



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
INTERNATIONAL LEADERSHIP
CHARTER HIGH SCHOOL*

Report Date: March 2, 2020

Visit Date: November 20-21, 2019

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

518.445.4250
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

CONTENTS

2

Introduction & Report Format

4

Renewal Recommendation

7

School Background and Executive Summary

10

Academic Performance

23

Organizational Performance

30

Fiscal Performance

33

Future Plans

Appendices

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/SUNY-
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal/.

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of International Leadership Charter High School for a period of five years with authority to provide instruction to students in 9th – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 420 students.

To earn an **Initial Full-Term Renewal**,³ a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,⁴ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁵

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

1.

the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

3. SUNY Renewal Policies at p. 12. This is the school's first renewal as a SUNY authorized school. Therefore, the SUNY Trustees will consider the school's renewal pursuant to the SUNY Renewal Policies and all initial renewal outcomes including Short-Term Renewal are available.

4. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

5. SUNY Renewal Policies (p. 12).

2:

the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁶

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all operating, SUNY authorized charter schools. The Act requires charter schools to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets. SUNY and the New York State Board of Regents (the “Board of Regents”) approved the methodology for setting targets in October 2012. International Leadership Charter High School (“International Leadership High”) received targets from the Board of Regents at the time of the school’s last renewal in June 2015.

International Leadership High meets or comes close to meeting its enrollment and retention of student subgroups. The school meets its enrollment target for students with disabilities and comes close to meeting the enrollment target for ELLs and retention targets for economically disadvantaged students and ELLs. In order to meet all targets in the future, the school plans to implement the following strategies:

- advertising with local newspapers, bus stops, radio, and other locations in the neighborhood in both English and Spanish;
- hosting open house sessions to explain the school’s programs for ELLs and students with disabilities to prospective families;
- recruiting current family members to help with recruitment by handing out flyers and sharing information with other families in the neighborhood;
- visiting middle schools in the district to recruit students; and,
- informing families of services for both ELLs and students with disabilities at the school once enrolled.

6. See New York Education Law § 2852(2).

For additional information on the school’s enrollment and retention target progress, see Appendix A.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has received no district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

BACKGROUND

The Board of Regents, on recommendation from the New York City Schools Chancellor (“NYC Schools Chancellor”), approved the original charter for International Leadership High under the name, International Leadership Charter School, on January 10, 2006. The school opened its doors in the fall of 2006 initially serving 88 students in 9th grade. Subsequently, the NYC Schools Chancellor granted the school two full term renewals. International Leadership High applied to transfer authorizers, and the SUNY Trustees approved the transfer on October 11, 2017. The school is authorized to serve 410 students in 9th – 12th grade during the 2019-20 school year. If renewed, the school will continue to serve students in 9th – 12th grade with a projected total enrollment of 420 students.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025. The school is located in privately leased space at 3030 Riverdale Avenue, Bronx, NY in New York City Community School District (“CSD”) 10.

International Leadership High’s mission states:



The International Leadership Charter High School will implement an academically rigorous college preparatory curriculum that will elevate students’ intellectual capacity and provide a superior high school education to prepare our scholars for a higher education. We seek to expand students’ knowledge of international studies and to cultivate their leadership skills with a commitment to community service, social action, and civic participation in a global society. Our mission is to change lives and transform communities, one scholar at a time.

At the time of the transfer, the Institute identified financial concerns and requested a number of revisions and updates to the school’s financial policies and procedures. The revisions and updates focused on allowing the school to make improvements to its financial oversight. Since the transfer, the school has strengthened its internal controls around financial processes, which resulted in an improved financial condition.

