



**Department of
Education**

Carmen Fariña, Chancellor

**INTERNATIONAL LEADERSHIP CHARTER SCHOOL
RENEWAL REPORT**

**2014 – 2015 SCHOOL YEAR
JUNE 2015**

Table of Contents

PART 1: SUMMARY OF RENEWAL RECOMMENDATION	2
I. CHARTER SCHOOL OVERVIEW:	2
<i>Background Information</i>	<i>2</i>
<i>Overview of School-Specific Data</i>	<i>3</i>
II. RENEWAL RECOMMENDATION AND RATIONALE	6
PART 2: SCHOOL OVERVIEW AND HISTORY.....	12
PART 3: RENEWAL REPORT OVERVIEW	14
PART 4: FINDINGS	16
<i>Essential Question 1: Is the School an Academic Success?.....</i>	<i>16</i>
<i>Essential Question 2: Is the School a Fiscally and Operationally Sound, Viable Organization?.....</i>	<i>21</i>
<i>Essential Question 3: Is the School Compliant with its Charter and All Applicable Law and Regulations? ...</i>	<i>26</i>
<i>Essential Question 4: What are the School’s Plans for the Next Charter Term?.....</i>	<i>29</i>
PART 5: BACKGROUND ON THE CHARTER RENEWAL PROCESS	30
PART 6: NYC DOE OSDCP ACCOUNTABILITY FRAMEWORK.....	33
APPENDIX A: SCHOOL PERFORMANCE DATA	44
APPENDIX B: ADDITIONAL ACCOUNTABILITY DATA	45

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

International Leadership Charter School	
Board Chair(s)	John Paul Gonzalez
School Leader(s)	Dr. Elaine Ruiz-López
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 10
Physical Address(es)	2900 Exterior Street, Bronx
Facility Owner(s)	Private
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	9-12
Current Authorized Enrollment	352
Proposed New Charter Term	5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	9-12
Proposed Authorized Enrollment for New Charter Term	440
Proposed Sections per Grade for New Charter Term	Grades 9-10: 5 sections per grade Grades 11-12: 4 sections per grade

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED¹

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	7	7	7	7	28
# Met	5	7	6	5	23
# Partially Met	0	0	0	0	0
# Not Met	2	0	0	1	3
# Not Applicable *	0	0	1	1	2
% Met	71%	100%	86%	71%	82%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	29%	0%	0%	14%	11%
% Not Applicable *	0%	0%	14%	14%	7%
% Met of All Applicable Goals	71%	100%	100%	83%	88%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	85.0%	95.2%	96.2%	95.3%
NYC *	65.7%	64.7%	66.0%	68.4%
Difference from NYC	19.3	30.5	30.2	26.9
6-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	-	77.8%	87.5%	98.4%
NYC *	-	73.2%	73.0%	72.7%
Difference from NYC	-	4.6	14.5	25.7

¹ The school was asked to provide updated progress towards goals information in an appendix to its renewal application to the NYC DOE; the school did not submit this appendix. As a result, goals information for International Leadership Charter School was taken from the Annual Reports provided to NYSED.

College and Career Preparatory Course Index **				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	25.0%	98.4%	100.0%	37.5%
Peer Percent of Range	-	100.0%	100.0%	41.2%
City Percent of Range	-	100.0%	100.0%	49.9%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
International Leadership Charter School	1.08	0.97	1.49	1.19	1.17
Peer Percent of Range	60.6%	33.0%	83.3%	81.3%	68.2%
City Percent of Range	68.5%	46.8%	70.0%	88.2%	76.0%
2013					
	English	Math	Science	Global History	U.S History
International Leadership Charter School	1.08	1.23	1.51	1.43	1.25
Peer Percent of Range	66.1%	66.7%	82.7%	100.0%	85.7%
City Percent of Range	67.5%	69.8%	69.7%	100.0%	83.0%
2012					
	English	Math	Science	Global History	U.S History
International Leadership Charter School	1.90	1.97	2.52	2.59	1.94
Peer Percent of Range	100.0%	94.8%	100.0%	100.0%	100.0%
City Percent of Range	100.0%	89.2%	100.0%	100.0%	100.0%
2011					
	English	Math	Science	Global History	U.S History
International Leadership Charter School	1.64	1.57	2.09	1.69	1.77
Peer Percent of Range	94.6%	62.3%	94.1%	68.7%	100.0%
City Percent of Range	96.2%	66.7%	96.4%	73.2%	99.2%

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eighth grade test results.

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	80.0%	98.9%	96.3%	93.1%
Peer Percent of Range	54.9%	97.5%	90.6%	79.3%
City Percent of Range	63.3%	97.8%	91.8%	84.5%
% 2nd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	41.2%	97.4%	100.0%	90.0%
Peer Percent of Range	0.0%	94.4%	100.0%	71.8%
City Percent of Range	0.0%	95.2%	100.0%	81.2%
% 3rd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	86.3%	96.7%	98.6%	90.6%
Peer Percent of Range	81.4%	93.0%	100.0%	75.3%
City Percent of Range	78.5%	95.1%	98.0%	83.4%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Closing the Achievement Gap

4-year Weighted Diploma Rate*				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	488.9%	366.7%	-
English Language Learner Students	-	333.3%	311.1%	281.8%
Students in the Lowest Third Citywide	-	312.5%	325.0%	200.0%
College and Career Preparatory Course Index ***				
	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	100.0%	100.0%	20.0%

* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

** Defined as students with a placement in Self-Contained, ICT, or SETSS.

*** The College and Career Preparatory Course Index score for Students in the Lowest Third Citywide was not introduced until the 2011-2012 school year.

II. Renewal Recommendation and Rationale

As part of the school's 2010-2011 charter renewal, the school was offered renewal with the following conditions:

- **Academic Conditions: 3 of 3 met in all applicable years**

Achievement of Renewal Conditions

Academic Condition	2010-2011	2011-2012	2012-2013	2013-2014
1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the third, fourth and fifth years after renewal.	Met	Met	Met	N/A
2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership.	Met	N/A	N/A	N/A
3. The school must demonstrate attainment of charter goals each year.	Met	Met	Met	Met

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full term renewal with a compliance related condition.

The compliance related condition is as follows:

- No later than June 30, 2015, the school will revise, distribute to students and families, and submit proof of such distribution along with the revision to the NYC DOE a student discipline policy compliant with federal law, including but not limited to alternative instruction, due process and students with disabilities. NYC DOE review of the school's current student discipline policy, as noted in the renewal report, indicated the school's current student discipline policy has limited information for discipline of students with disabilities.

As part of the renewal application, International Leadership Charter School submitted one material revision request. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment from 352 students to 440 students during the next charter term, the NYC DOE approves this material revision.

A. Academic Performance

At the time of this school's renewal, International Leadership Charter School has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for International Leadership Charter School indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

International Leadership Charter School aims to prepare the young men and women of the Bronx not only for the demands of higher education, but also for leading lives of meaning. The school does this by providing a college preparatory curriculum and providing structures and supports to ensure graduation and acceptance to colleges.

School Specific Academic Performance

The school entered its ninth year of operation with the 2014-2015 academic year. The school was last renewed during the 2010-2011 school year; as a result, the New York City Department of Education (NYC DOE) has four years of New York State (NYS) Regents exam data, four years of graduation and closing the achievement gap data, and four years of other academic indicator(s), such as data obtained through interim assessments and attendance information, with which to evaluate the academic achievement and progress of the students at International Leadership Charter School over the course of the retrospective charter term.

