



INTERNATIONAL LEADERSHIP CHATER HIGH SCHOOL

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Dr. Ruiz Lopez and Paul vom Eigen

3030 Riverdale Avenue

Bronx, NY 10463

(718)562-2300

CURRENT BOARD MEMBERS

Trustee’s Name	Board Position
Vagnes Del La Rosa	Chair
Dr. Elaine Ruiz Lopez	Ex-officio – Non-voting, School CEO
Doreen Bermudez	Trustee & Secretary
Anny Rivas	Trustee
Maria Garcia	Parent Representative
Yahaira Dominguez	Parent Representative
Addy Rivas	Trustee

Dr. Elaine Ruiz Lopez has served as the Founder and CEO for the International Leadership Charter High School since the school’s first year in the fall of 2006.

INTRODUCTION

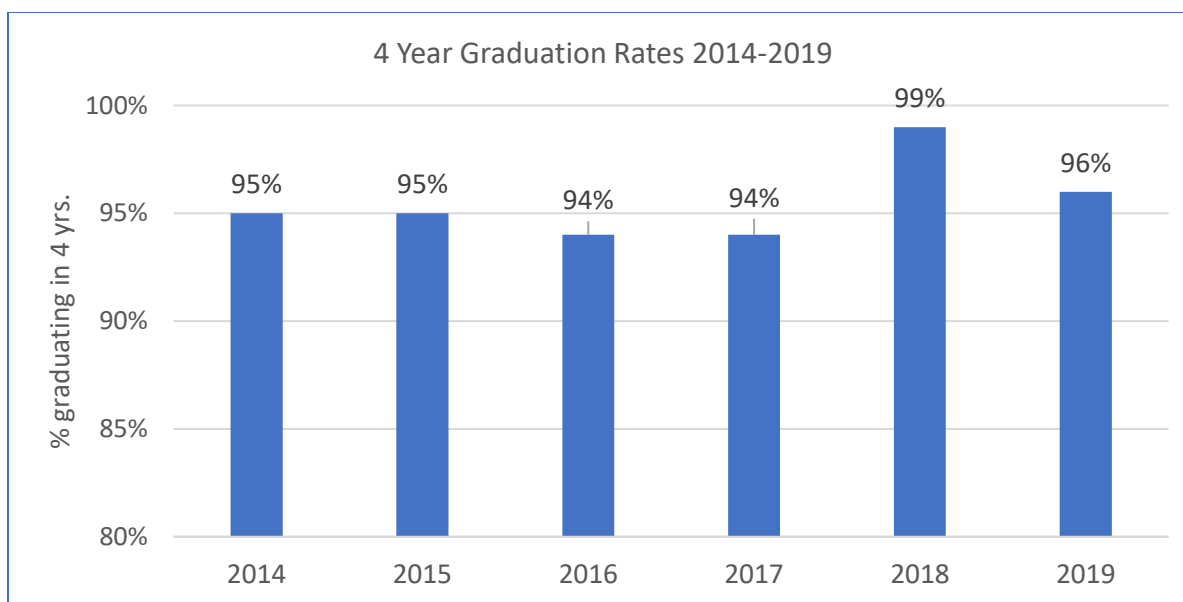
The International Leadership Charter High School (International Leadership), the first public charter high school in the Bronx, opened its doors in September of 2006. Since its founding, International Leadership has delivered an academically rigorous curriculum aimed at elevating students’ intellectual capacity and preparing students for a higher education. We seek to expand students’ knowledge of international studies and to cultivate their leadership skills with a commitment to community service, social action and civic participation in a global society. Our mission is to change lives and transform communities, one scholar at a time.

As part of its mission, International Leadership provides Latino, African-American and children of immigrants from various ethnic communities living in or below poverty with an exceptional college preparatory curriculum sequence. Over 85 percent of students are economically disadvantaged and more than 80 percent are the first in their families to attend college.

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Data as of June 2019			
Demographic	% Total Enrollment	Additional Characteristics	% Total Enrollment
Hispanic	79.2	SWD	17.5
Black/African-American	12.4	ELL/MLL	8.4
White	2.7	ED	89
Asian/Asian-American/Hawaiian/Pacific Islander	1.5		
No Data	4.2		

With close to 89% of students qualifying for Free and Reduced lunch during the 2018-2019 school year, International Leadership is committed to graduating its students and increasing college enrollment in our Bronx community. Over the past five years, graduation rates have averaged above 95%, and 96% of 2015 cohort members graduated in four years.



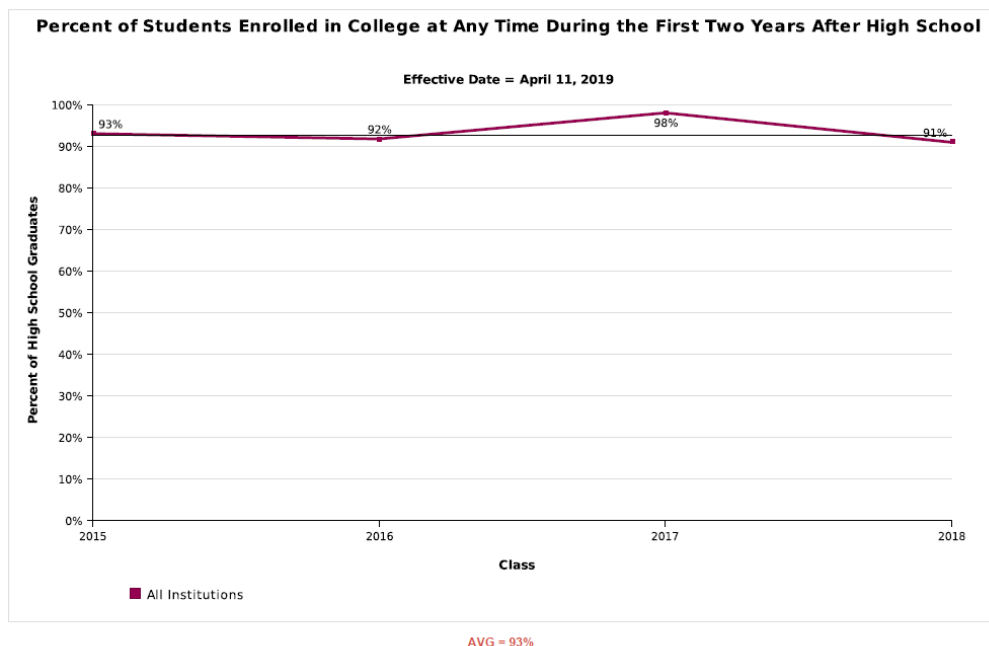
Historical four-year graduation rate data show the School has consistently outperformed both the city average and comparison schools.¹

Consistent with past years, 100% of the 2019 graduating class committed to enrolling in a higher education program. 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

¹ NYC DOE's 2017-18 School Performance Dashboard, available online: https://tools.nycenet.edu/dashboard/#dbn=84X347&report_type=HS&view=City

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graduation during the same time. By isolating just the class of 2018, the National Student Clearinghouse data confirm 91 percent of alumni enrolled in college during the first year after graduation, exceeding the target by 16 percentage points.