EXECUTIVE SUMMARY

International Leadership High is an academic success and would have met or come close to meeting the SUNY Trustees' accountability standards. The school demonstrates high levels of student performance in the following manner:

- International Leadership High posted high rates of absolute and comparative graduation achievement over the charter term. The school graduated students at rates that exceeded the local district and SUNY's absolute target of 75% in each year. Notably in 2017-18, 95% of the school's 2014 Graduation Cohort⁷ graduated after four years exceeding the district performance by 19 points.
- The school demonstrated a strong record of college preparation over its charter term. In 2017-18 and 2018-19, the school matriculated 99% of its graduates each year into a two or four year college program after graduation surpassing SUNY's target of 75%.
- The school posted high achievement in English language arts ("ELA") and mathematics over the term. Notably, 71% of the school's 2015 Total Cohort achieved at least Level 4 on the Regents ELA exam surpassing the district results by 18 points.

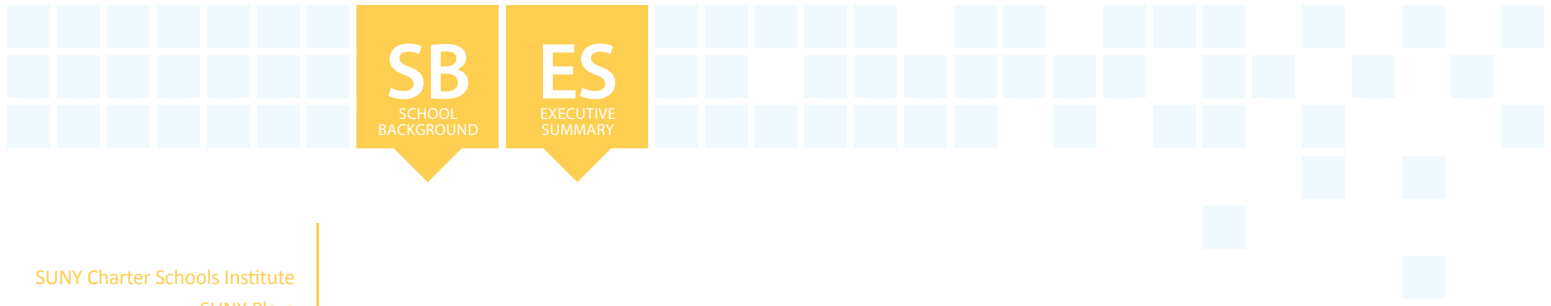
In addition to strong academic results for students, International Leadership High has an academic program that supports students' college readiness. Through a partnership with the City University of New York's Lehman College ("Lehman College") in the Bronx, students have opportunities to earn college credit with the College Now program. The school requires students to participate in community service as part of graduation requirements providing students have an opportunity to support their community. International Leadership High has partnerships with several businesses to provide students with internships to gain real life work experience. For 2019-20, seniors are interning at over 15 different local businesses and corporations.

International Leadership High provides much autonomy to its teachers given the small size of the school. Leaders recognize that the school maintains its impressive results by hiring and developing strong teachers who are able to develop rigorous coursework and recognize an opportunity to ensure that the contributions of strong teachers are codified and replicable over time. Many teachers appreciate the small, family feel of the school and the high expectations that leaders hold for students and teachers.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and, a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends the SUNY Trustees approve International Leadership High for a Full Term Renewal of five years.

7. When the Institute evaluates the school's graduation rate, it uses the 4th year Cohort as of August. Similarly, the Institute uses the district's 4th year Cohort as of August as comparison.



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

NOTEWORTHY

In 2015, International Leadership High earned a bronze medal recognition from the U.S. News & World Report, which ranks high schools across the United States. A bronze medal signifies that International Leadership High was in the top 25% of all public high schools in the United States based on student outcomes.



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

International Leadership High is an academic success as it would have met or come close to meeting the SUNY Trustees' accountability goals if it was authorized by SUNY for the entire charter term.⁸ The school dedicates aspects of the academic program to support students learning about colleges and creating college applications.

At the beginning of the Accountability Period,⁹ the school developed and adopted an Accountability Plan that set academic goals in six required areas of high school graduation, college preparation, ELA, mathematics, science, and social studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines outcomes on a set of required Accountability Plan measures to determine goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"¹⁰ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"¹¹ for other public schools, SUNY's required accountability measures rest on performance as measured by state wide and nationally normed assessments, high school graduation and college acceptance rates. Historically, SUNY's required measures include measures that present schools':

8. The school was only under SUNY authorization for three of five school years of the charter term.

9. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

10. Education Law § 2850(2)(f).

11. Education Law § 2854(1)(d).

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. International Leadership High did not propose or include any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. The analysis of high school

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress ("MIP")¹² attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Accountability Plan also includes science and ESSA goals, the latter of which replaced the No Child Left Behind Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

12. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system.