For the 2013-2014 school year, International Leadership Charter School's four-year graduation rate was 95.3%. This rate was higher than the citywide average by 26.9 percentage points. International Leadership Charter School's four-year graduation rate was in the 90th percentile of all high schools citywide. When compared to high schools with student populations most like its own (i.e. peer schools) International Leadership Charter School outperformed 84% of similar schools. In the same year, 2013-2014, International Leadership Charter School's six-year graduation rate was 98.4%. This rate was higher than the citywide average by 25.7 percentage points. The school's six-year graduation rate was in the 91st percentile of high schools citywide and, when compared to peer schools, the school outperformed 88% of similar schools. Although the school's four- and six-year graduation rates significantly exceed citywide averages, the school's College and Career Preparatory Course Index in 2013-2014 was below its peer schools average at only 37.5%.

The school's credit accumulation rates² have generally been higher than the average credit accumulation rates of both its peer group schools and all high schools citywide over the charter term. The Peer Percent of Range and City Percent of Range for first-, second-, and third-year students has been above 50% in most years, meaning that the school has outperformed its peer group average and the citywide average along each metric.³ The only exception to this occurred in 2010-2011, when International Leadership Charter School's Peer Percent of Range and City Percent of Range for the percent of second-year students earning 10 or more credits were both 0%, indicating that the school's percentage of second-year students earning the requisite credits

² Credit accumulation is self-reported by charter schools to the NYC DOE.

³ A comparison range consists of all possible results within two standard deviations of the average. A Percent of Range of 50.0% represents the average and indicates that the school's credit accumulation rate was equal to the average score for the comparison group.

was two standard deviations below the average of both its peer group schools and all high schools citywide.

In the most recent school year, 2013-2014, 93.1% of first-year students at International Leadership Charter School earned 10 or more credits, placing the school in the 74th percentile of its peer group schools and the 82nd percentile of all high schools citywide.⁴ Additionally, 90.0% of second-year students at International Leadership Charter School earned 10 or more credits, placing the school in the 66th percentile of its peer group schools and the 80th percentile of all high schools citywide. Finally, 90.6% of third-year students at International Leadership Charter School earned 10 or more credits; placing the school in the 81st percentile of its peer group schools and the 85th percentile of all high schools citywide.

Weighted Regents pass rates in English, Math, Science, Global History, and U.S. History were above both the citywide averages and the averages for the school's peer group in most years during the retrospective charter term,⁵ though the school's weighted Regents pass rates declined between 2012-2013 and 2013-2014 in four of the five subjects. In general, the school compares favorably against its peer group schools and all high schools citywide when analyzing weighted Regents pass rates over the course of the current charter term, though peer and citywide comparisons show that the school has historically performed less favorably in Math than it has in English, Science and History. Non-weighted Regents pass rates for students at International Leadership Charter School fell in three of four subjects between 2013 and 2014 with the only exception being Comprehensive English. Non-weighted Regents pass rates for the 2013-2014 school year were: Integrated Algebra – 75.9%, Comprehensive English – 91.4%; U.S. History – 89.2%, and Living Environment 97.8%. Non-weighted Regents pass rates are lower for all four exams when compared to the first year for which data is available, the 2011-2012 school year.

Over the four years that data is available for the retrospective charter term, International Leadership Charter School has met 88% of its applicable academic charter goals.⁶ International Leadership Charter School met five of six applicable academic performance goals in its most recent year. Due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a trend of consistently high and relatively stable achievement of its stated charter goals over the four years of the charter term under review.

The school has shown mixed evidence of a developed responsive education program and supportive learning environment. Reports from a prior NYC DOE visit to the school indicated that there were opportunities to improve the rigor of instruction, differentiation, and checks for understanding. Further, it was suggested that the school could offer a more varied and flexible academic program to meet the needs of all learners and accelerate learning to ensure career and college readiness of its students.

On its 2012-2013 NYC DOE High School Progress Report, International Leadership Charter School received an Overall grade of A, as well as A grades in all categories: Student Progress, Student Performance, School Environment, and College and Career Readiness. This ranked International Leadership Charter School in the 99th percentile of all high schools citywide. Similarly, on its 2011-2012 NYC DOE High School Progress Report, International Leadership Charter School received an Overall grade of A, as well as A grades in all categories except for School Environment and College and Career Readiness, for which the school received B grades.

⁴ A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 82%, for example, indicates that the school's first-year credit accumulation rate was above 82% of high schools citywide.

⁵ The only exception to this occurred in the most recent school year, 2013-2014, in which the school's weighted Math Regents pass rate fell below the averages of its peer group and all high schools citywide.

⁶ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

This ranked International Leadership Charter School in the 99th percentile of all high schools citywide. As its Overall grade, the school earned an A in 2010-2011.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,⁷ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the Community School District (CSD) and throughout New York City.

Students in the lowest third citywide at International Leadership Charter School had a four-year weighted diploma rate of 200.0% in 2013-2014. However, this represents a decline from the rate in the prior two academic years. Also, only 20.0% of this same group of students met the requirements for the College and Career Preparatory Course Index (CCPCI) in the 2013-2014 school year. The school did not serve the minimum percentage of students designated as in the lowest third citywide to receive peer or city Percent of Range data for either the weighted diploma rate or the CCPCI.⁸

In 2013-2014, International Leadership Charter School did not serve the minimum number⁹ of students with disabilities in its graduating class to receive data on the four-year weighted diploma rate for students with disabilities.

In 2013-2014, International Leadership Charter School's English Language Learner students had a four-year weighted diploma rate of 281.8%. This rate was associated with a City Percent of Range of 87.0%, i.e. above the citywide average and more than one standard deviation above the citywide average.

⁷ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

⁸ For a school to be included in the NYC DOE's calculation of peer and city averages for Closing the Achievement Gap metrics and, thus, for the school to receive peer and city percent of range data for Closing the Achievement Gap metrics, the school's population percentage for the relevant special population must be at least 25% of the City Percent of Range. Students in the lowest third citywide made up 15.6% of the International Leadership Charter School student population in 2013-2014, which corresponded to a City Percent of Range of 24.0%.

⁹ The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

B. Governance, Operations & Finances

International Leadership Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- International Leadership Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- International Leadership Charter School's FY15 budget and five-year projected budget;
- International Leadership Charter School's 2014-2015 handbooks for students, families and staff;
- On-site review of International Leadership Charter School's financial and operational records;
- International Leadership Charter School's self-reported staffing data;
- International Leadership Charter School's Board of Trustees meeting minutes and bylaws; and
- International Leadership Charter School's Board of Trustees financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The current level of Board membership, six voting members, is consistent with the minimum of five and the maximum of nine members established in the Board's bylaws. There are clear lines of accountability between the Board and the school leadership team as evidenced by the school's organizational chart and by regular updates at Board meetings, as recorded in Board meeting minutes. The school's Chief Executive Officer (CEO) is a non-voting member of the Board. The Board's bylaws require a Finance and Executive Committee; the Finance Committee is active, but there is no evidence of a standing, active Executive Committee in the Board meeting minutes reviewed. Quorum was achieved at all but one of the Board meetings for which minutes were available and reviewed over the course of the retrospective charter term.

Over the course of the school's charter term, the school has partially developed a stable school culture. The current school CEO and school leader, Dr. Elaine Ruiz, is the founder of the school and has been the school leader since its inception in 2006. For the most recent period, instructional staff turnover was 36% of instructional staff not returning, either by choice or request, at the start of the 2014-2015 school year. This is the highest rate observed in the current charter term, during which instructional staff turnover ranged from 17% to 36%. The school's annual average attendance rate was at its lowest in the most recent year at only 91.1%.