INTERNATIONAL LEADERSHIP CHARTER SCHOOL

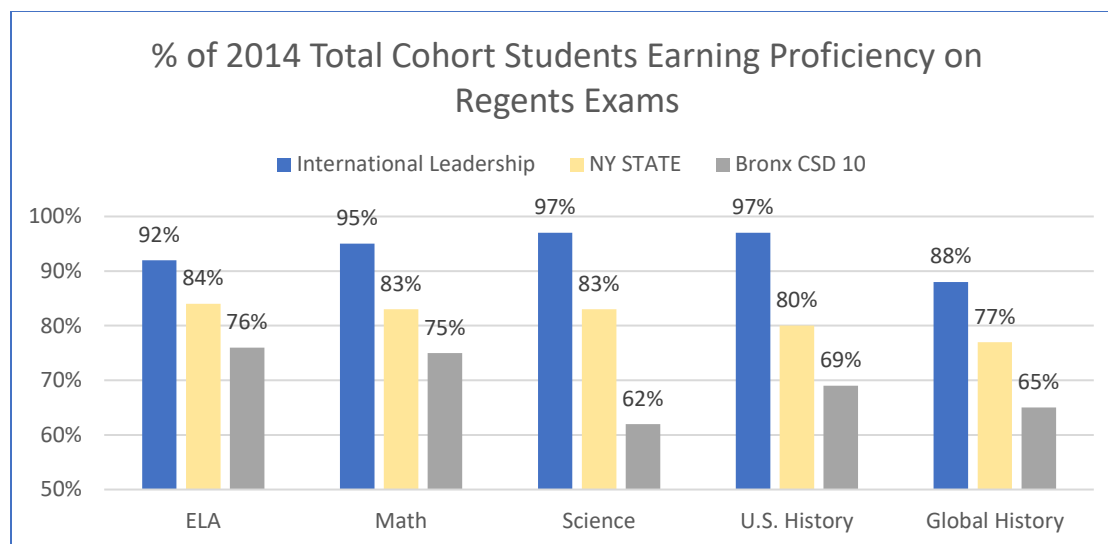
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**NATIONAL STUDENT
CLEARINGHOUSE**

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Persistence is also important, and NSC access allows the School to monitor persistence rates all the way through to college graduation. Data already show 92 percent of students from the 2015 graduating cohort returned to college for year two, and 85 percent of the 2016 cohort did the same. The School will continue to track and analyze this data into the next charter term. International Leadership Board of Trustees members, leaders and staff are proud of these successes, but the high school increasingly realizes the need to commit resources toward ensuring all graduates persist through college.

In keeping with the school's mission to graduate students who are college ready, International Leadership frequently reviews its Regents preparation and performance. In 2018, students passed five key Regents exams with rates that exceeded both the statewide and Bronx Community School District 10 averages.



Despite the high passing rate, International Leadership is committed to ensuring that students not only pass the Regents, but that they also obtain a level of mastery. The below listed Key Design Elements position the school to support more students passing the Regents and attaining mastery levels of competency.

KEY DESIGN ELEMENTS

1) Extended School Day and Block Scheduling

The extended school day schedule has contributed to successful student outcomes. It allows teachers to engage students deeply and reduces the pressure often felt by teachers to cram core subjects into too few hours. The longer school day also opens up the schedule for additional subjects students enjoy.

Instruction is delivered in 60/90 minute blocks. Longer periods enable teachers to divide the class into groups and make room for individual and small-group tutoring. Students and teachers also interact more and create stronger relationships, which is a crucial foundation for student achievement. The block scheduling allows students more time on task and more time to “catch up” or to accelerate. It also allows students to carry out experiments from beginning to end in one session.

2) Saturday Academy and After School Tutoring

In January of every academic year, students are required to attend Saturday Academy for three hours. The purpose and goal for Saturday Academy is to provide all students with intensive Regents exam preparation. In addition, students have been provided with additional support during after-school tutorial sessions.

Strategies implemented during the sessions identify and meet the needs of students who are at-risk of academic failure, those not making acceptable process toward achieving School goals,

those who are ELL and those who have a disability or other special learning need. These supports have helped all students at International Leadership perform at extremely high levels, keeping them on the path to college and career.

3) Acceleration in Mathematics and Science

International Leadership's four-year course sequence focuses on accelerated content in mathematics and science. Students are expected to achieve a high level of proficiency according to the NYS Common Core Standards and the National Council of Mathematics guidelines.

Algebra and Geometry are integrated and taught in ninth grade and sets the foundation for students to achieve mastery of the content necessary for success in grades ten and eleven. The Algebra2/Geometry/Trigonometry course in grade ten prepares students for the eleventh grade Pre-Calculus course. Pre-Calculus is rigorous and is a necessary pre-requisite in the college prep sequence to successfully compete for admission to the best 4-year colleges.

The science sequence includes Living Environment and Biology in ninth grade, Chemistry in tenth, and Physics in eleventh, which will enable students to pursue AP Biology as seniors. The School has designed a Science LAB to accommodate various experiments and projects. One of the goals in AP Biology is to develop a Forensics DNA LAB to further motivate student learning and research.

4) College Preparatory Course Sequence

International Leadership provides students with a college/university bound college prep course sequence that has been proven to increase student opportunities and close the equity gap. The course sequence is a key factor in achieving the School's mission. Additionally, over a third of qualifying seniors take college courses for credit at nearby Lehman College.

5) Ongoing Professional Development

International Leadership believes that reflection and learning are at the heart of pedagogical and organizational excellence. The leadership team at International Leadership fully recognizes that there are always opportunities for teachers and school leaders to reflect and consider ways to improve. As such, the School participates in Pre-Service Summer Professional Development, two annual professional development retreats and weekly professional development workshops. Teachers are also observed by school leadership and subject specific academic coaches throughout the year to ensure that teachers receive frequent and timely feedback.

Data-Driven Instruction

International Leadership Charter High School firmly believes one of the most effective best practices contributing to successful student outcomes is the use of data to drive instruction and ongoing professional development. The School provides bi-annual retreats, led by data consultants and the leadership team, to analyze the School's data with an emphasis on Regents exam results. Data is disaggregated to examine trends among students with special needs, those considered English language learners, and students who are economically disadvantaged.

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The School also examines results by gender and teacher. The objective is to help teachers understand how data can be used to drive daily classroom instruction, and includes both aggregated data and item analysis reviews.

In addition to the retreats, the School provides weekly professional development sessions year-round, and partners with Fordham University to get coaches who help facilitate the process and provide support in the School.

All International Leadership teachers are trained in item analysis, and it is required as part of the ongoing professional development program that all teachers conduct frequent item analysis in their respective content areas in order to improve and enhance instructional practices. As teachers identify the strengths and needs of students, they design learning experiences and collect appropriate instructional content resources aligned to identified areas of need.

6) Internships & Community Development Project (CDP)

International Leadership believes that real civic engagement begins when students are given opportunities to engage directly with the community. The CDP requirement is for unpaid volunteer service for a total of 200 hours of service over the course of junior and senior year. The internships provide students with an opportunity to apply research, concepts, and skills from classes to an authentic setting with an identified community need.

SUMMARIZED ENROLLMENT

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17					
2017-18	80	82	81	78	321
2018-19	109	70	73	80	332

The table above shows school enrollment on June 30th of each school year listed.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were

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enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012			
2016-17	2013-14	2013			
2017-18	2014-15	2014	77	0	77
2018-19	2015-16	2015	83	0	83

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012			
2016-17	2013-14	2013			
2017-18	2014-15	2014	77	0	77
2018-19	2015-16	2015	83	0	83

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011			
2016-17	2012-13	2012			
2017-18	2013-14	2013	2	0	2
2018-19	2014-15	2014	1	0	1

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.

