

The measure was not met.

Goal S: Absolute Measure

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

METHOD

Tracking of Icahn 2 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2019-2020, with 36 graduating, 289 of 325 2018-2019 Icahn 2 students or 98.9% returned.

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)
325	36	289	98.9%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

The student retention rate at Icahn 2 Charter School has been consistently higher than the goal of 90%

Year	Retention Rate
2017-18	97.9%
2018-19	98.9%
2019-20	98.9%

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Goal S: Absolute Measure

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

METHOD

Tracking of Icahn 2 students is maintained by the Principal, using attendance records and interactions with parents.

RESULTS

Results are presented for two periods during the 2019-20 academic year: September to March 14, and the pandemic period, March 15 through the close of school.

2019-20 Attendance

September to March 15		March 15 to School Closing	
Grade	Daily Average	Grade	Daily Average
1	93.9%	1	97.8%
2	93.5%	2	97.9%
3	95%	3	99.3%
4	94.7%	4	99.9%
5	94.8%	5	99%
6	94.5%	6	99%
7	91.9%	7	99.2%
8	91.8%	8	94.3%
Overall	93.7%	Overall	98.3%

YEARLY AVERAGE = 93.7 + 98.3 = 96%

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

The average attendance at Icahn 2 Charter School rose from 92.1% to 96% during 2019-20.

Year	Average Daily Attendance Rate
2017-18	94.4%
2018-19	92.1%
2019-20	96.0%