The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's

MIP.

**SUNY
RENEWAL
BENCHMARK
1A**

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

International Leadership High posted a strong record of performance against the SUNY Trustees' accountability standards from 2016-17 through 2018-19. The school would have met or come close to meeting the SUNY Trustees' key Accountability Plan goals of graduation and college preparation over those years. In both ELA and mathematics, the school consistently outperformed the district in Regents achievement. The school also posted exceptional performance against the SUNY Trustees' targets for science and social studies while remaining in good standing under the state's NCLB/ESSA accountability system.

International Leadership High posted high four year graduation rates from 2016-17 through 2018-19 that would have met the standard for SUNY's graduation goal. In 2016-17, 93% of the school's 2013 Graduation Cohort graduated after four years exceeding the target for SUNY's absolute measure by 18 percentage points and the district rate by 20 percentage points. The following year the school increased its graduation rate to 95% and outperformed the district by 19 points. In 2018-19, the school continued to post high results when 92% of the 2015 Graduation Cohort graduated by August. The school's graduation rate exceeded the district's by 14 points. International Leadership High's first and second year cohorts posted high rates of promotion to the next grade in 2018-19, a key leading indicator of future graduation rates.

International Leadership High demonstrated high rates of college preparation from 2016-17 to 2018-19 by posting high performance against some of SUNY's required measures. The school consistently matriculated large proportions of its classes into college over the charter term, and 37% of the school's Graduation Cohort passed a college level course offered by the school or achieved the college readiness benchmark on the SAT by the end of 2018-19. Over the past three years, at least 90% of the school's graduating students matriculated into a two year or four year college or university in the fall following graduation surpassing SUNY's target of 75% by at least 15 percentage points each year.

International Leadership High posted high achievement against SUNY's ELA accountability standard in the two most recent years of its charter term. In 2017-18 and 2018-19, the school's Total Cohort achieved at least Performance Level 4 on the ELA Regents at rates that exceeded the district's students each year. Further, the school's Accountability Cohort achieved Performance Level 4 at a rate that surpassed the SUNY absolute target of 65% in

2018-19. In 2016-17, International Leadership posted an Accountability Performance Level (“APL”) that fell below the state’s Annual Measurable Objective (“AMO”) and the district performance. In 2018-19, the school improved its achievement and posted a PI that surpassed the state MIP.

In mathematics, International Leadership High posted strong comparative achievement from 2016-17 to 2018-19. Although the school’s Accountability Cohort posted rates of attaining Performance Level 4 that fell below SUNY’s absolute target of 65%, the school’s Total Cohorts outperformed the district rate of achieving at least Level 4 in 2017-18 and 2018-19. Additionally, the school’s Total Cohorts achieved at least Level 3 or higher on a mathematics Regents exam at rates that surpassed the district by at least 11 points from 2016-17 to 2018-19.

International Leadership High would have met the SUNY Trustee’s science accountability standard. From 2016-17 to 2018-19 the school’s Total Cohorts posted proficiency rates on a Regents science exam that exceeded the district achievement each year. The school’s Accountability Cohorts’ achievement also exceeded the SUNY Trustees’ absolute target of 75% every year.

International Leadership High also would have met the SUNY Trustees’ social studies accountability standard from 2016-17 to 2018-19. The school’s 2013, 2014, and 2015 Accountability Cohorts scored at or above proficiency on the U.S. History and Global History Regents exams at rates that exceeded the absolute target of 75% each year. Further, the school’s Total Cohorts achieved a passing rate that exceeded the district’s performance on both exams.

International Leadership High met its NCLB/ESSA goal remaining in good standing according to the state’s accountability system over the charter term.