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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/Geometry	Algebra 2/Trigonometry	Pre-Calculus	College Prep Seminar/ Essay Writing
English I	English II	*English III	English IV: Research & College Composition
*Living Environment	*Chemistry	*Physics	Advanced Biology/Physics/ Chemistry
		PE/Health/TKD	PE/Health/TKD
Language Other Than English (LOTE)	Language Other Than English (LOTE)	Language Other Than English (LOTE)	
Youth Leadership Advisory	Youth Leadership Advisory	*CDP/Internship	*CDP/Internship
Credit Accumulation	Credit Accumulation	Credit Accumulation	Credit Accumulation
2.0 Credits in English	2.0 Credits in English	2.0 Credits in English Regents	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 History	2.0 Credits in Social Studies
2.0 Credits in Science	2.0 Credits in Science	2.0 Credits in Science	2.0 College Prep Seminar
2.0 Credit in LOTE Spanish	2.0 Credit in LOTE Mandarin I	2.0 Credit in LOTE Mandarin II	2.0 Credit Tae Kwon Do
1.0 Youth Leadership	1.0 Youth Leadership	2.0 Credit Tae Kwon Do	2.0 CDP
		2.0 CDP	
Total Credits=11.0	Total Credits=11.0	Total Credits=14	Total Credits=12.0

Goal 1: 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.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort	Percent promoted
2016		
2017	70	99%
2018	109	98%

RESULTS AND EVALUATION

The First and Second Year Cohorts during the 2018-19 school year met and exceeded the indicator of achieving 10 credits by the first and second year and on the Absolute Measure of >75%.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

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Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014		
2015		
2016	82	46%
2017	71	59%

RESULTS AND EVALUATION

59% of Second year 2017 Total Cohort members passed the three regents, Algebra I, Living Environment, and Global History. The percentage of the 2017 cohort that passed three Regents exams increases to 63% if scores of 55 and above are counted for SWD. Even though, the percentages listed in the table above fall below the 75% target, the past three cohorts have averaged over 90% passing rates in ELA and Math by the end of their fourth year.

67% of SWD in the 2017 Total Cohort scored at or above a 65 on three Regents exams by the end of their second year and 100% of SWD from the 2017 cohort scored above 55 by the end of their second year.

Goal 1: Absolute Measures

Each year, 80 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012		
2013	55	94%
2014	77	99%
2015	83	96%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2011		
2012		
2013	2	100%
2014	1	100%

RESULTS AND EVALUATION

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%. 96% of 2015 cohort members graduated in June of 2019. The remaining cohort members are scheduled to graduate in June of 2020. The 2013 and 2014 five year cohorts both surpassed the 95% target.

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Goal 1: Additional Absolute Measure

Each year, 75% or greater of the SWD and ELL students will graduate in four years having earned a Regents diploma

METHOD

Refer to NYSED regulations for details on graduation requirements.

<http://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>

Percent of 2015 Accountability Cohort Students

Student Learning Designation	Number in Cohort	Percent Graduating in 4 years with Regents Diploma
ELL	1	100%
SWD	12	75%

RESULTS AND EVALUATION

Nine of Twelve SWD from the 2015 Accountability Cohort graduated in four years with a Regents diploma. Three SWD from the 2015 were 11th graders during the 2018-2019. Nine of Ten 12th grade 2015 cohort SWD graduated with a Regents diploma.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

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 ²	94% ³	4,098 ⁴	69%
2013	55	94%	3,853	71%
2014	77	99% ⁵	3,911 ⁶	73%
2015	83	96% ⁷	NA	NA

²2016 USCR =49.

³ Consistent with internal # sent via email from Dr. Ruiz Lopez

⁴ <https://data.nysed.gov/gradrate.php?year=2017&instid=800000046274> (Bronx GEO District 10)

⁵ 2018 High School Submission

⁶ <https://data.nysed.gov/gradrate.php?year=2018&instid=800000046274>

⁷ 2019 High School Submission

RESULTS AND EVALUATION

For the 2014 Total 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, exceeded CSD 10 by 26%.

The graduation outcome for the 2013 cohort was 94%. This cohort outcome for graduation, far exceeded the school district performance in which International Leadership is located by 23% (CSD #10).

83% or 10 of 12 SWDs in the 2015 Total Cohort graduated in four years. This high four year graduation rate for SWD has remained consistent over the years with 100% of 2014 cohort SWDs and 83% of 2013 SWDs graduating in four years.

In comparison, the CSD #10 Total Cohort graduation rate for 2013 was reported at 71%; only 39% graduated with a NYS Regents Diploma. For Students with Disabilities (SWD: Out of 527) the four-year Graduation Rate was reported at 54%.

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.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

RESULTS AND EVALUATION

Students at International Leadership do not take the Pathway exam.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

International Leadership continues to exceed its graduation goals reflecting the commitment to supporting all students through differentiated instruction, extended school days, and after school tutoring.

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.	Approaching
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Exceeded
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	NA

GOAL 2: COLLEGE PREPARATION

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Each graduation 75 percent of our seniors will graduate college ready.

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,
- Matriculating to a college
- Receiving 5 or more college acceptances

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

99% of the 2015 Total Cohort graduates committed to enrolling in a college or university. We look forward to verifying matriculation through the National Student Clearinghouse (NSC) database in the fall of 2019. As of April 2019, the NSC confirmed that 91% of 2014 Total Cohort students that graduated matriculated to a college or university.

As further evidence of International Leadership's commitment to prepare all students for their next stage of education, 9 of 10 SWD from the 2015 Total Cohort graduated with a Regents diploma and only one graduated with a Local Diploma. The one ELL graduate from the 2015 Total Cohort graduated with a Regents diploma.⁸

⁸ Several other members of the 2015 Total Cohort were former ELLs.

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Percentage of the 2015 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
Matriculating to a college. ⁹	79	78	99%
Receiving 5 or more college acceptance letters	78	50	64%
Earning college course credit through the College Now Program	79	14	18%
Overall	79	78	99%

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).¹⁰

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.

RESULTS AND EVALUATION

During the 2017-2018 school year, the state gave International Leadership a score of 93.8. This score fell short of the State MIP of 128. The CCCRI metric currently favors those schools that offer

⁹ Matriculation for the most recent 2015 cohort is measured by the percentage of graduates who commit to enrolling in a specific two or four year college.

¹⁰ 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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AP courses. While International Leadership is exploring the addition of an AP course in the 11th grade, it does not currently offer such a course. Furthermore, it is unclear if the state assigned MIP accounted for students participation in the CUNY's College Now program. The program affords students the opportunity to take free college level courses for credit. In the 2017-2018 school year, 38% or 30 seniors participated in the College Now Program. 93% or 28 students who participated in the College Now program earned college credits, and 11 students earned college credits in two courses. This rate far exceeds the national pass rates on most AP tests.¹¹ In June of 2019, 43 students or 56% of rising 12th graders became eligible to take courses for college credit at Lehman College.

Even with the success of the College Now program, the School acknowledges the interest among 11th grade students to access more courses for college credit. The School thus looks forward to exploring the possibility of adding an AP course to meet this interest and provide students additional exposure to college level course work.