Overall, the school is in a neutral position to meet near-term financial obligations. The school has at least 59 days of cash on hand for operating expenses as represented by \$754,306 unrestricted cash on hand to meet obligations totaling \$1,382,647.

Overall, the school is financially sustainable based on its current practices.

There was no material weakness noted in the four independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, International Leadership Charter School has been compliant with some applicable laws and regulations but not others.

Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of nine members. The Board currently has six voting members on the Board of Trustees.

The school's bylaws indicate that the Board is to hold 10 meetings a year. In academic years 2011-2012 and 2013-2014, based on meeting minutes provided to the Office of School Design and Charter Partnerships (OSDCP) and those posted on the website, the Board held only seven and eight meetings, respectively. However, in 2012-2013 and to date in 2014-2015, the Board did

hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted and reviewed meeting minutes. Required meetings are those which met quorum. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

All current Board members have not submitted conflict of interest and financial disclosure forms. Complete forms have not been submitted for two current Board members – a conflict of interest form for one member and both a financial disclosure and conflict of interest form for another member. The documents submitted, however, do not demonstrate conflicts of interest.

The Board has not consistently made all Board minutes and agendas available by posting to their website. Minutes for most meetings are archived and posted; however, all minutes provided to OSDCP are not posted for the 2011-2012 and 2013-2014 school years.

The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. Further, the school has posted to its website its annual audit for each year of the charter term as required in charter law.

All staff members have appropriate fingerprint clearance. The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be not compliant with federal law as it does not identify specific policy and procedures for student discipline for students with disabilities related to the Manifestation Determination Review meeting, alternative education and services, and identifying a pattern of removals. The school has been asked, via a renewal condition, to amend its student discipline policy to clarify these policies and procedures.

D. Plans for Next Charter Term

As reported by school leadership and the school's Board, the following was noted:

- As a result of the school's planned move into a new facility prior to the start of the 2015-2016 school year, the school has submitted a material revision with its renewal application to increase maximum authorized enrollment from 352 to 440 students by the 2017-2018 school year.
 - This increased enrollment represents an increase in the number of sections per grade from four to five sections in grades nine and ten by the 2017-2018 school year.
- In addition to moving into a new facility, the school plans to open an on-site School-Based Health Center/Adolescent Health Clinic that will provide age-appropriate primary and preventive care. In addition, there will be a recreation area to provide health focused and physical education instruction.

Part 2: School Overview and History

International Leadership Charter School is a high school serving 314 students¹⁰ in grades nine through twelve during the 2014-2015 school year. It opened in the 2006-2007 school year with grade nine and is under the terms of its second charter. The school's authorized full grade span is for grades nine through twelve, which it reached during its previous charter term. The school's current charter term expires on June 30, 2015.¹¹ The school does not currently offer a public universal Pre-Kindergarten program in New York City. The school is located in a privately-operated facility in Community School District 10 in the Bronx.

International Leadership Charter School is a co-ed college preparatory high school located in the Marble Hill neighborhood in the Bronx. International Leadership Charter School aims to prepare the young men and women of the Bronx not only for the demands of higher education, but also for leading lives of meaning. The school does this by providing a college preparatory curriculum and providing structures and supports to ensure graduation and acceptance to colleges.

International Leadership Charter School is an independent charter school and does not work with a charter management organization. The school contracts with various vendors for academic support and evaluation and back office support; the school recently entered into an annual contract with BoostEd for financial and back office support services. The school manages student information via the DOE's Automate the Schools (ATS) system and invoices through the NYC DOE vendor portal. The annual budget is created by the Board of Trustees of the school. International Leadership Charter School's Board of Trustees is solely responsible for complying with all requirements of any grants the school receives, the Board's governing charter, and all applicable laws and regulations.

International Leadership Charter School's Board of Trustees is led by John Paul Gonzalez, who has served on the Board since 2009. The school is led by its Chief Executive Officer, Dr. Elaine Ruiz, who founded the school and has been at the school for ten years, since the school's inception.

The school typically enrolls new students in grade nine only and does not enroll new students mid-year. There were 200 students on the waitlist after the Spring 2014 lottery.¹²

Over the charter term, the school enrolled and served students as follows with average class size and section count noted for the most recently completed school year, 2013-2014.

Enrollment

Grade-Level Annual Enrollment *	2010-2011	2011-2012	2012-2013	2013-2014
Grade 9	94	95	85	89
Grade 10	99	77	82	76
Grade 11	70	65	69	66
Grade 12	50	64	55	72
Total Enrollment	313	301	291	303

* Enrollment figures reflect ATS data as of October 31 for each school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

¹⁰ ATS data as of October 31, 2014

¹¹ NYC DOE internal data

¹² Self-reported information collected through the 2014-2015 DOE Annual Charter School Survey

Additional Enrollment Data

School Year 2013-2014 Information	Section Count	Average Class Size
Grade 9	4	22
Grade 10	4	19
Grade 11	4	17
Grade 12	3	24
Students Admitted Through The Lottery	102	

* Lottery information is based on self-reported data from the 2013-2014 DOE Annual Charter School Survey. Section counts are based on self-reported information collected as part of the school's Renewal Application. Average Class Sizes were determined by dividing ATS enrollment as of October 31, 2013 by the appropriate grade-level section count.

Please see additional demographic data in Section 4 of this report for information regarding the enrollment of special populations at International Leadership Charter School. This information includes enrollment data for the percentage of students eligible for Free or Reduced Price Lunch, English Language Learners and students with disabilities as compared to the CSD and citywide averages, as well as targets recently finalized by the New York State Education Department.¹³

¹³ Beginning with the 2014-2015 school year, Board of Regents authorized charter schools, including those authorized by the NYC DOE, will be held accountable to enrollment targets established by NYSED for students with disabilities, English Language Learner students, and students qualifying for Free or Reduced Price Lunch. Please note that the recently finalized targets are currently based on enrollment in the 2010-2011 school year and may be updated in the future.

Part 3: Renewal Report Overview

Renewal Report

This report contains the findings and recommendations of the NYC DOE regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress during the current charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE incorporates into this report its findings from the renewal application process, which includes a written application, a report on student achievement data and a school visit by the Office of School Design and Charter Partnerships and other staff from the NYC DOE.

Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results;
- New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Academic success is rated as **Demonstrated**, **Partially Demonstrated**, or **Not Yet Demonstrated**.

Is the school a fiscally and operationally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizer's Core Performance Framework.¹⁴

The NYC DOE considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department;
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

A school's Governance Structure & Organizational Design and Climate & Community Engagement are rated as **Developed**, **Partially Developed**, or **Not Yet Developed**. A school's Financial Health is rated to indicate whether there are concerns about the near-term financial obligations and the financial sustainability of the school.

¹⁴ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

Staff Representatives

The following experts participated in the review of this school, including the renewal visit to the school on April 15–16, 2015:

- DawnLynne Kacer, Executive Director, NYC DOE Office of School Design and Charter Partnerships
- Ola Duru, Director of Operations, NYC DOE Office of School Design and Charter Partnerships
- Mariama Sandi, Chairperson, NYC DOE Division of Specialized Instruction and Student Support, Charter Committee on Special Education, Citywide
- Sompon (Sammi) Oerlemans, Deputy Network Leader, NYC DOE Children First Network 107
- Paul Yen, Data Analyst, NYC DOE Office of School Design and Charter Partnerships
- Laurie Price, Independent Consultant
- Jamal Young, Independent Consultant

Part 4: Findings

Essential Question 1: Is the School an Academic Success?

At the time of this school's renewal International Leadership Charter School has demonstrated academic achievement and progress.

