

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

APPR October 23, 2018

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Each year, 80% or greater of our students will graduate within 4 years while continuously enrolled.

Leading Indicator(s)

Each year, 75 percent or greater of students in their first and second year, high school Total Graduation Cohorts will earn at least 10 credits.

Each year, 75 percent in the second year of high school Total Graduation Cohort will score at or above proficient on at least three different NYS Regents exams required for graduation.

We have maintained a 95% average graduation rate over the past 8 years. In our 2014 total cohort graduation in June 2018 98% graduated with a NYS Regents Diploma with 2% graduating with a Local Diploma. Greater than 85% of our sophomores completed at least 10 credits and 75% scored above proficient on at least 3 different NYS Regents exams required for graduation.

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International Leadership Charter School MINIMUM GRADUATION REQUIREMENTS

9th Grade	10th Grade	11th Grade	12th Grade
Global History I	Global History II	U. S. History & Government	Government and Economics
Algebra I/Geometry	Algebra 2/Trigonometry	Pre-Calculus	English IV/Research and College Composition
English I	English II	English III	College Prep Seminar
Living Environment	Chemistry	Physics	College Essay/Personal Statement
Music/Band	Music/Dance/Band	Tae Kwon Do I	Tae Kwon Do II
Language Other Than English (Spanish)	Language Other Than English (Mandarin)	Language Other Than English (Mandarin)	Exit Portfolio Presentations
Youth Leadership Advisory I	Youth Leadership Advisory II	CDP/Internship I	CDP/Internship II
Credit Accumulation	Credit Accumulation	Credit Accumulation	Credit Accumulation
2.0 Credits in English	2.0 Credits in English	2.0 Credits in English	2.0 Credits in English
2.0 Credits in Mathematics	2.0 Credits in Mathematics	2.0 Credits in Mathematics	2.0 Credits in Mathematics
2.0 Credits in History	2.0 Credits in History	2.0 Credits in Social Studies	2.0 Credits in Social Studies
2.0 Credits in Science	2.0 Credits in Science	2.0 Credits in Science	2.0 Credits in Science
2.0 Credit in LOTE	2.0 Credit in LOTE	2.0 Credit in LOTE	2.0 Credit in LOTE
2.0 YLA	2.0 YLA	2.0 Credit TKD /Health	2.0 Credit in TKD/Health
2.0 Youth Leadership	2.0 Youth Leadership	2.0 Community Development Project/Internship	2.0 Community Development Project/Internship
Total Credits=12.0	Total Credits=12.0	Total Credits=14.0	Total Credits=14.0

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RESULTS AND EVALUATION

The 2013 Cohort for our charter school met and exceeded the indicator of achieving 10 credits by the first and second year and on the Absolute Measure of >75%. The graduation outcome for this cohort was 94%. This cohort outcome for graduation, far exceeded the school district performance in which our charter school is located by 23%. It is noted here that the CSD 10 data for this indicator is only available for the 2013 cohort.

For the 2014 Cohort, 98% of students who were continuously enrolled, graduated within 4 Years and met and exceeded expectations on the Absolute Measure of >75%.

This cohort outcome for graduation, far exceeded the school district in which our charter school is located (CSD 10) by 27%. It is noted here that the CSD 10 data for this indicator is only available for the 2013 cohort. As such, this is the only data available to draw a comparison from.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012				
2013	60	94%	3853	71%
2014	76	98%	3853	71%

ADDITIONAL EVIDENCE

Our total cohort graduation rate at our charter school for 2013 is 94%. The student performance outcomes demonstrated that 83% of our SWD who Graduated with a NYS Regents Diploma.

The CSD 10 total cohort graduation rate for 2013 is reported at 71%; only 39% graduated with a NYS Regents Diploma. For Students with Disabilities (SWD: Out of 655) the four-year Graduation Rate is reported at 42%.

The CSD 10 total cohort graduation rate for 2013 for ELLS is reported at 78% as compared with the graduation rate for ELLS at our charter school. Eighty one percent (81%) graduated and of that number, 67% graduated with a NYS Regents Diploma. Our total cohort graduation rate for 2014 reflects a 98% graduation performance outcome.

For our 2013 and 2014 cohort 75 percent of our students in the second year of high school scored at proficiency on three NYS Regents exams.