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	77	128	93.8

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	93.8	96.9

RESULTS AND EVALUATION

Even though the CCCRI for the 2014 cohort appears to be slightly smaller than the School District the International Leadership suspects that its College Enrollment and College Persistence rates are higher than neighboring schools.

¹¹ <https://secure-media.collegeboard.org/digitalServices/pdf/research/2018/Student-Score-Distributions-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

The school leadership team and faculty take great pride in the school’s College Prep program. In June of 2019, 100% of graduates committed to enrolling in an institution of higher learning. 99% of the graduating class committed to a two or four year college or university and one student committed to entering a trade program.

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 ¹²	90%
2014	76	75 ¹³	97%
2015	78	77 ¹⁴	99%

¹² L2RPT

¹³ High School Submission Fall 2018

¹⁴ High School Submission Fall 2019

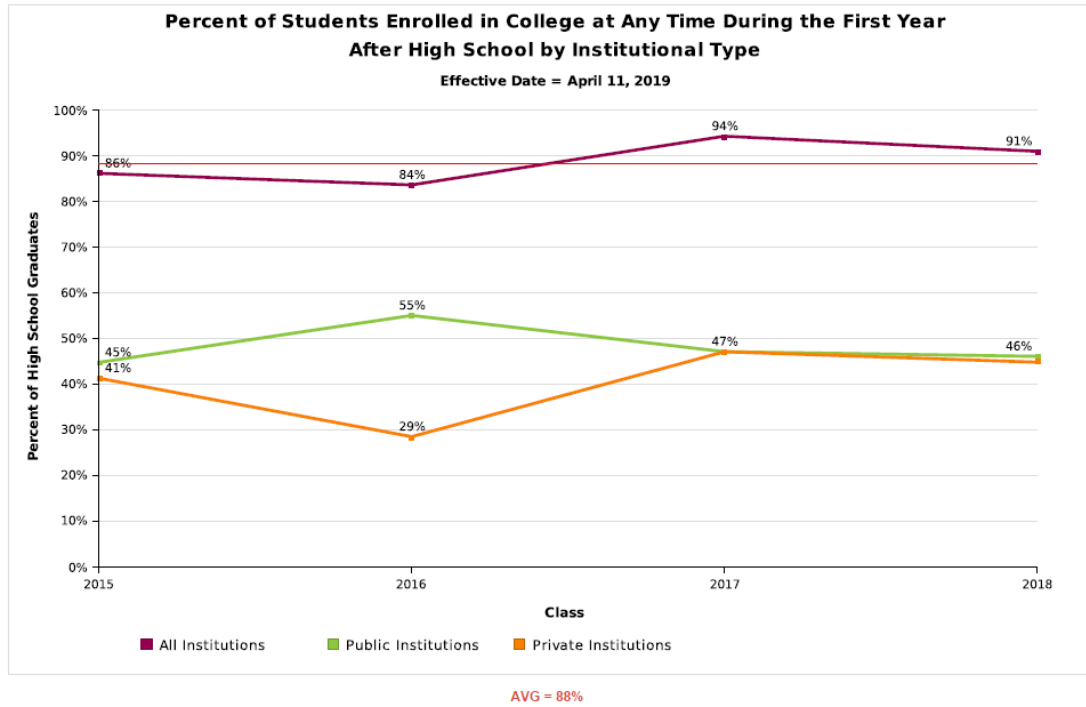
Historically, the Director of College Prep has worked with each student during the College Prep Seminar to help them submit applications and confirm enrollment. The leadership team and representatives from SUNY also speak with parents to help their children access grants, scholarships, and financial aid packages. However, even after students submit a deposit and transcripts to their new college, some students choose to wait to start college for financial or family related reasons.

To gain a more complete picture of enrollment, International Leadership recently began a relationship with the National Student Clearinghouse (NSC) to track and confirm alumni enrollment in college. The Board of Trustees and the leadership team understand the importance of measuring both college enrollment *and* persistence.

On average, the NSC data shows that between 2015 and 2018, 88 percent of International Leadership alumni enrolled in college during their first year after high school, which is higher than the 75 percent target established by accountability metrics.¹⁵

¹⁵ International Leadership suspects that the average percentage of students enrolling in college is slightly understated by the NSC. It is possible that alumni with two last names have their name stored in a different format in their college database, contributing to a discrepancy in reporting. It is also possible that in some circumstances, students with lower economic means decided to postpone their enrollment to a later date.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT



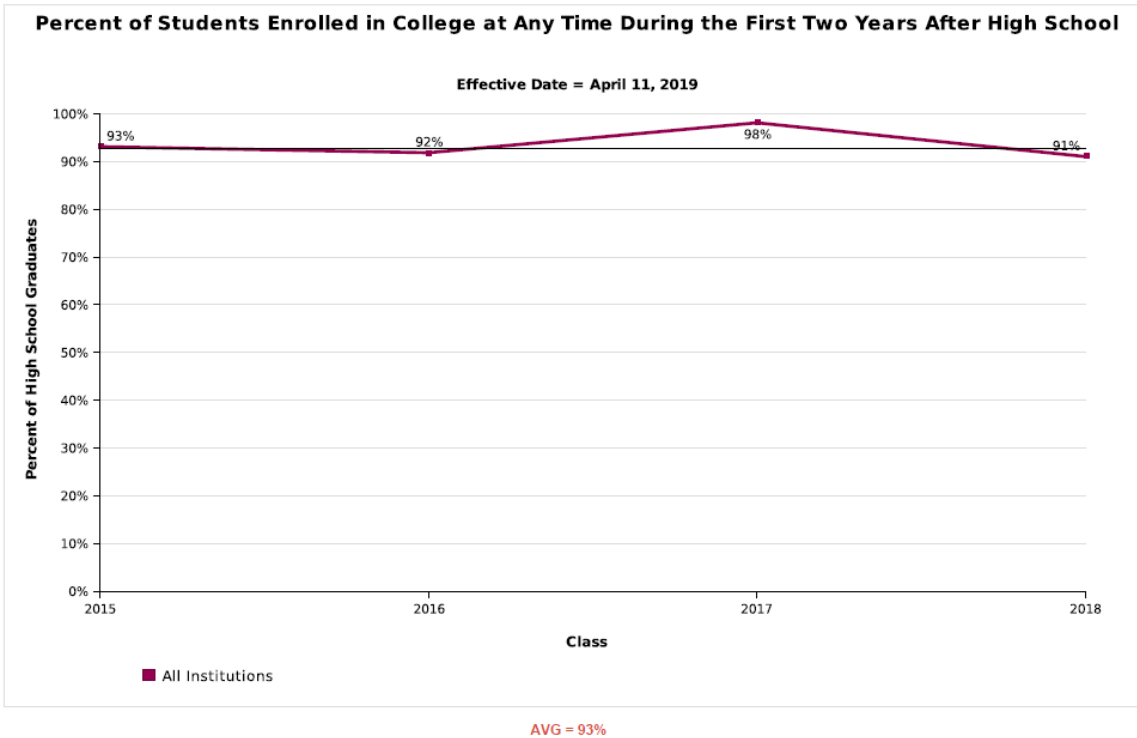
INTERNATIONAL LEADERSHIP CHARTER SCHOOL

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NATIONAL STUDENT
CLEARINGHOUSE

By isolating just the class of 2018, the NSC data confirmed that 91 percent of alumni enrolled in college during the first year after graduation, exceeding the target by 16 percentage points.