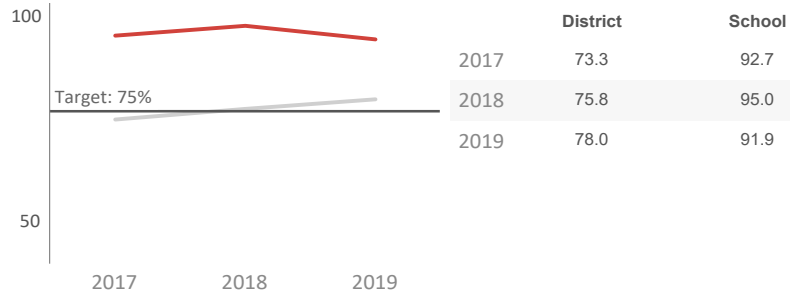
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ACADEMIC PERFORMANCE

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

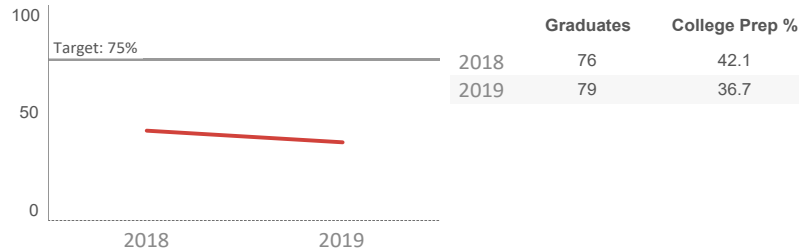
HIGH SCHOOL GRADUATION RATE

Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.

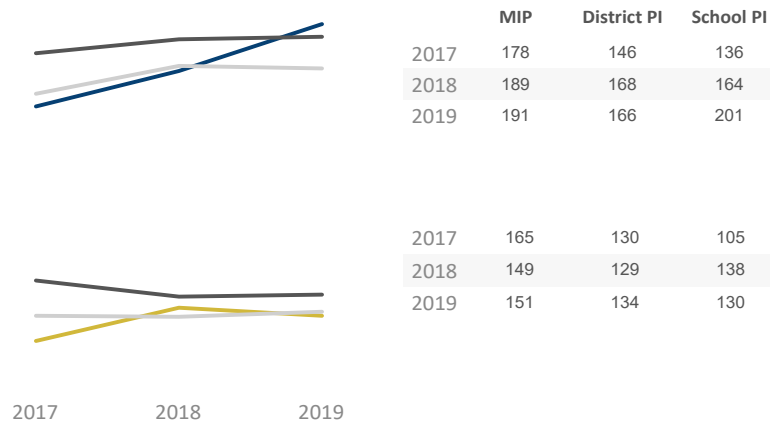


College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Index** and the **math PI** will exceed the **district's PI** and the **state's MIP**.



SUNY
RENEWAL
BENCHMARK
1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

International Leadership High regularly administers assessments aligned to the school's curriculum and state performance standards, and makes assessment data accessible to stakeholders. While individual teachers use assessment data to adjust instruction according to student needs, the school has an opportunity to develop its vertical alignment to add more cohesion to the school's assessment system.

- International Leadership High regularly administers assessments aligned to the school's curriculum and state performance standards. Content area teachers develop and administer curricular assessments at least quarterly. Students take mock exams to prepare for Regents exams in living environment, algebra I, global history and geography, U.S. history, and English. As part of its college preparation efforts, the school administers the PSAT to 10th and 11th grade students and the SAT to 11th and 12th grade students. Students in 12th grade also complete research and composition papers and college essays as well as a project thesis for the community development project ("CDP") course.
- Teachers at International Leadership High score and analyze curriculum based assessments independently. Although teachers occasionally discuss assessment results at weekly content team meetings, the school does not have a formal process to norm scoring of curriculum based assessments, and content area teachers do not use consistent scoring criteria such as normed rubrics. The school has the opportunity to more closely align scoring criteria in order to facilitate consistency and vertical alignment among classrooms and grade levels.
- The school lacks a schoolwide process for reviewing and analyzing student assessment data and supporting teachers in using assessment data to inform and adjust instruction on an ongoing basis. The extent to which teachers use assessment results to adjust classroom instruction according to student need varies. For example, some teachers regularly use formative assessment data such as exit tickets to inform day to day instruction or develop reteaching plans, but this is not a schoolwide practice. The school has an opportunity to utilize existing structures and capacity to conduct more thorough and detailed analysis of student assessment data and support teachers with actionable information throughout the school year.