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Goal 1: Absolute Measure(s)

Each year, 80% percent of students in the fourth year of high school Total Graduation Cohort will graduate.

Each year, 95% percent or greater of students in the fifth year Total Graduation Cohort will graduate.

Goal 1: Comparative Measure

Each year, the percent of students in the fourth-year high school Total Graduation Cohort will exceed that of the cohort from the district.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met

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GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Each graduation 75 percent of our seniors will graduate college ready and will have submitted 8 applications to the college their choice.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Each Year 75% or greater of SWD and ELL students will graduate having earning a Regents diploma;
- Each graduation there will be 75% of graduating students who will matriculate in a college or university in the year after graduation.
- Each graduation there will be 75% of graduating students who will be accepted to 5 or more colleges or universities.

RESULTS AND EVALUATION

LOOK AT USCR

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80% of cohort 2014 achieved the college and career readiness benchmark on the SAT

100% of SWD and ELL students graduated having earned a Regents diploma

85% of cohort 2014 students who have graduated matriculated in a college or university.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Achieving the college and career readiness benchmark on the SAT	76	76	80%
Each Year 75% or greater of SWD and ELL students will graduate having earned a Regents diploma	76	6	100%
Each graduation there will be 75% of graduating students who will matriculate in a college or university in the year after graduation.	76	70	85%
Each graduation there will be 75% of graduating students who will be accepted to 5 or more colleges or universities	76	74	97%
Overall	76	53	90%

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Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).¹

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

NOT APPLICABLE- DISTRICT DID NOT RELEASE THE MIP

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012		NA	
2016-17	2013		NA	

¹ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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2017-18	2014		NA	
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GOAL 2: COMPARATIVE MEASURE

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

NOT APPLICABLE DISTRICT DID NOT RELEASE THE MIP

CCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	NA	NA

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

The matriculation rate for the graduation year cohort was 90% and 97% respectively for the 2013 and 2014 graduation cohorts.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012			
2013	55	50	90
2014	76	74	97

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SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	MET
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	NA
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	NA
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET

ACTION PLAN

Our action plan includes, ongoing professional development and support for college prep advisors increased tracking and monitoring of student on time submission of applications and materials to the targeted colleges and universities. In addition, there will be a continued increase in the presentations of SUNY and private independent reach colleges.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts:

Each year 75% of students who sit for the NYS Regents exam in English Common Core will pass with a score of > 65%.

BACKGROUND

Ongoing professional development is provided to faculty to review all curriculum to assure that it is aligned with the Common Core standards and the New York State Regents examinations. There are rigorous Curriculum Mapping sessions that is based upon the Understanding by Design and Backwards planning methodology developed by Wiggins. In addition, there are frequent

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Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet or exceed Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

80% partially met at least at 75 on the NYS English Common Core exam by the fourth year in the cohort. This success contributed to the highest graduation rate that our charter school has had at 98% graduating. Comparative data from District for 2014 is not available.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012		
2013		
2014	76	70 (105 PI)

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014					76	70
2015						
2016						
2017						

² Based on the highest score for each student on the English Regents exam

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Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

For the 2014 Cohort designation, 80 percent out of 55 total graduates by fourth year scored at least a level 3 on the NYS English Common Core Exam as compared with 75 percent of our total graduates in the 2013 cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012		
2013	76	75
2014	55	80

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014					80	87%
2015						
2016						
2017						

³ Based on the highest score for each student on the English Regents exam

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Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system. [RESEARCHED THIS AND THE MIP WAS NOT RELEASED]

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.⁴ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. (THIS INFORMATION IS NOT AVAILABLE)

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The table below reflects the accountability measure for 2014 Cohort Performance for English met the indicators for this measure. **However, the MIP was not released by the NYSED as of the submission of this report therefore, an absolute measure is not possible.** The ongoing professional development of English faculty in differentiation and scaffolding strategies for instruction of ELLs, SWD (and former ELLs) as well as the implementation of 60/90 minute blocks has contributed to the positive student outcomes for this academic performance goal.