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INTERNATIONAL LEADERSHIP CHARTER SCHOOL

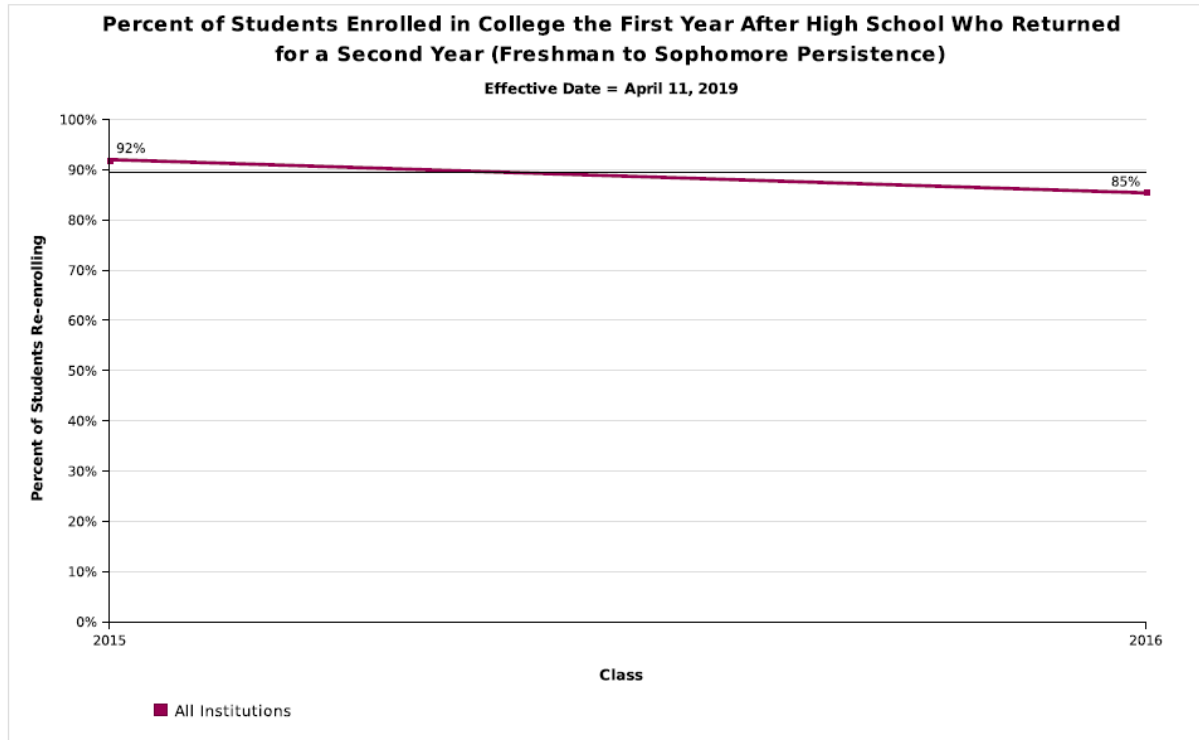
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NATIONAL STUDENT
CLEARINGHOUSE

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The enrollment rate increases to 93 percent between 2015 and 2018 if the data is expanded to include students who enrolled during their second year after high school. International Leadership expects the two-year enrollment rate to increase above 91% for June 2018 graduates once the NSC database is updated in November.



AVG = 89%

INTERNATIONAL LEADERSHIP CHARTER SCHOOL

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NATIONAL STUDENT CLEARINGHOUSE

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The School Board and the leadership team view student persistence in college as a key indicator of the School’s success in preparing students for college. Given that International Leadership began its relationship with National Student Clearinghouse in the spring of 2019, the above chart represents the school’s first step to measure persistence. In the coming years, International Leadership will look to both persistence and college graduation to evaluate year over year trends and identify whether aspects of the College Prep program can be enhanced to improve persistence.

Goal 2: Additional Absolute Measure
75% of graduating students will be accepted to 5 or more colleges or universities.

METHOD

Each year, the Director of College Prep will record the names of the colleges for which each student receives acceptances.

RESULTS AND EVALUATION

The 2015 cohort fell short of this additional measure by 11% points. Many of the students who did not meet the target received two, three, or four acceptances. The Director of College Prep will

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continue to work with 12th grade students to ensure they have a range of colleges from which to choose.

Percentage of the 2015 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
Receiving 5 or more college acceptance letters	78	50	64%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	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.	Approaching
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Approaching
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET
Additional Absolute	Each year, 75 percent of graduating students will be accepted to 5 or more colleges or universities.	Approaching

ACTION PLAN

International Leadership's 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. The school will also continue to explore the possibility of adding AP courses to offer more students access to courses for college credit.

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 are based upon the Understanding by Design and Backwards planning methodology developed by Wiggins.

Grade 11 English III Course Description

This course is aligned with the NYS English exam. This course continues to teach students to make connections between and among literature (fiction and non-fiction), and historical and current sources of information (newspapers, magazines, documentaries). Students identify and understand organizational patterns (i.e. cause-effect, problem-solution) and produce interpretations of literary and non-literary materials and documents, and learn test-taking strategies for successful outcomes on PSAT and SATs.

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will 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.

METHOD

The school administered the Regents English exam 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 the Regents Exam in English Language Arts (Common Core). 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

75% of the 2015 Accountability Cohort scored at Level 4 and above, exceeding the target by 9 percentage points. This percentage is also 12 percentage points higher than Level 4 scores earned

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by the 2014 cohort. 42% of SWD in the 2015 Accountability Cohort scored at or above a Level 4.¹⁶ These results are a credit to teacher recruitment, academic coaching, Saturday Regents review sessions, and a reinforcement of high expectations.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁷

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)
2013	55	13% ¹⁸
2014	77	62% ¹⁹
2015	83	75% ²⁰

ADDITIONAL EVIDENCE

All students take the ELA Common Core exam at the end of their junior year of high school. In the chart below, the abbreviation “NA” is written during students’ freshman and sophomore years. The table depicts the relative progress made by the 2016 Accountability Cohort. By the third year of high school, 74% of the 2016 Accountability Cohort scored at Level 4 or above on the ELA common core Regents exam. This is five percentage points higher than the percentage earned by the 2015 cohort in their third year of high school. In this same cohort, 67% of ELL and 45% of SWD who took the ELA Regents exam scored at or above Level 4 on the ELA Regents exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015			83	69%	83	75%
2016	NA	NA	NA	NA	72	74%
2017			NA	NA	NA	NA
2018					NA	NA

Goal 3: Absolute Measure

¹⁶ Only one ELL student was part of the 2015 Accountability Cohort. That student scored at Level 2 on the ELA.

¹⁷ 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.

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

¹⁹ High School Submission file. All 2014 cohort students took the Common Core.

²⁰ 2018-19 High School Submission file. All 2015 cohort students took the Common Core.