High Academic Attainment and Improvement

- The school has four years of New York State Regents exam data, four years of graduation data, and four years of other academic indicators at the time of this report for the retrospective charter term. For detailed information on annual NYS Regents pass rates, please see Appendix A.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	85.0%	95.2%	96.2%	95.3%
NYC *	65.7%	64.7%	66.0%	68.4%
Difference from NYC	19.3	30.5	30.2	26.9
6-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	-	77.8%	87.5%	98.4%
NYC *	-	73.2%	73.0%	72.7%
Difference from NYC	-	4.6	14.5	25.7
College and Career Preparatory Course Index **				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	25.0%	98.4%	100.0%	37.5%
Peer Percent of Range	-	100.0%	100.0%	41.2%
City Percent of Range	-	100.0%	100.0%	49.9%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Performance on the NYC Progress Report

High School Progress Report Grades	2010-2011	2011-2012	2012-2013	2013-2014
Overall Grade	A	A	A	Progress Reports were discontinued beginning with the 2013-2014 school year.
Student Progress	B	A	A	
Student Performance	B	A	A	
School Environment	A	B	A	
College and Career Readiness *	-	B	A	

* The College and Career Readiness grade was not introduced until the 2011-2012 school year.

Mission and Academic Goals

According to annual reports submitted to the NYSED, over each of the four years in the retrospective charter term, the school achieved/met academic goals as follows:

- 5 of 7 applicable academic charter goals in the first year of the charter,
- 7 of 7 in the second year,
- 6 of 6 in the third year,¹⁵ and
- 5 of 6 in the fourth year.

Progress Towards Academic Charter Goals *

Academic Goals	2010-2011	2011-2012	2012-2013	2013-2014
1. Each year, 75% of students who sit for the New York State Regents exam in Integrated Algebra will pass this assessment.	Not Met	Met	Met	Met
2. Each year, 75% of students who sit for the New York State Regents exam in Living Environment will pass this assessment.	Met	Met	Met	Met
3. Each year, the school shall make AYP in English as measured by an 80% or greater passing rate on the New York State English Regents exam.	Met	Met	Met	Met
4. Each year, the school shall make AYP in Mathematics as measured by an 80% or greater passing rate on the New York State Algebra Regents exam.	Not Met	Met	Met	Not Met
5. Each year, the school shall outperform neighboring community high schools in History as measured by the New York State Regents exams in U.S. History and Global History.	Met	Met	Met	Met
6. Each year, student attendance rates will exceed those of neighboring community district high schools as measured by data collected on daily attendance.	Met	Met	Met	Met
7. Each year, 75% or more of students will have a higher pass rate on the New York State Regents exams in English, Integrated Algebra and Living Environment will have a 20%> higher pass rate on the NYS Regents exam as compared with the CSD high schools. ¹⁶	Met	Met	N/A	N/A

* Goals were self-reported by the school in the school's Annual Report documentation submitted to NYSED.

¹⁵ Beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades in its analysis of progress towards goals.

¹⁶ International Leadership Charter School did not include this goal in its Annual Report documentation to NYSED for school year 2012-2013 or for school year 2013-2014. This goal is shown as written by the school.

Responsive Education Program

As part of the renewal review process, representatives for the NYC DOE visited the school on April 15–16, 2015. Based on discussion, document review, and observation, the following was noted:

- **Alignment with Common Core:**
 - The school’s academic coaches monitor teachers’ lesson plans to ensure alignment to the Common Core Learning Standards (CCLS). In addition, academic coaches work to ensure that all core course lesson plans incorporate research skills, and that all courses include rigorous and challenging writing and reading standards aligned to the CCLS.
 - The school reports that some scopes and sequences are well developed and CCLS-aligned, but others are currently in progress as the school moves towards having students take the newer CCLS-aligned NYS Regents exams.

- **Addressing the Needs of All Learners:**
 - Attendance and course grades are monitored by the school eight times a year (two times per quarter). A Personal Education Plan (PEP) is created by the school for students who are below course benchmarks, including quarterly interim assessments, and attendance goals. However, the school’s intended use of these plans to identify and undertake immediate next steps for improving student performance are unclear.
 - Some struggling students may be mandated to attend Saturday Academy, which starts in January. Saturday Academy focuses on Regents preparation and providing students with additional academic preparation and testing strategies using the Kaplan method.
 - The school provides educational supports for students from special populations including English Language Learners and students with disabilities. These supports include push-in and pull-out services for students who are mandated for Special Education Teacher Support Services (SETSS), which is called Instructional Support (IS) at International Leadership Charter School. Students who are mandated for counseling are also provided IS services at International Leadership Charter School.
 - The school offers afterschool tutoring as part of Title I School Wide Program to students who choose to attend.
 - The school has implemented Achieve 3000 for three consecutive years. This is an online adaptive learning program created by Renaissance Learning to strengthen reading skills for ninth grade students.
 - The school has recently begun to implement the Language Learning Solution program by Rosetta Stone to give further support to students learning Spanish and Mandarin as well as English. Staff training to maximize use and full implementation of this initiative is pending.
 - Although the school provides IS services, tutoring, and Saturday Academy, the school intentionally has an informal framework of systems and processes to show how supports are determined, monitored, or discontinued when students no longer need them.
 - The school’s pre-referral interventions for students without Individualized Education Plans (IEPs), as observed by the NYC DOE renewal visit team, do not appear to be systematic or follow a consistent practice within the school setting. As reported by the school, referrals are based on teacher or team observations and reviews of student or behavioral progress.
 - Although all IEPs have been completed within the current school year, mandated three-year reviews have not been conducted for all students with disabilities; the school reports that those not conducted in a timely manner were the result of parent/guardian no shows. Only two students (out of 15) obtained a three-year review within the compliance timeline; three-year reviews are managed by the Committee on Special Education (CSE).

- The school reported that there are six teachers who are assigned to Instructional Support at International Leadership Charter School, though only two are certified as special education teachers.
- **Instructional Model and Classroom Instruction:**

During the renewal visit to the school on April 15–16, 2015, nearly 40 classrooms were observed across grades nine through twelve. Classrooms were observed with the school’s CEO and academic coaches.

- In all observed classes, teachers were following the school’s model of delivering instruction, including one adult leading the class and following aims, objectives, do-nows, and learning activities.
- Class-sizes observed ranged from 13 to 23 students, with one teacher in all classrooms. One exception was an observed session of a twelfth grade college prep course - all class sections of this course were held simultaneously in a large lecture space to allow the students to give presentations to their peers with several instructional adults (four) present and involved in conducting the seminar.
- Forms of questioning identified during the classroom observations included some basic fact recall, as well as challenging students to demonstrate understanding or to analyze and apply. Observations suggest mixed levels of questioning and student engagement.
 - For example, in one class, a teacher asked “What is this article about?” and in another, students spent long periods of time copying notes. In another class, a teacher challenged students to explain the impact of an action on other species and biodiversity. In another class, students applied evidence from different primary documents to create a hypothesis about who was responsible for the Cold War. In another class, students used what they had learned the previous day to analyze a political cartoon as a do-now.
- In all classrooms, checks for understanding that included questioning and classwork were observed.
 - For example, in one classroom, the teacher posted a word problem on the board for students to solve independently. In another class, students worked in groups to create a resume for Maya Angelou, based on evidence from a text.
- In no observed classrooms was differentiation of materials, tasks, and/or products observed. Group work or individual conferring was observed in some classes.
- In all observed classes, students were responsive to teacher directions and instruction.
- In all observed classes, students were either fully on task or mostly on task. Off-task students were off task for a short duration.
- Based on debriefs with the school’s leadership team members after classroom visits, most classrooms had instruction that aligned with the instructional model and current academic goals of the school.