- School leaders use assessment results to evaluate teacher effectiveness and develop coaching strategies. School leaders review Regents exam outcomes and share the resulting data with teachers. At the school's recent professional development retreat, school leaders provided information about Regents exam pass rates, and teachers conducted an analysis of exam questions to identify areas for additional student support including adjustments in the curricula and lesson plans.
- The school makes assessment data accessible to stakeholders. Families and students have access to PowerSchool, an online platform the school uses to track student data, and teachers regularly communicate with families about student progress and growth via phone calls home and family teacher conferences. The data analyst and manager also creates reports for teachers that show the distribution of student scores on progress reports.

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

SUNY RENEWAL BENCHMARK 1C

International Leadership High has a curricular framework and supporting tools that provide clear guidance to teachers on what to teach and when to teach it. While individual teachers review and evaluate the effectiveness of course curricula, the school recognizes a need to develop a more formalized structure and system to review the curricular program vertically across each grade and content area and to include more opportunities for students to earn college credits through either the College Now program or Advanced Placement ("AP") coursework.

- International Leadership High has a curricular framework that provides a fixed, underlying structure aligned to state standards. Teachers develop curricular materials using a variety of resources. For example, mathematics teachers use materials from EngageNY and Holt McDougal as well as open source mathematics resources. English teachers also use Holt McDougal along with classroom texts and novels. Teachers of some courses including youth development advisory and CDP, utilize materials developed by past teachers in conjunction with relevant texts, such as *The Seven Habits of Highly Effective Teens*.
- The school has supporting tools that provide a bridge between the curricular framework and lesson plans. Some teachers develop guiding documents such as curricular maps and pacing calendars during summer professional development while others receive guiding documents from the school comprised of exemplar materials developed by past teachers.

The Understanding by Design framework (“UBD”) provides the structure for unit plans and prompts teachers to develop essential questions that guide the development of daily lesson plans, which teachers develop at least a week in advance of implementation and submit to school leaders every Friday. Teachers know what to teach and when to teach it based on the resources provided.

- Individual teachers at International Leadership High revise and adjust curricula in response to assessment data and professional development, but the school does not currently have a formal, systematic process for evaluating course curricula. The school has the opportunity to more effectively assess the efficacy of curricula, particularly in non-core subject areas, using student outcomes and assessment data.
- Teachers plan purposeful and focused lessons. On a weekly basis, teachers submit lesson plans to school leaders for review and feedback. Coaches and school leaders routinely observe teachers and provide feedback on the implementation of lesson plans.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

High quality instruction is evident throughout International Leadership High. In many classrooms, teachers engage and facilitate students through high level discussions to drive learning. The instructional leadership team prioritizes instructional support this year to improve newer teachers’ abilities particularly around classroom management at the beginning of the year. As shown in the chart that follows, during the renewal visit, Institute team members conducted 21 classroom observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE				
		9	10	11	12	Total
CONTENT AREA	ELA	1	1	1	2	5
	Math	1	1	1		3
	Science	1	1	1		3
	Social Studies	1	1	2	1	5
	Specials	2	2	1		5
	Total	6	6	6	3	21