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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

The 2013, 2014, and 2015 cohorts each had over 80% of students score at Level 3 or above on their ELA Common Core exam by their fourth year. The 2015 cohort exceeded the 80% goal by 18%. 92% or 11 of 12 SWD scored a 65 or above. All SWD from the 2015 cohort scored at or above a 57.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	55	87% ²²
2014	77	92% ²³
2015	83	98%

ADDITIONAL EVIDENCE

As previously mentioned, students do not take the ELA common core exam until the end of their third year of high school. The abbreviation “NA” is written during students’ freshman and sophomore years. By their third year, 85% of the 2016 cohort scored at Level 3 or above on the ELA Regents exam. This percentage surpasses the SUNY CSI’s four year target by five percentage points. The percentage of students passing the ELA exam by their third year rises to a 94% when the students who did not sit for the exam are excluded. International Leadership is confident that the 2016 cohort pass rate will increase once more students sit for the exam in June of 2020.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			83	89%	83	98%
2016	NA	NA	NA	NA	72	85%
2017			NA	NA	NA	NA
2018					NA	NA

²¹ Based on the highest score for each student on the English Regents exam

²² <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

²³ 2018 High School Submission

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 4.²⁴ 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 2014 Total Cohort PI performance for English met the state MIP goal. The ongoing professional development of English faculty in differentiation and scaffolding strategies for instruction of SWD, ELLs (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.

In 2013, there were 5 SWD (67%) who graduated having passed this exam and scoring at Level 3. In addition, 94% of ELLs who graduated with a Regents Diploma.

English Language Arts Performance Index (PI) For the 2014 & 2015 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
2015/83	2	23	18	37=PI 201

²⁴ 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

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 percentage of the 2014 Total Cohort scoring at or above Level 4 exceeded CSD 10 by 8% points. International Leadership is confident that the 2015 cohort performance of 75% at Level 4 or above will also exceed the CSD average.

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% ²⁵	49	38%	4,098
2013	13% ²⁶	55	53%	3,858
2014	62% ²⁷	77	54%	3,911
2015	75% ²⁸	83	NA	NA

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.

²⁵ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

²⁶ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

²⁷ Source: High School Submission

²⁸ Source: High

RESULTS AND EVALUATION

The percentage of the 2014 Total Cohort that scored at Level 3 or above exceeded CSD 10 by 16%. With 98% of the 2015 cohort scoring Level 3 or above, the school expects to continue to provide the CSD #10 community access to a rigorous ELA program.

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
2013	87% ²⁹	55	76% ³⁰	3858
2014	92% ³¹	77	76%	3,911
2015	98%	83	NA	NA

ADDITIONAL EVIDENCE

International Leadership Charter High School was pleased to see that the percentage of students passing the ELA Regents exam exceeded the CSD #10 district by over 11 percentage points for the 2013 and 2014 cohorts.

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

The International Leadership ELA PI’s of 193 for the 2014 cohort and 201 for the 2015 cohort exceeded CSD #10 2014 cohort PI by over 30%.

²⁹ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

³⁰ <https://data.nysed.gov/reportcard.php?instid=800000046274&year=2017&createreport=1&cohort=1>

³¹ High School Submission.

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English Regents Performance Index (PI)³² of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012				
2013			139	3,911
2014	193	77	142	3,958
2015	201	83		

Goal 3: Growth Measure

Each year, 50 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 meet the college and career readiness standard (currently scoring at Performance Level 4 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

Of the 36 students from the 2015 Accountability Cohort who scored less than Level 3 on the New York State 8th grade ELA exam, 58% scored at or above Level 4. This percentage exceeds the college readiness growth goal by 8%. The 2015 cohort growth from 8th grade to the 4th year of high school was 22% higher than the 2014 cohort Level 4 gains. The targeted and differentiated support of students during the school day and during after school tutoring sessions helped the 2015 cohort achieve these gains.

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 ³³

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2013		
2014	36	36%
2015	36	58%

³² For an explanation of the procedure to calculate the school's PI, see page 12.

³³ Based on the highest score for each student on the English Regents exam

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

Of the 36 students from the 2015 Accountability Cohort who scored less than Level 3 on the New York State 8th grade ELA exam, 97% scored at or above Level 3 by their fourth year of high school. This exceeds the Level 3 college readiness goal by 22%. The 2015 cohort growth from 8th grade to the 4th year of high school was 11% higher than the 2014 cohort Level 3 gains. The targeted support during the school day and during after school tutoring sessions helped the 2015 cohort achieve these gains.

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 ³⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012		
2013		
2014	36 ³⁵	86%
2015	36	97%

³⁴ Based on the highest score for each student on the English Regents exam

³⁵ See 2014 8th Grade Final pivot doc.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

International Leadership is pleased to see that over 91% of students from the 2014 and 2015 cohorts scored at Level 3. The percentage of the 2014 cohort scoring at or above Level 3 exceeded the CSD #10 Level 3 achievement by 16%. Perhaps most impressive, 75% of the 2015 Accountability cohort earned Level 4 or higher on the ELA Regents exam.

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.	Partially Met ³⁶
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.	Met ³⁷
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.	Partially Met ³⁸
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 2017-18 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 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.	Partially Met ³⁹
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	Met

³⁶ The 2015 cohort met the measure, in contrast to the 2014 cohort, which missed the measure by 3%.

³⁷ According to the state’s accountability designations, International Leadership met the Lower Level MIP for the 2017-2018 school year. Internal 2015 cohort calculations show that International Leadership met the State Long Tem ELA Goal for the 2018-19 school year. <http://www.nysed.gov/accountability/essa-accountability-designations>

³⁸ The 2012, 2014, and 2015 cohorts all Exceeded CSD 10 with respect to Level 4 achievement. The 2013 cohort did not exceed CSD #10 on this measure.

³⁹ The 2015 Cohort met the measure, but the 2014 cohort did not.

	(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.	
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ACTION PLAN

To maintain advances with Level 4 achievement on the ELA regents exam, the leadership team will continue to meet with the ELA coach and ELA teachers on a quarterly basis to monitor students' progress and develop targeted and differentiated instructional plans that are responsive to the needs of the 2016 and 2017 cohorts. The ELA team will continue to set high standards for achievement in ELA.

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.

Mathematics Sequence

Grade 9 – Algebra/Geometry

Grade 10 – Algebra 2/Trigonometry

Grade 11 – Pre-Calculus

Grade 12 – Advanced Math Course

Algebra I/Geometry Grade 9 Course Description

This course is aligned with the NYS Algebra Regents. The mathematics course for the ninth grade is a combination of Algebra I and Geometry. Project based units will enable the students to enhance their problem-solving skills. This course accelerates student proficiency and students become competent in the content needed to pass the Algebra Regents exams.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will 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.

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.⁴⁰ 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

33% of the 2015 cohort scored at or above Level 4 on the Algebra I Common Core Regents exam. This is 32% below the required target. Given that International Leadership starts in the 9th grade, students arrive to the school with a range of skills in math and algebraic thinking.

The math coach will support the 9th grade Algebra I teacher with data driven item analysis instructional support that will prepare more students for mastery. The Director of Instruction and the school CEO will work with the coach and the teacher on a bi-quarterly basis to monitor student progress and help in the creation of targeted instruction plans. All students will be encouraged to attend Saturday review sessions in the spring to ensure that more students achieve mastery levels.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort⁴¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2013	55	22%
2014	77	38% ⁴²
2015	83	33% ⁴³

⁴⁰ 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.

⁴¹ Based on the highest score for each student on a mathematics Regents exam

⁴² Level 4 is 80 or higher. 38% was obtained through 2018 High School Submission doc.