English Language Arts Performance Index (PI)
For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
76	5	37	23	35*2.5=PI 193

⁴ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

RESULTS AND EVALUATION

The 2013 Cohort had notable performance on the NYS English Regents exams with 87% scoring at proficient Level 4. There were 5 SWD (67%) who graduated having passed this exam and scoring at Level 3. In addition, there were 94% of ELLs who graduated with a Regents Diploma.

As compared with the 2013 cohort performance in district ten with 53% at Level 4 or 5.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012				
2013	87	55	53	3858
2014				

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take

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Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012				
2013	75	55	23	3858
2014				

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

English Regents Performance Index (PI)⁵
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013				

⁵ For an explanation of the procedure to calculate the school’s PI, see page 20.

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2014				
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Not available for District

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will partially meet the college and career readiness standard (currently scoring at Performance Level 3 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8th grade who achieved Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Comparison of previous years' performance not available.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012		
2013	56	39%
2014		

⁶ Based on the highest score for each student on the English Regents exam

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ADDITIONAL EVIDENCE

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012		
2013	55	75
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ⁸

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

⁷ Based on the highest score for each student on the English Regents exam

⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	NA
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	MET
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	MET
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	NA
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Progressing
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Progressing

GOAL 4: MATHEMATICS

Goal 4: Mathematics

75 percent of students in the graduation accountability cohort will pass the NYS Regents exams in mathematics.

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BACKGROUND

ILCHS has aligned its curriculum with the New York State Common Core standards. Our charter school delivers science content in 60-90 minutes blocks. Our faculty are trained in formative and summative assessments. During ongoing professional development, science faculty are provided instructional guidance and item analysis review periods.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012		
2013	55	69%
2014	73	50%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	NA	NA	55	69%	73	50%
2015	NA	NA	NA	NA	NA	NA
2016			NA	NA	NA	NA

⁹ Based on the highest score for each student on a mathematics Regents exam

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2017					NA	NA
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Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012		
2013	55	71%
2014	73	34%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014					73	34%
2015						
2016						
2017						

¹⁰ Based on the highest score for each student on a mathematics Regents exam

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Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹¹ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

These numbers are estimated as there is not a NYS Report card issued for 2018.

PI=115?

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
73	13	45	28	6

¹¹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents-math exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

For the 2013 Cohort, only 39% of SWD in District 10 pass the Algebra Regents exam out of a cohort number of 3858 students tested. Only 43% out of ELL students passed the Algebra Regents exam out of 589 tested. Of that number, only 1% scored at Level 4.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012				
2013	22%	55	27	3858
2014				

Goal 4: Comparative Measure

Each year, students in the high school Total Cohort will meet or exceed Common Core expectations will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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RESULTS AND EVALUATION

The 2013 Cohort passed the NYS Algebra Regents exam and exceeded expectations outperforming the city and the state with 71% of our students scoring at Level 3.

Of notable performance are the results for our sub populations with 47% of our SWD passing the Algebra Regents exam at a level 3 as compared with 36% out of 655 students at the district 10 level who sat for the NYS Algebra Regents exam.

In addition, our 92% of our ELLs who sat for the exam, (N=13) passed the Algebra Regents

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012				
2013	71%	55	50%	3858
2014				

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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Mathematics Regents Performance Index (PI)¹² of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013	126	55		3858
2014				

ADDITIONAL EVIDENCE

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will partially meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8th grade who achieved Performance Level

¹² For an explanation of the procedure to calculate the school's PI, see page 29.

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4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012		
2013		23%
2014		

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

¹³ Based on the highest score for each student on the English Regents exam

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RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort not proficient in 8th grade who achieved Performance Level 3 or higher with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012		
2013	55	48%
2014		

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁵

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	MET
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	NA
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will	MET

¹⁴ Based on the highest score for each student on the mathematics Regents exam

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	MET
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	MET
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NOT MET
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	48%

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 5: SCIENCE

Goal 5: Science

80 percent or greater of students in Accountability Cohort who sit for the Living Environment will meet or exceed expectation on the NYS Regents Exam.

