

**INTERNATIONAL LEADERSHIP
CHARTER HIGH SCHOOL**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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INTRODUCTION

The International Leadership Charter High School delivers an academically rigorous curriculum aimed at positioning students for success in college. With over 86% of students qualifying for Free and Reduced lunch during the 2017-2018 school year, the International Leadership Charter High School is committed to increasing college enrollment in our Bronx community. Our school met that commitment by graduating 100% of seniors who entered the 12th grade in the fall of 2017.

Additionally, 76 out of 77 2014 cohort members graduated high school in four years. Consistent with past years, 100% of students received college acceptance letters during the 2017-2018 school year, and 91% of these students enrolled in college within one year of their graduation. Since 2015, an average of 88% of our graduates have enrolled in college in their first year. An average of 93% of alumni have enrolled in college within two years of graduation during the same time.

In keeping with our mission to graduate students who are college ready, we frequently review our Regents preparation and performance. Over 90% of the 2013 and 2014 graduating cohorts scored at or above Level 3 on ELA and Algebra I Regents exams, providing evidence of foundational skill acquisition. The percentage of 2013 and 2014 cohort members scoring at or above Level 3 was on average 15% higher than the surrounding school district (CSD 10) during that same time. Despite the high passing rate, we are committed to ensuring that students not only pass the Regents, but that they also obtain a level of mastery that positions them to excel in college.

Regents scores of Level 4 or higher provide one benchmark for mastery. In June of 2014, our English department made significant gains in preparing students for college with 62% of 2014 cohort members scoring at or above Level 4 on their ELA Regents exam. This percentage represented a 48% gain compared to the 42% of the 2012 cohort that earned a Level 4 or above. The percentage of students scoring at Level 4 or above on the Algebra 1 exam increased by 124% from 17% for the 2012 cohort to 38% for the 2014 cohort. We recognize the need to continue to support the 9th and 10th grade Algebra teachers so that a greater percentage of students earn level 4 on the Algebra I Regents.

GOAL 1: HIGH SCHOOL GRADUATION

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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.

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

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%.

For the 2014 Cohort, 99% 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 CSD 10 by 26%.

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	49 ¹	94% ²	4,098 ³	69%
2013	55	94%	3,853	71%
2014	77	99%	3,911 ⁴	73%

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 99% 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.

Goal 1: Absolute Measure(s)

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

¹2016 USCR =49.

² Consistent with internal # sent via email from Dr. Ruiz Lopez

³ <https://data.nysed.gov/gradrate.php?year=2017&instid=800000046274> (Bronx GEO District 10)

⁴ <https://data.nysed.gov/gradrate.php?year=2018&instid=800000046274>

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

Each year, 75 percent or greater of students in the high school Total Graduation Cohort who are part of subgroups for ELL and SWD pursuing a 4+1 pathway will achieve a Regents Equivalency score on an approved alternative assessment.

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.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

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

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

100% of SWD and ELL students will graduate having earned a Regents diploma.

85% of cohort 2014 students who have graduated will matriculate 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	61	80%
Each Year 75% or greater of SWD an students will graduate having earned a Regents or Local Diploma	6	6	100%
Each Year 75% or greater of ELL an students will graduate having earned a Regents diploma	7	7	100%
Each graduation there will be 75% of graduating students who will matriculate in a college or university in the year after graduation.	77	75	97%
Each graduation there will be 75% of graduating students who will be accepted to 5 or more colleges or universities	77	75	97%
Overall	77	75	97%

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).⁵

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.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012		NA	
2016-17	2013		NA	
2017-18	2014		NA	

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.

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	N/A	N/A

⁵ 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

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

USE USCR

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 ⁶	97%

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

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.⁷ This success contributed to the highest graduation rate that our charter school has had at 99% graduating.

Percent Scoring at Least Level 4 on Regents English Common Core Exam

⁷ Using the High School Submission, I calculated that 71% of the 2014 cohort scored above 75 on English Regents.

by Fourth Year Accountability Cohort⁸

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	49	42% ⁹
2013	55	13% ¹⁰
2014	77	62% ¹¹

ADDITIONAL EVIDENCE

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					77	62%
2015						
2016						
2017						

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

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.

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁹ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1> (Total Cohort source)

¹⁰ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1> (Total Cohort source)

¹¹ High School Submission file. All 2014 cohort students took the Common Core.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	49	91% ¹³
2013	55	87% ¹⁴
2014	77	92% ¹⁵

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.

Note: NYS English Regents exam not administered until their Junior Year.

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					77	92%
2015						
2016						
2017						

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

¹² Based on the highest score for each student on the English Regents exam

¹³ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

¹⁴ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

¹⁵High School Submission

Accountability Level 4.¹⁶ 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.

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
2014/76	5	37	23	35*2.5=PI 193

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

In 2013, 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.

¹⁶ 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

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	42% ¹⁷	49	38%	4,098
2013	13% ¹⁸	55	53%	3,858
2014	62% ¹⁹	76	54%	3,911

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

¹⁷ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

¹⁸ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

¹⁹ Source: High School Submission

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	91% ²⁰	49	75%	4,098
2013	87% ²¹	55	76% ²²	3858
2014	92% ²³	77	76%	3,911

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 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.

²⁰ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

²¹ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

²² <https://data.nysed.gov/reportcard.php?instid=800000046274&year=2017&createreport=1&cohort=1>

²³ High School Submission.

RESULTS AND EVALUATION

English Regents Performance Index (PI)²⁴ of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013				
2014	193	77		

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.

²⁴ For an explanation of the procedure to calculate the school's PI, see page 12.