⁴³ High School Submission 2019

ADDITIONAL EVIDENCE

International Leadership acknowledges that there is room and space for more students to achieve Level 4 and above. While relatively small, International Leadership is pleased that the percentage of first year students earning Level 4 or above increased from 17% in June of 2018 to 19% in June of 2019.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015			83	33%	83	33%
2016			82	17%	72	15%
2017			77	17%	68	19%
2018					108	19%

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

International Leadership met the baseline goal of ensuring that 80% of students scored at or above Level 3 on the Algebra I cohort exam. Both the 2014 and 2015 cohorts exceeded this baseline performance goal by over 12 percentage points. 75% of SWD in the 2015 Accountability earned a score of 65 or above with all SWD scoring above at or above a 57.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort⁴⁴

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	49	98% ⁴⁵
2013	55	87% ⁴⁶
2014	77	95% ⁴⁷
2015	83	93% ⁴⁸

⁴⁴ Based on the highest score for each student on a mathematics Regents exam.

⁴⁵ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

⁴⁶ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

⁴⁷ 2018 High School Submission- 96% according to NYSED.

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

⁴⁸ 2019 High School Submission

ADDITIONAL EVIDENCE

Of the first year Accountability students who took the Algebra I exam in 2018, 76% earned a Level 3 or higher. The pass rate jumps to 79% if scores of 55 or higher are counted for SWD. This 76% pass rate is higher than the 71% pass rate for the first year 2016 cohort members. Those students who did not take or pass the Algebra I Regents exam will be encouraged to participate in after school tutoring and Saturday algebra review sessions.

71% of 2016 Accountability Cohort SWD who took the Algebra I exam scored at a Level 3 or above, and 78% of 2017 Accountability Cohort SWD who took the exam scored at Level 3. However, only 47% of SWD from the 2018 cohort earned a score of 65 or above. The five SWD who scored at Level 1 will retake the exam in 2020. In June of 2019, 30% of ELL students who took the Algebra I exam passed. With 100% of 2014 and 2015 cohort SWD scoring above a 55 and 75% scoring at or above a 65, International Leadership is committed to ensuring that SWD in the 2016, 2017, and 2018 cohorts receive the opportunity to master core competency skills in Algebra.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			83	86%	83	93%
2016			82	68%	72	65%
2017			77	74%	68	76%
2018					108	69%

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 4.⁴⁹ 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

⁴⁹ 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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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

The PI for the 2014 cohort was 138. This is close to the PI of 131 for the 2015 cohort. Both of these scores are above the Math School District MIP of 109 for the 2017-2018 school year and 105 for the 2016-17 school year.⁵⁰

Mathematics Performance Index (PI) For the 2014 & 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
2014/77	5%	57%	23%	14% ⁵¹
2015/83	7%	60%	20%	12%

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

The 2014 Total Cohort exceeded the CSD #10 Level 4 scores by 11%. The 2014 and 2015 Total Cohorts at International Leadership outperformed the 2013 cohort by over 10%. 1 of 7 or 14% of ELL students from the 2014 Total Cohort earned a Level 4 score by their fourth year. While 3 of 4 SWD from the 2014 Total Cohort scored above at or above a 65, no students scored at or above an 80. This Level 4 achievement is on par with CSD 10 where only 3% of SWD and 2% of ELLs in the 2014 cohort earned a Level 4 or higher on the Algebra I Regents exam.

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
2013	22%	55	27%	3,858
2014	38% ⁵²	77	27%	3,911
2015	33%	83	NA	NA

⁵⁰ 2018-19 Accountability Status. See columns 68 and 69. <http://www.nysed.gov/accountability/essa-accountability-designations>

⁵¹ High School Submission Excel doc.

⁵² High School Submission

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 percentage of the 2014 Total Cohort that scored at or above Level 3 on the Algebra I Common Core Regents exam exceeded CSD #10 by 20%. Additionally, 85% of ELLs scored at or above a 65 on their Algebra I exam in 2014. This score exceeds the CSD #10 measure by over 60%. 75% (3 of 4) SWD from the 2014 Total Cohort earned a Level 3 on their Algebra I Regents exam. This measure exceeded the 38% of SWD who passed the Algebra I Regents exam in CSD #10.

The 2013 Total Cohort at International Leadership passed the NYS Algebra Regents exam and exceeded expectations outperforming the city and the state with 87% of students scoring at Level 3. Of notable performance are the results of the School’s sub populations with 75% of SWD passing the Algebra I Regents exam at a Level 3 as compared with 43% of District 10.

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
2013	87% ⁵³	55	77%	3,858
2014	95% ⁵⁴	77	75%	3,911
2015	93%	83	NA	NA

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.

⁵³ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

⁵⁴ 2018 High School Submission

RESULTS AND EVALUATION

The PI for the 2014 cohort was 138. This is close to the PI of 131 for the 2015 cohort. Both of these scores are above the Math School District MIP of 109 for the 2017-2018 school year and 105 for the 2016-17 school year.⁵⁵

Mathematics Regents Performance Index (PI)⁵⁶
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2013	126	55	105	3,858
2014	138	77	109	3,911
2015	131	83	NA	NA

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will 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 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 grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Of the 49 students from the 2015 cohort who scored less than Level 3 on the New York State 8th grade Math exam, 14% scored at or above Level 4 by their fourth year of high school. This is well short of the 50% goal and 9% less than the 2014 cohort performance. A smaller percentage of the 2015 cohort experience growth in Algebra when using this 8th grade metric. There will be focused support from the math coach to support teachers in increasing Level 4 achievement.

⁵⁵ 2018-19 Accountability Status. See columns 68 and 69. <http://www.nysed.gov/accountability/essa-accountability-designations>

⁵⁶ For an explanation of the procedure to calculate the school's PI, see page 20.

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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 ⁵⁷

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012		
2013		
2014	36	25%
2015	49	14%

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.

RESULTS AND EVALUATION

Of the 49 students from the 2015 cohort who scored less than Level 3 on the New York State 8th grade Math exam, 90% scored at or above Level 3 by their fourth year of high school. This percentage exceeds the college readiness growth goal by 15%.

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 ⁵⁸

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2013		
2014	36	97%
2015	49	90%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ⁵⁹

International Leadership is pleased to see that over 93% of students from the 2014 and 2015 cohorts scored at Level 3. This 2014 cohort percentage was 20% higher than CSD #10's Level 3 achievement. The School was also pleased to see that 90% of 8th graders who did not pass the 8th

⁵⁷ Based on the highest score for each student on the English Regents exam

⁵⁸ Based on the highest score for each student on the mathematics Regents exam.

⁵⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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grade Math Exam passed the Algebra I exam. However, International Leadership acknowledges that it must continue to work with the math coach and the Algebra I teacher to ensure that more students are on a path to mastery.

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.	Not 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.	Met lower MIP
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.	Partially Met ⁶⁰
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 2017-18 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.	Partially Met ⁶¹

ACTION PLAN

As stated earlier, the math coach, the Director of Instruction, and the School CEO will work to support the 9th grade Algebra I teacher with data driven item analysis instructional support aimed at preparing more students for mastery. The Director of Instruction, the math coach, and the school

⁶⁰ The 2014 cohort Level 4 performance exceeded CSD #10, however, the 2013 cohort did not.

⁶¹ The 2014 and 2015, met this measure, but the 2013 cohort did not.

CEO will meet on a bi-quarterly basis to assess the Algebra I teacher's progress in implementing targeted and differentiated instruction strategies.

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.