Learning Environment

During the renewal visit to the school NYC DOE representatives conducted one-on-one interviews with 10 teachers. The following was noted:

- All interviewed teachers reported that they received school-based professional development in weekly Wednesday sessions, as well as in two separate annual staff retreats and through individual coaching. Many expressed that the retreats and coaching were helpful, though fewer teachers expressed that the whole-group Wednesday sessions were helpful.
- No interviewed teachers referenced the Caring Culture of Commitment as a framework for observation and coaching. This model for classroom management and school culture is identified in the school’s renewal application, however. Only a few of the interviewed teachers were clear on the evaluation processes at the school.
- Some interviewed teachers reported that they use data in the classrooms, including quarterly interim assessments, but others, specifically those who do not teach classes that culminate in Regents exams, reported little use of data.

NYC DOE representatives conducted group interviews with 16 students in grades nine through twelve. The following was noted:

- Most interviewed students reported feeling academically challenged at the school, but at a level that was appropriate for them.
- All interviewed students reported that the school fostered a strong college-going culture, and were able to give examples of activities that led to this culture.
- All interviewed students reported that the school was a safe environment and that teachers had high expectations for behavior.

According to the 2013-2014 NYC School Survey, 86% of parents agree or strongly agree “that the school has teachers who are interested and attentive when they discuss [their] child” and 92% of parents who responded to the survey agree or strongly agree “that the school has high expectations for [their] child.”¹⁷

According to the 2013-2014 NYC School Survey 95% of teachers agree or strongly agree that “order and discipline are maintained at the school” though only 87% disagree or strongly disagree with the statement that “at my school students are often harassed or bullied in school.”¹⁸

¹⁷ According to the 2013-2014 NYC School Survey, 40% of parent respondents strongly agree that International Leadership Charter School has teachers who are interested and attentive when they discuss their child; another 46% agree with the statement. Similarly, 47% of parent respondents strongly agree that International Leadership Charter School has high expectations for their child; another 45% agree with the statement.

¹⁸ According to the 2013-2014 NYC School Survey, 68% of teacher respondents strongly agree that order and discipline are maintained at International Leadership Charter School; another 27% agree with the statement. Of teacher respondents, 55% strongly disagree that students are often harassed or bullied in the school; 32% of teacher respondents disagree with the statement; 5% agree with the statement; and 9% strongly agree with the statement.

Essential Question 2: Is the School a Fiscally and Operationally Sound, Viable Organization?

Governance Structure & Organizational Design

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design.

On March 18, 2015 as part of the renewal review process, representatives for the NYC DOE attended a regularly scheduled meeting of the school's Board of Trustees. Based on document review and observation, the following was noted:

- The Board currently has six active voting members, not including the school's CEO, who is a non-voting member. This level of membership is consistent within the minimum of five members and maximum of nine members established in the Board's bylaws.
- The school's CEO updates the Board on academic progress at every meeting and financial standing as needed, as recorded in meeting minutes and observed.
- There are established lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and school leadership's monthly updates on academic, financial and operational performance to the Board and its committees, as recorded in Board meeting minutes.
- The Board's Chair and Secretary positions, as required in the bylaws, are currently filled. There is a vacancy in the Treasurer position as evidenced by the current Board roster and a review of meeting minutes. The school reports as of May 2015, however, that the Treasurer position has been filled.
- For the minutes reviewed from all years of the current charter term, the Board has consistently achieved quorum, as recorded in meeting minutes. Out of 24 meetings for which minutes were reviewed, only one meeting held did not have quorum.
- The Board has active and functioning committees, including a Finance and Facilities Committee, as recorded in meeting minutes. The Board's bylaws require both a Finance Committee and a standing Executive Committee, but it is not clear if an Executive Committee is active from the meeting minutes reviewed.
- The school's founder, Dr. Elaine Ruiz Lopez, is still with the school and serves as both the Chief Executive Officer of the school and a non-voting member of the school's Board of Trustees. Dr. Ruiz Lopez has been at the school for ten years, since the school's inception.

School Climate & Community Engagement

Over the course of the school's charter term, the school has partially developed a stable school culture.

- To date, the school met its charter goal of having an annual average student attendance rate above that of neighboring community district high schools in all four years of the retrospective charter term. However, average attendance fell over the last two years. Average daily attendance for students over the course of the charter term is 93.0% according to the data in the table below.¹⁹

¹⁹ The table reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system. Please note that for school years 2011-2012, 2012-2013 and 2013-2014 the school self-reported different attendance rates than those recorded in ATS in its Renewal Application to the NYC DOE, though the rates are not significantly different. The school self-reported attendance rates of 94.0%, 93.9% and 92.0%, respectively.

Average Attendance

High School Attendance				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School*	93.0%	93.9%	94.0%	91.1%
NYC**	85.5%	86.2%	86.1%	86.5%
Difference from NYC	7.5	7.7	7.9	4.6

* Attendance reflects ATS data for each school year.

** NYC attendance figures reflect average attendance across all general education district schools as reflected in ATS.

- Staff turnover has increased over the retrospective charter term. In 2010-2011, 2011-2012, 2012-2013, and 2013-2014, the percentage of instructional staff who did not return, either by choice or request, at the start of the following school year was 20%, 17%, 25%, and 36%, respectively. For the most recent period, the 36% staff turnover rate corresponded to eight instructional staff who did not return to the school at the start of the 2014-2015²⁰ school year.
- Student mobility is presented below for the charter term without comparison to other schools, the CSD or NYC as final student retention goals were not yet finalized by the New York State Education Department for the retrospective charter term at the time of the creation of this report. Based on the NYC DOE's evaluation and not in comparison to any other school, the CSD, or NYC averages, the school has had challenges with retaining students in at least two of the school years in the current charter term.

Mobility

Student Mobility out of International Leadership Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School	63	33	32	43
Percent of Students who Left the School	24.0%	13.9%	13.6%	18.6%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

- The NYC DOE has made changes to the NYC School Survey during the entirety of the retrospective charter term. Questions asked have been altered, added or deleted from year to year. Also, beginning with the 2013-2014 NYC School Survey, survey categories will not be measured in total points out of 10 possible points. To allow for consistency during the evaluated charter term, selected questions, consistent with the NYC DOE OSDCP Accountability Framework were identified as relevant for charter schools. These are presented below for the duration of the retrospective charter term. In the most recent year of survey results, 2013-2014, the percentage of teachers agreeing or strongly agreeing was above citywide averages for three of four selected questions. The percentage of parents agreeing or strongly agreeing was not above citywide averages for any of the three selected questions. The percentage of students agreeing or strongly agreeing was above citywide averages for two of the three selected questions.
- NYC School Survey Response Rates should be comparable over time, however, as the measurement of these has remained consistent. Response rates for each parents, teachers, and students (if participating) are presented below for each year of the charter term. The response rates for International Leadership Charter School students were above NYC averages in only the 2011-2012 school year. The response rates for parents at International Leadership Charter School were above the citywide rates in only the last two years. The response rates for

²⁰ Self-reported information from school-submitted data collection form on in December 2014.

International Leadership Charter School teachers were equal to or above NYC averages in all four years of the retrospective charter term.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree						
Survey Question		International Leadership Charter School				Citywide Average
		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	65%	60%	43%	39%	62%
	Most students at my school treat each other with respect.	48%	55%	59%	73%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	76%	80%	90%	92%	79%
Parents	I feel satisfied with the education my child has received this year.	99%	77%	96%	90%	95%
	My child's school makes it easy for parents to attend meetings.	100%	83%	88%	84%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	73%	88%	80%	95%
Teachers	Order and discipline are maintained at my school.	89%	94%	100%	95%	80%
	The principal at my school communicates a clear vision for our school.	96%	95%	95%	95%	88%
	School leaders place a high priority on the quality of teaching.	100%	101%	96%	95%	92%
	I would recommend my school to parents.***	-	70%	75%	68%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2009-2010 through 2012-2013 School Surveys.