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 ²⁵

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		
2014		

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 ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012		
2013	55	75%
2014	77 ²⁷	86%

²⁵ Based on the highest score for each student on the English Regents exam

²⁶ Based on the highest score for each student on the English Regents exam

²⁷ Only 65 students had 8th Grade ELA scores recorded on the SQG. Of the 36 students who were not proficient in ELA in 8th grade, 31 (86%) scored at or above a 65 on the ELA Regents exam.

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 ²⁸

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.	Progressing
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

²⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²⁹ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 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

²⁹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

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 Cohort³⁰**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	49	17% ³¹
2013	55	22%
2014	73	38% ³²

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	NA	NA	77	38%
2015	NA	NA	NA	NA	NA	NA
2016			NA	NA	NA	NA
2017					NA	NA

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

³⁰ Based on the highest score for each student on a mathematics Regents exam

³¹ <https://data.nysed.gov/reportcard.php?instid=80000059326&year=2016&createreport=1&cohort=1>

³² Level 4 is 80 or higher according to footnote 29, which was a footnote created by SUNY CSI. 38% was obtained through High School Submission doc.

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 Cohort³³**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	49	98% ³⁴
2013	55	87% ³⁵
2014	77	95% ³⁶

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					77	95%
2015						
2016						
2017						

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 4.³⁷ 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

³³ Based on the highest score for each student on a mathematics Regents exam

³⁴ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

³⁵ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

³⁶ High School Submission- 96% according to NYSED.
<https://data.nysed.gov/essa.php?instid=800000059326&year=2018&createreport=1&cohort=1>

³⁷ 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

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

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	5%	57%	23%	14% ³⁸

PI= 138 = PI

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.

³⁸ High School Submission Excel doc.

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	17% ³⁹	49	25%	4,098
2013	22%	55	27%	3,858
2014	38% ⁴⁰	77	27%	3,911

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.

RESULTS AND EVALUATION

The 2013 Cohort passed the NYS Algebra Regents exam and exceeded expectations outperforming the city and the state with 87% 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, 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	98% ⁴¹	49	79%	4,098
2013	87% ⁴²	55	77%	3,858
2014	95% ⁴³	77	75%	3,911

Goal 4: Comparative Measure

³⁹ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

⁴⁰ High School Submission

⁴¹ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

⁴² <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

⁴³ High School Submission

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.

Mathematics Regents Performance Index (PI)⁴⁴
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	138	77		

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.

⁴⁴ For an explanation of the procedure to calculate the school’s PI, see page 20.

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 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 ⁴⁵

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.

⁴⁵ Based on the highest score for each student on the English Regents exam

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.

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 ⁴⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012		
2013	55	48%
2014	77 ⁴⁷	89%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ⁴⁸

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.	Progressing
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

⁴⁶ Based on the highest score for each student on the mathematics Regents exam.

⁴⁷ Only 66 students had 8th Grade Math scores recorded on the SQG. Of the 36 students who were not proficient in Algebra in 8th grade, 32 scored at or above a 65 on the Alg. 1 Regents exam.

⁴⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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 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 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.	Progressing

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.

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

98% of the 2013 Accountability Cohort passed the Living Environment Regents exam. This pass rate exceeds ILCHS's absolute measure goal by 18%.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	49	100% ⁵⁰
2013	55	98% ⁵¹
2014	77	97% ⁵²

ADDITIONAL EVIDENCE

97% of the 2014 Graduating Cohort students passed the Living Environment Regents exam.*

⁴⁹ Based on the highest score for each student on any science Regents exam

⁵⁰ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

⁵¹ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

⁵² Source: High School Submission Excel doc.

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					77	97% ⁵³
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

Over 97% 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%.⁵⁴ 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	100% ⁵⁵	49	73%	3,911
2013	98%	55	72%	3,858
2014	97%	77	62%	4,616

⁵³ 97% is high school submission %

⁵⁴ <https://data.nysed.gov/essa.php?instid=800000059326&year=2018&createreport=1&cohort=1>

⁵⁵ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

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.

RESULTS

98% 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 Cohort⁵⁶

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011 ⁵⁷	60	95% ⁵⁸
2012	49	91%
2013	55	98%
2014	77	97% ⁵⁹

EVALUATION

In 2017, the 2013 ILCHS cohort surpassed the school's benchmark of 80% by 18%. 100% 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					55	98%
2014					77	97%
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.

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.

⁵⁶ Based on the highest score for each student on a science Regents exam

⁵⁸ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2015&createreport=1&cohort=1>

⁵⁹ High School Submission Excel doc

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	95% ⁶⁰	60	69%	4,178
2012	91%	49	71%	4,098
2013	98%	55	70%	3,858
2014	97% ⁶¹	77	69% ⁶²	3,911

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 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.

⁶⁰ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2015&createreport=1&cohort=1>

⁶¹ High School Submission

⁶² <https://data.nysed.gov/essa.php?instid=800000046274&year=2018&createreport=1&cohort=1>

RESULTS

85% 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 Cohort⁶³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	60	93%
2012	49	91%
2013	55	85%
2014	77	88% ⁶⁴

EVALUATION

The 2013 Accountability Cohort achieved a passing rate of 85% on the Global Regents. This passing rate is 10% 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. 57% 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					55	85%
2014					77	88%
2015						
2016						

⁶³ Based on the highest score for each student on a Regents exam

⁶⁴ High School Submission

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.

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	93%	60	65%	4,178
2012	91%	49	67%	4,098
2013	85%	55	61%	3,858
2014	88%	77	65%	3,911

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.

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.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school's ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2015-16	
2016-17	
2017-18	