Science Sequence

Grade 9 – Living Environment

Grade 10 – Chemistry

Grade 11 – Physics

Grade 12 – Advanced Biology--Forensics

Living Environment Grade 9 Course Description

The course is aligned with the NYS Living Environment Regents with additional laboratory investigations. Students have the opportunity to work on projects to achieve above and beyond the mandated curriculum in addition to completing the laboratories and intensive course work. Students will be prepared to succeed on the New York State Living Environment or Biology Regents as well as the SAT achievement test in Biology. Students participate in various projects including participation in the Annual Science Exhibit.

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.

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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

88% of the 2015 Accountability Cohort earned a Level 3 or above on the Regents score. Of the 8 students who scored at Level 2, 100% scored between a 60 and a 64. 83% (10 of 12) SWD from the 2015 cohort earned Level 3 or above. The one ELL student also earned a Level 3 on the Living Environments exam.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2013	55	98% ⁶³
2014	77	96% ⁶⁴
2015	83	88%

ADDITIONAL EVIDENCE

96% of the 2014 Accountability Cohort students passed the Living Environment Regents exam. 87% of the 2018 cohort members who took the Living Environment Regents exam earned a Level 3. The percentage listed in the percentage passing column drops to 70% when students who did not take the exam are included. International Leadership is optimistic that the newly hired Living Environment teacher will help increase the percentage of students who pass the Living Environment regents exam at the end of their first year in high school.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014			77	96% ⁶⁵		
2015			83	69%	83	88%
2016			82	68%	72	67%
2017			77	97%	68	85%
2018					108	69%

⁶² Based on the highest score for each student on any science Regents exam

⁶³ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2017&createreport=1&cohort=1>

⁶⁴ Source: High School Submission Excel doc.

⁶⁵ 97% is high school submission %

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 Environment 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%.⁶⁶ 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% ⁶⁷	49	73%	3,911
2013	98%	55	72%	3,858
2014	97%	77	62%	4,616
2015	88%	83	NA	NA

⁶⁶ <https://data.nysed.gov/essa.php?instid=800000059326&year=2018&createreport=1&cohort=1>

⁶⁷ <https://data.nysed.gov/reportcard.php?instid=800000059326&year=2016&createreport=1&cohort=1>

GOAL 6: SOCIAL STUDIES

BACKGROUND U.S. HISTORY

Students take U.S. History during the 11th grade. The majority of students take the U.S. History Regents exam at the end of their 11th grade year.

U.S. History and Government Course Description

This course is aligned with the NYS U.S. History exam. 11th grade students examine the history of the United States of America beginning with the pre-colonial cultures of the Native Americans through the present war on terrorism. This course covers how the United States government, constitution, and interpretation of the constitution have influenced the people, places, and events inside and outside the United States.

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.

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 AND EVALUATION

99% of students in the 2015 Accountability Cohort earned a score of 65 or above on the U.S. History Regents exam. This pass rate exceeded the school goal by 19 percentage points. Similar to the 2014 cohort, 100% of 2015 Accountability Cohort ELL and SWD students scored above 65. 33% of 2015 Accountability Cohort SWD students scored at Level four, or above which represented a 100% increase when comparing SWD in the 2014 cohort.

U.S. History Regents Passing Rate with a Score of 65

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by Fourth Year Accountability Cohort⁶⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2013	55	98%
2014	77	97% ⁶⁹
2015	83	99% ⁷⁰

ADDITIONAL EVIDENCE

Students do not take the U.S. History Regents exam until the end of their Junior year of high school. The abbreviation “NA” is written during students’ freshman and sophomore years. Of the 2016 cohorts members who took the U.S. History Regents in June of 2019, 95% scored above 65. 81% of 2016 Accountability Cohort students who took the exam scored at Level 4 or above, a measure which exceeds the 2015 cohort Level 4 percentage by 14 percentage points.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			83	94%	83	97%
2016			NA	NA	72	90%
2017			NA	NA	NA	NA
2018					NA	NA

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.

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.

⁶⁸ Based on the highest score for each student on a science Regents exam

⁶⁹ 2018 High School Submission

⁷⁰ 2019 High School Submission

RESULTS AND EVALUATION

Similar to the Accountability cohort, 99% of the 2015 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
2012	91%	49	71%	4,098
2013	98%	55	70%	3,858
2014	97 ⁷¹	77	69% ⁷²	3,911
2015	99%	83	NA	NA

ADDITIONAL EVIDENCE

97% of the 2014 Cohort at International Leadership scored at or above a Level 3 on the U.S. History Common Core Regents exam. The percentage of the 2014 that scored at Level 3 or above was 28% points higher than 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.

BACKGROUND GLOBAL HISTORY

Students take Global History I in the 9th grade and Global History II in the tenth grade. The majority of students take the Global History II course at the end of their tenth grade year.

Grade 9

Global History I

This is the introductory NYS Global History Regents course, typically completed in 3 semesters. Students enrolled in International Leadership complete this course two semesters. Throughout this course, students are involved with an interdisciplinary study of history, geography, language arts, literature, as well as elements in math and the physical and applied sciences. The literature component for Global Studies enhances and provides narratives to the people, places, events and cultures that are studied. Students base their investigation around themes and essential questions in order to begin their process of in-depth study.

Grade 10

Global History II

This course is aligned with the NYS Global History exam. Students are introduced to the historical social significance (Global History and Geography) of people, places, events, and cultures dating from the

⁷¹ 2018 High School Submission

⁷² <https://data.nysed.gov/essa.php?instid=800000046274&year=2018&createreport=1&cohort=1>

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European Enlightenment to present day Middle East and global territories. Students study the causes and effects of developments, interactions, and achievements of the many cultures of the world in the elements of science, architecture, government, customs and traditions.

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.

RESULTS

89% of the students in the 2015 Accountability Cohort earned a score of 65 or above on the Global History Regents exam. This score surpasses the 80% school target by 9%. 83% (10/12) SWD from the Accountability Cohort scored Level 3 or higher on the Global History Regents exam. The one ELL student from the 2015 cohort also passed the Global History Regents exam.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁷³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	49	91%
2013	55	85%
2014	77	88% ⁷⁴
2015	83	89%

EVALUATION

The 2015 Accountability Cohort achieved a passing rate of 89% on the Global Regents exam. This passing rate is consistent with the 2014 Accountability Cohort passing rate.

⁷³ Based on the highest score for each student on a Regents exam

⁷⁴ 2018 High School Submission

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			83	69%	83	89%
2016	NA	NA	82	78%	72	63%
2017			NA	NA	68	87%
2018					NA	NA

ADDITIONAL EVIDENCE

Students take the Global History Regents exam during the 10th grade year. “NA” is labeled in the chart above for cohort that have yet to complete the 10th grade. The percentage of 2017 cohort that passed the Global History Regents surpassed the 2016 performance by nearly 10%.

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

At least 88% of the students in the 2015 and 2014 Total Cohorts 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
2015	89%	83	NA	NA

EVALUATION

The 2014 Total Cohort achieved a passing rate of 88% on the Global History Regents exam. This passing rate exceeded the performance of comparative Bronx District CSD #10 by 23%. 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. The 83% SWD pass rate and the 100% ELL pass rate for the 2015 shows the relative progress that these populations have made in Global History achievement.

GOAL 7: ESSA

Goal 7: 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. Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

International Leadership earned the Accountability status of “Good Standing” standing the past three academic years.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing ⁷⁵
2018-19	Good Standing

⁷⁵ <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