*** This question was not introduced until the 2011-2012 School Survey.

NYC School Survey Results

		Response Rates			
		2010-2011	2011-2012	2012-2013	2013-2014
Students*	International Leadership Charter School	68%	84%	56%	69%
	NYC	83%	82%	83%	83%
Parents	International Leadership Charter School	44%	26%	55%	74%
	NYC	52%	53%	54%	53%
Teachers	International Leadership Charter School	88%	81%	91%	96%
	NYC	82%	81%	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

- The school's charter goals include, "parents will express satisfaction with the school's program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety, and

Respect.” The school partially met this goal in school years 2011-2012 and 2012-2013 and met this goal in 2010-2011.²¹ This goal was not applicable for the 2013-2014 school year.

- The school’s charter goals include, “staff will express satisfaction with school leadership and professional development opportunities as determined by the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement and Safety and Respect.” The school met this goal in each year of the charter term for which it was applicable. This goal was not applicable for the 2013-2014 school year.
- The school’s charter goals include, “students will express satisfaction with the school’s program, based on the NYC School Survey in which the school receives scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.” The school did not meet this goal for the 2010-2011 and 2011-2012 school years, and partially met the goal in 2012-2013.²² This goal was not applicable for the 2013-2014 school year.

As part of the renewal process, representatives for the NYC DOE have collected evidence relevant to the school’s climate and community engagement over the school’s current charter term. Based on discussion, document collection and review, and observation, the following was noted:

- In the 2014-2015 school year, the school contracted with the Child Mind Institute to provide a parent workshop, as well as a student workshop, on mental health and socio-emotional needs of students.
- The school has recently implemented Tele-Parent, an automated parental notification system, which leadership uses to communicate with parents and families using automated messages in both English and Spanish. The school uses this technology to communicate about student absenteeism and lateness, as well as for general notices like school closure and school-wide events.
- The NYC DOE conducted a public renewal hearing on April 15, 2015 at 2900 Exterior Street in the Bronx for the school in an effort to elicit public comments. Approximately 20 participants attended the hearing with nine speaking in support of the school’s renewal and none speaking in opposition. In addition, four community members submitted written statements in support of the school’s renewal.
- The NYC DOE made randomized phone calls to parents/guardians from a roster provided by the school for students of all grades. Calls to school parents/guardians were made during April of 2015 until 20 phone calls were completed. Of these calls, 55% provided positive feedback regarding the school, 30% of parents were neutral, and 15% provided negative feedback.

²¹ If the school received less than 7.5 points in one or more of the Survey categories based on parent responses, the goal was considered ‘partially met.’ In the 2011-2012 school year, International Leadership Charter School scored less than 7.5 points in the Communication, Engagement, and Academic Expectations categories based on parent responses. In the 2012-2013 school year, the school scored less than 7.5 points in the Engagement category based on parent responses.

²² If the school received less than 7.5 points in one or more of the Survey categories based on student responses, the goal was considered ‘partially met.’ In the 2012-2013 school year, International Leadership Charter School scored less than 7.5 points in the Safety and Respect, Communication, and Engagement categories based on student responses.

Financial Health

Overall, the school is in a neutral position to meet near-term financial obligations.

- Based on the FY14 financial audit and follow up, the school's current ratio of 0.72 indicated a risk that the school may be unable to meet its current liabilities.
- Based on the FY14 financial audit, the school had sufficient unrestricted cash in the amount of \$754,306 to cover its operating expenses for only 59 days without an infusion of cash.
- A comparison of the enrollment projections for the 2014-2015 budget to actual enrollment as of October 31, 2014 revealed that the school was 9% below its enrollment target, indicating a deviation from its projected enrollment based revenue.
- As of the FY14 financial audit, the school had met its debt obligations.

Financial Sustainability

Overall, the school is financially sustainable based on its current practices.

- Based on the financial audits from FY11 to FY14, the school generated an aggregate surplus over these audited fiscal years, and in FY14 the school operated at a surplus.
- Based on the FY14 financial audit, the school's debt-to-asset ratio of 0.94 indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY14, the school generated overall positive cash flow in FY11 and FY13, though the school had negative cash flow in FY12 and FY14.

There was no material weakness noted in the four independent financial audits.

Essential Question 3: Is the School Compliant with its Charter and All Applicable Law and Regulations?

Over the charter term, the Board and school have been compliant with some applicable laws and regulations, but not others.

As of the review in April 2015, the Board of Trustees for International Leadership Charter School is in compliance with:

- **Membership size.** Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of nine members.
- **Notification of Board Member Resignations/Submission of New Members for Approval.** The Board has consistently submitted Board resignation notices or new Board member credentials within the required five days of change to OSDCP for review and, if necessary, approval.
- **Timely submission of documents.** The Board did consistently submit the Annual Report to the New York State Education Department by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. Further, the school has posted to its website its annual audit for each year of the charter term as required in charter law.

As of the review on April 2015, the Board of Trustees for International Leadership Charter School is out of compliance with:

- **Submission of all required documents.** All current Board members have not submitted conflict of interest and financial disclosure forms. Complete forms have not been submitted for two current Board members – a conflict of interest form for one member and both a financial disclosure and conflict of interest form for another member. The documents submitted, however, do not demonstrate conflicts of interest.²³
- **Required number of monthly meetings.** The school's bylaws indicate that the Board is to hold 10 meetings a year. In academic years 2011-2012 and 2013-2014, based on meeting minutes provided to OSDCP and those posted on the website, the Board held only seven and eight meetings, respectively. However, in 2012-2013 and to date in 2014-2015, the Board did hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted and reviewed meeting minutes. Required meetings are those which met quorum. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.
- **Posting of minutes and agendas.** The Board has not consistently made all Board minutes and agendas available by posting to their website. Minutes for most meetings are archived and posted; however, all minutes provided to OSDCP are not posted online for the 2011-2012 and 2013-2014 school years. The Board indicated availability online is how it makes all minutes and agendas available upon request to the public.

As of the review in March 2015, the charter school is in compliance with:

- **Fingerprint clearance.** All staff members have appropriate fingerprint clearance.
- **Teacher certification.** The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.
- **Safety Documents.** The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.
- **Immunization.** The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- **Insurance.** The school has submitted appropriate insurance documents to the NYC DOE.

²³ Source: New York State Education Department Annual Report

- **Application and Lottery.** For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 1, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.
- **Fire Emergency.** One of the school leaders was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- **Timely Submission of Invoicing and Reconciliation Documents.** Over the course of the charter term, the school consistently submitted complete invoicing and reconciliation documents by the associated deadlines, with one exception. The school missed one document submission deadline during 2014-2015, however the school reported this was the result of technical issues.

As of the review in March 2015, the charter school is out of compliance with:

- **Student Discipline Plan.** The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be not compliant with federal law as it does not identify specific policy and procedures for student discipline for students with disabilities related to the Manifestation Determination Review meeting, alternative education and services, and identifying a pattern of removals.