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BACKGROUND

ILCHS has aligned its curriculum with the New York State Common Core standards. Our charter school delivers science content in 60-90 minutes blocks. Our faculty are trained in formative and summative assessments. During ongoing professional development, science faculty are provided instructional guidance and item analysis review periods.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

90% of the 2013 Accountability Cohort passed the Living Environment Regents exam. This pass rate exceeds ILCHS's absolute measure goal by 10%.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012		
2013	78	90%
2014	N/A	N/A

¹⁶ Based on the highest score for each student on any science Regents exam

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ADDITIONAL EVIDENCE

98% of the 2014 Graduating Cohort students passed the Living Environment Regents exam.*

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014					76	98%
2015						
2016						
2017						

*The above 2014 number correlates directly with the graduate rate for the 2014 cohort.

Goal 5: Comparative Measure

Each year, students in the high school Total Cohort passing a Regents LE exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

98% of the 2013 & 2014 ILCHS Total Cohorts passed the Living Science exam. Each of these cohorts met state standards. ILCHS also surpassed the Bronx CSD 10 pass rate by over 15% both years. 100% of Students with Disabilities (SWD) in the 2013 Total Cohort earned proficiency by scoring at or above 65%. 86% of English Language Learners (ELL) scored at or above 65%. Tutoring sessions during the week and on Saturdays provide SWD and ELL students with additional guided practice and preparation for the Living Science Regents exam.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012				

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2013	98%	55	72%	3,858
2014	98%	76	62%	4,616

ADDITIONAL EVIDENCE

Both the 2013 and 2014 Total Cohorts kept the same high percentage passing rate of 98%.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Each year, 80 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents History Exams exam by the completion of their fourth year in the cohort.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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RESULTS

94% of students in the 2013 Accountability Cohort earned a score of 65 or above on the U.S. History Regents exam.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012		
2013	77	94%

EVALUATION

In 2017, the 2013 ILCHS cohort surpassed the school's benchmark of 80% by 14%. 71% of SWD from the 2013 Accountability Cohort earned a score of 65 or above on the U.S. History Regents exam. 100% of ELL students from the 2013 Accountability passed with a score of 65 or above.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013					77	94%
2014					N/A	N/A
2015						
2016						

Goal 6: Comparative Measure

Each year, 75 percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

¹⁷ Based on the highest score for each student on a science Regents exam

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Each year, 75 percent to students in the high school Total Cohort passing the Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

98% of the 2013 Total Cohort passed the U.S. History Regents exam with a score of 65 or above.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011				
2012				
2013	98%	55	70%	3,858

EVALUATION

The 2013 total cohort achieved a passing rate of 98% on the U.S History Regents. This passing rate was 28% higher than the passing rate achieved by the Bronx CSD #10. Tutoring sessions during the week and on Saturday provide students with additional guided practice and preparation for the U.S. History Regents exam.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple

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times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

81% of the students in the 2013 Accountability Cohort earned a score of 65 or above on the Global History Regents exam.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011		
2012		
2013	77	81%

EVALUATION

The 2013 Accountability Cohort achieved a passing rate of 81% on the Global Regents. This passing rate is 6% points higher than the absolute measure goal of 75%. 67% of SWD in the 2013 Accountability Cohort scored 65 or above on their Global History Regents exam. All students with disabilities scored at or above a 55. 60% of ELL students in the 2013 Accountability Cohort scored at or above 65. All 2013 Accountability ELL students scored at or above a 55 on their Global History Regents exam.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013					77	81%
2014					N/A	N/A
2015						
2016						

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

¹⁸ Based on the highest score for each student on a science Regents exam

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METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

85% of the students in the 2013 Total Cohort earned a score of 65 or above on the Global History Regents exam.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011				
2012				
2013	85%	55	61%	3,858

EVALUATION

The 2013 Total Cohort achieved a passing rate of 85% on the Global History Regents exam. This passing rate exceeded the performance of comparative Bronx District CSD #10 by 24%. 67% of 2013 Total Cohort SWD passed the Global History Regents exam and 57% of 2013 Total Cohort ELL students passed the Global History Regents exam.

GOAL 7: ESSA

The school is in good standing: the state has not identified the school for comprehensive or targeted improvement

Goal 7: Absolute Measure

Under the state's ESSA accountability.

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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

ILCHS is in good standing with ESSA. Longer school days as well weekday and Saturday tutoring sessions ensure that students are prepared to meet ESSA standards.

Accountability Status by Year

Year	Status
2015-16	
2016-17	
2017-18	Met

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