Enrollment and Retention Targets

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English Language Learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
 - As of the creation of this report, charter school enrollment and retention targets as required by the NYS Charter Schools Act were still in a proposed status; these targets have since been finalized. The information presented below for enrollment is compared to NYC CSD and NYC averages, as well as the recently finalized current enrollment targets developed by NYSED. It should be noted that these targets were developed using a different methodology than that used to develop the school-specific enrollment rates for each special population as presented below.²⁴
- In all years of the retrospective charter term, including the most recently completed school year 2013-2014, International Leadership Charter School:
 - served a higher percentage of students qualifying for Free or Reduced Price Lunch compared to both the CSD 10 and citywide percentages with the exception of the most recent year, 2013-2014, in which the school served a lower percentage of students qualifying for Free or Reduced Price Lunch compared to both the CSD 10 and citywide rates;
 - served a lower percentage of students with disabilities compared to both the CSD 10 and citywide percentages; and
 - served a lower percentage of English Language Learner students compared to both the CSD 10 and citywide percentages.

²⁴ Please see the following website for more information: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

Enrollment of Special Populations²⁵

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Current)
Free and Reduced Price Lunch (FRPL) ²⁶	International Leadership Charter School	87.5%	93.0%	89.3%	67.0%	82.6%
	CSD 10	78.8%	77.6%	79.5%	78.5%	
	NYC	71.5%	74.3%	75.8%	75.9%	
Students with Disabilities (SWD)	International Leadership Charter School	9.6%	8.6%	8.2%	8.3%	10.8%
	CSD 10	13.5%	13.6%	14.3%	14.8%	
	NYC	15.9%	16.2%	16.9%	17.3%	
English Language Learners (ELL)	International Leadership Charter School	12.5%	8.6%	10.0%	8.9%	18.5%
	CSD 10	17.8%	18.2%	18.2%	18.4%	
	NYC	13.1%	12.9%	12.7%	12.4%	

Additional Enrollment Information				
	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	9-12	9-12	9-12	9-12
CSD(s)	10	10	10	10

²⁵ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves kindergarten through grade five, comparisons of that school's special populations will only be made relative to kindergarten through grade five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

²⁶ The school used a private vendor for school lunch services for the entirety of the retrospective charter term. As a result, the percentage of students receiving Free or Reduced Price Lunch in each year was self-reported by the school as part of its Renewal Application dated December 2014. Please note that the NYC DOE's ATS records indicate that 70.3%, 90.7%, 91.8% and 74.6% of students at International Leadership Charter School were eligible for Free or Reduced Price Lunch based on HRA eligibility for school years 2010-2011, 2011-2012, 2012-2013, and 2013-2014, respectively.

Essential Question 4: What are the School's Plans for the Next Charter Term?

As reported by school leadership and the school's Board, the following was noted:

- As a result of the school's planned move into a new facility prior to the start of the 2015-2016 school year, the school has submitted a material revision with its renewal application to increase maximum authorized enrollment from 352 to 440 students by the 2017-2018 school year.
 - This increased enrollment represents an increase in the number of sections per grade from four to five sections in grades nine and ten by the 2017-2018 school year.
- In addition to moving into a new facility, the school plans to open an on-site School-Based Health Center/Adolescent Health Clinic that will provide age-appropriate primary and preventive care. In addition, there will be a recreation area to provide health focused and physical education instruction.
- The school also plans to open a Library Media Center in the new facility.
 - The school has created a Fund and Board Development strategy and is currently working on funding and partnerships for both plans (health facility and library).
- In addition to moving into a three-story, 28,000 square foot school facility, the school plans to expand its offerings to include a Tae Kwon Do martial arts program and, in collaboration with local and statewide universities, new STEM activities. The new STEM activities will be bolstered by the addition of two science labs, including a lab for robotics and engineering. In addition, International Leadership Charter School plans to expand its extracurricular activities in the arts and plans to engage a greater number of students in the Model United Nations Club.

Part 5: Background on the Charter Renewal Process

Renewal Process

In the final year of its charter, a NYC DOE Chancellor-authorized charter school seeking renewal must demonstrate its success during the current charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its prior term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to carry out an ambitious plan for the future.

The NYC DOE does not automatically grant charter renewal, and no charter operator is entitled to renewal. Rather, a school must prove that it has earned renewal and is worthy of continuing the privilege of educating New York City public school students. To make such determinations, the NYC DOE Office of School Design and Charter Partnerships (OSDCP) renewal team performs a comprehensive review of the school's academic, operational and fiscal performance over the course of the charter which includes an analysis of the school's renewal application. This application is built around the four essential questions of the NYC DOE OSDCP Accountability Framework and includes a retrospective analysis of the school's prior track record as well as a prospective plan for the school. In reviewing this information, a school must be able to demonstrate that it can satisfy the four essential questions of the NYC DOE OSDCP Accountability Framework:

1. Is the school an academic success?
2. Is the school a fiscally and operationally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

The school presents evidence to support its application for renewal by providing a compelling response to these overarching questions that demonstrates its students have made significant academic progress, is serving students equitably, has sustainable operations to be successful in the next charter term, and that the school has met the goals and objectives pledged in its current charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges and the lessons learned.

While the academic performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are also important factors that inform a renewal decision. For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Framework overview in Part 6 of this report.

Statutory Basis for Renewal

The New York State Charter Schools Act ("the Act") authorizes the creation of a system of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

§2850:

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and

- (f) Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.²⁷

The Act states the following regarding the renewal of a school's charter:

§2851.4:

Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty-two of this article; provided, however, that a renewal application shall [also] include:

(a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.

(b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.

(c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.

(d) Indications of parent and student satisfaction.

(e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer.

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.²⁸ As one such charter entity, the New York City Department of Education ("NYC DOE") institutes a renewal application process that adheres to the Act's renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;

²⁷ See §§ 2851(4) and 2852 of the Act.

²⁸ See generally §§ 2851(3) and 2851(4).

- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction; and
- The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal.²⁹

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.³⁰

²⁹ § 2851(4)(e) added with the 2010 amendments to the Act.

³⁰ See § 2852(5).

Part 6: NYC DOE OSDCP Accountability Framework

The Office of School Design and Charter Partnerships (OSDCP) team may recommend to the Chancellor three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal.

After the OSDCP renewal site visit, the OSDCP team incorporates its findings from the visit into this renewal report. The evidence and findings align to the four essential questions of the NYC DOE accountability framework and may include classroom observations, leadership interviews, assessment results, School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in this report. If the OSDCP renewal team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal. If OSDCP approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, OSDCP will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval.

Full-Term Renewal, With or Without Conditions

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has clearly and consistently demonstrated high academic attainment and/or consistent and significant student academic progress, has met the majority of its charter goals, has demonstrated financial stability, has demonstrated operational viability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

Short Term Renewal, With or Without Conditions

In cases where a school is up for renewal of its initial charter and has two years or fewer of state-assessment results, or where any school has demonstrated mixed academic results or has uncertain organizational or financial viability, a short-term renewal with conditions may be considered.

Non-Renewal

Renewal is not automatic. Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

Grade Expansions or Enrollment Changes

A school may seek material charter revisions as part of the renewal process. In the case of a grade expansion or change in authorized enrollment, these material charter revisions are considered separately from the charter renewal. Charter renewal, with or without conditions, is not a guarantee of approval for a proposed material charter revision.

The NYC DOE OSDCP Accountability Framework

To help Chancellor-authorized charter schools better understand what we mean by success for charter schools, the OSDCP team has developed an Accountability Framework built around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally and operationally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school's plans for its next charter term?

Although academic performance is primary, the NYC DOE takes into account a wide variety of factors (as indicated by the framework strands and available evidence detail) when evaluating a school. These factors include academic, fiscal, operational and environmental indicators of a charter school's performance. Additionally, some of the indicators we evaluate relate to expected performance as defined in the New York State Charter Schools Act including evidence of improved student learning and achievement, special emphasis on expanded learning experiences for students who are at-risk of academic failure, use of different and innovative teaching methods, parent and student satisfaction, and enrollment and retention of special student populations. Further detail about the application of the framework to school reflection and evaluation is provided beginning on page 17 of the NYC DOE Chancellor-Authorized Schools Accountability Handbook for 2014-2015.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what OSDCP looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions, and the duration of the charter term recommended by NYC DOE. As schools use the NYC DOE OSDCP Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so the schools are high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city's commitment to superior academic performance as the most important factor in a school's performance, while also recognizing the importance of closing the achievement gap and offering high-quality learning opportunities for all students.

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Meet other rigorous academic goals as stated on school charter
- Demonstrate increasing student achievement/growth
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing academic performance measures of DOE identified peer-schools
- Are surpassing academic performance measures compared with district/city proficiency averages

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 3-8 NYS Math Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- Grades 4 and 8 NYS Science Results (absolute and comparative performance, individual student progress, progress for at-risk populations, etc.)
- HS 4- and 6-Year Graduation Rates
- Grades 8-12 NYS Regent Exam Results
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- When applicable, NYSAA or other approved alternate assessments results
- Results on state accountability measures
- Charter School Academic Goals
- School-reported internal assessments
- NYC DOE Progress Reports or School Quality Reports³¹

1b. Instructionally Sound and Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state and Common Core Learning Standards
- Use instructional models and resources that are consistent with school mission and flexible in addressing the needs of all learners
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- Utilizes a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating and supporting curricular tasks, programs and resources for effectiveness and fit with school mission and goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Classroom observations
- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc.)
- Instructional leader and staff interviews
- Special Education/ELL progress monitoring documentation
- Professional development plans and resources
- Student/teacher schedules
- Student Intervention / Response to Intervention program description and resources
- Interim assessment results
- Data findings; adjusted lesson plans
- Self-assessment documentation

³¹ Beginning with the 2013-2014 school year, the NYC DOE replaced the DOE Progress Report with the DOE School Quality Report. The 2012-2013 school year is the last year NYC public schools will have a Progress Report score. The Progress Report and School Quality Report contain similar indicators of performance.

1c. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Provide a safe, respectful, and stable academic environment conducive to student learning (one with efficient transitions and safe hallways, cafeteria, yard, etc.)
- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best effort academically and to actively engage in their own learning and the life of the school
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Have formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- Classroom observations
- NYC DOE School Survey results (students, parents and teachers)
- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- Parent complaint/concern information
- Self-administered satisfaction survey results
- Interviews with school leadership, staff, and, if appropriate, students
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)
- School calendar and class schedules

2. Is the School a Fiscally and Operationally Sound, Viable Organization?

2a. Mission and Goals

Schools with a successful mission and goals have many of the characteristics below:

- Have an animated mission statement and clearly articulated goals (both academic and non-academic) that staff, students and community embrace
- Demonstrate an active self-evaluation process that involves regular monitoring, an examination of practices based on outcomes against goals, and reporting on progress towards school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for a successful mission and goals might include, but not be limited to, the following:

- Mission Statement
- School charter and external documents (student/family handbooks, school website, etc.)
- Annual Reports, school improvement plans, leadership/Board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder interviews (board, parents, staff, students, etc.)

2b. Leadership and Governance Structure

Schools with successful leadership and governance structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly, but not limited to, Open-Meeting Law and conflict of interest laws, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- Have timely and appropriate access to legal counsel
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provides regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook and core operational policies
- School calendar
- Professional development plans
- Stakeholder interviews (board, school leadership and staff)

2c. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- A healthy professional school climate that is collaborative, student-centered, and open to parents and community support
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the NYC DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships that support and advocate for the school
- Engage families actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer
- Share instructional and operational practices with the larger NYC school community and actively seek opportunities for partnering and collaboration
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives

Evidence for school climate and community engagement may include, but not be limited to, the following:

- NYC DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Participation in NYC DOE initiatives and efforts to collaborate/partner with other NYC schools
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Student/Family and Staff Handbooks

2d. Operational Health

Schools that are effective, sustainable organizations have many of the characteristics below:

- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Demonstrate efficient and orderly daily operations
- Have appropriate insurance coverage and insurance and facility documents
- An effective process for recruiting, hiring, compensating, monitoring, supporting, and evaluating school leadership and staff
- A flexible, data-driven approach to professional development for all staff
- Consistently meet student enrollment and retention targets as established by SED (applicable to schools renewed after 2010)
- Communications with NYC DOE are timely, comprehensive, and appropriate
- If applicable, school relationship with a charter management organization identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees

Evidence of an operationally viable organization may include, but not be limited to, the following:

- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Appropriate insurance documents
- Operational policies and procedures
- Operational organizational chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan
- Immunization completion rate information
- Appropriate AED/CPR certifications

2e. Financial Sustainability

Schools that are responsible stewards of public funds and are effective, sustainable organizations have many of the characteristics below:

- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, at school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Consistently clean financial audits and compliant escrow accounts
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school's design and academic program
- School leadership and Board maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- School leadership and Board oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Demonstrate financial planning for future school years, including per-pupil and space-related cost projections

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial audits, escrow accounts and other fiscal reporting documents
- Financial leader(s) resume and accountability documents
- Financial and operational organizational chart
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships

3. Is the School in Compliance with its Charter and All Applicable Laws and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with the school's charter and charter agreement have the characteristics below:

- Implement the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implement comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Comprehensive Review reports
- Board meetings, agendas and minutes
- Leadership/Board and staff interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have the characteristics below:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for Free and Reduced Price Lunch, ELL and Special Education students to those of their community school district of location³² or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage enrollment process and annual waiting lists with integrity
- Employ instructional staff with appropriate security clearances and meet all certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's NYSED Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student/Family Handbook
- Student discipline policy and records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

³² School-specific targets for enrollment and retention were developed by the NY State Education Department. This requirement of the New York State Charter Schools Act applies to schools renewed after 2010.

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have the characteristics below:

- Safe and secure facilities with no significant compliance concerns
- Consistently clean annual audits, up-to-date escrow accounts, and complete all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as comply with NYC DOE OSDCP's requirements for reporting changes in board membership and securing approval for new board members
- Inform NYC DOE OSDCP, and where required, receive OSDCP approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests
- Revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Stakeholder interviews

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term, a school may consider various growth options: replication, expansion to new grades or increased enrollment, or alteration of its model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to determine community needs and to communicate regarding the school's proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter revision or merger applications
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (for example, human resource policies for growing your own talent, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)
- School develops contingency plans especially for facilities or financial scenarios

Evidence for organizational sustainability may include, but not be limited to, the following:

- Charter renewal application
- Board roster and resumes
- Board committees and minutes
- School organizational chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even without major changes through expansion or replication, are careful to adjust elements to ensure continued and improved success
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

Appendix A: School Performance Data

Regents Pass Rates

International Leadership Charter School			
	2011-2012	2012-2013	2013-2014
Integrated Algebra	89.9%	89.4%	75.9%
Algebra 2 / Trigonometry	-	-	-
Comprehensive English	100.0%	85.9%	91.4%
U.S. History	95.1%	95.6%	89.2%
Chemistry	-	-	-
Physics	-	-	-
Living Environment	99.0%	100.0%	97.8%
Language Other Than English	-	-	-

Appendix B: Additional Accountability Data

NYC DOE Accountability Reports

[Annual Comprehensive Report 2013-2014](#)

[Annual Comprehensive Report 2012-2013](#)

[Annual Site Visit Report 2011-2012](#)