- The majority of lessons are purposeful with activities aligned to the objective and state standards (14 out of 21 lessons observed). In most lessons, teachers focus the lesson content on achieving the objective. Objectives are clear and communicate to students what they should do or know by the end of a lesson. Teachers thoughtfully plan to consider student needs and activities to allow students to gain mastery of content and skills.
- Most teachers regularly and effectively check for student understanding (12 out of 21 lessons observed). In many classrooms, teachers circulate the room to check students' work in notebooks or on individual whiteboards or graphic organizers. When necessary, teachers redirect learning for individual students or the entire class based on misconceptions. In many classrooms, teachers use conferencing procedures to work with individual students during independent work times. In one example, the teacher used an online application that immediately captured students' responses to a question and displayed the responses on the SmartBoard. Leaders work to provide feedback to teachers who do not yet use the above strategies to effectively check for understanding.
- Some teachers engage students in higher order thinking (8 out of 21 lessons observed). Lessons typically address grade level standards, and leaders recognize a need to work more closely with teachers to ensure that lesson tasks fully challenge students to engage in rigorous work. As part of the school's priorities, leaders aim to provide feedback on the rigor of lessons to ensure the school is improving in this area. The school has an opportunity to reflect upon its current course offerings and structures to incorporate more student voice and challenging activities in a future charter term.
- Teachers establish and maintain classroom environments that prioritize academic achievement (15 out of 21 lessons observed). Teachers are well prepared and have materials ready. Most teachers have routines and procedures that enable efficient transitions and maximize learning time. Teachers typically utilize the SmartBoard and PowerPoint slides to guide lesson pacing with timers. Teachers set clear behavioral expectations and effectively manage and redirect misbehavior. In the majority of lessons, students demonstrate high levels of engagement with the lesson activities.

SUNY
RENEWAL
BENCHMARK
1E

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

International Leadership High has some effective instructional leadership practices in place. Leaders exude high expectations for both teachers and students as evidenced by the school's strong graduation and college matriculation rates. At the beginning of the school year, the school faced turnover in the role of the director of curriculum and instruction ("DCI"), and now leaders recognize an opportunity to foster more coordination across the leadership team and to establish structures to enable rapid development of teachers.

- The school's leadership has high expectations for teacher and student performance. Staff members share the vision that all students can graduate prepared for college. The DCI and chief executive officer ("CEO") consistently communicate to teachers that they must engage 100% of students and create an optimal learning environment in their classrooms. Regents course teachers know that the schoolwide expectation is 100% mastery on the Regents exam.
- The school's instructional leadership structure has the capacity to support the development of teachers. International Leadership High's three external content coaches and the DCI provide regular walkthrough observations, feedback, and professional development. The coaches and DCI meet weekly with the CEO to share observation and feedback notes. The instructional leaders do not yet have a process to norm observation practices to ensure consistent application of the walkthrough rubric and alignment on action steps for teachers.
- International Leadership High has some effective coaching structures. The DCI and the three external coaches provide observation and feedback to core content area teachers. These coaches observe teachers at least once per week and provide more intensive coaching to teachers who struggle with classroom management or basic pedagogical practices. Coaches provide written and verbal feedback to teachers and also share the feedback to the CEO and DCI. The instructional leaders recognize the need to identify specific action steps for teacher practices, then track those action steps over time to document how teachers demonstrate improvement, and hold them accountable for rapid improvement. The school does not consistently provide targeted coaching to special education teachers.
- International Leadership High provides opportunities for teachers to plan within and across grade levels. During weekly professional development sessions, teachers meet in grade or content teams to discuss strategies and materials. The instructional coaches and DCI attend these meetings to answer teachers' questions. The school has an opportunity

to structure teacher collaboration time such that there are clear expected outcomes to ensure vertical alignment across content areas or consistent application of strategies across grade teams.

- The school offers regular professional development. The school’s professional development topics include teaching strategies from Teach Like a Champion and implementing content-specific curricula. Leaders have not communicated specific teacher moves and practices and as such, the school has an opportunity to ensure professional development time is well-utilized and results in action steps that drive instruction and student progress according to the strategic plan and achievement goals and that leaders carefully monitor.
- Instructional leaders regularly conduct teacher evaluations, but teachers cannot clearly articulate the evaluation criteria. Using an internally created tool, the DCI conducts formal observations one time per year for all teachers and two times per year for new and/or struggling teachers. Although teachers can generally state areas for which they are provided observation feedback such as classroom climate, lesson planning, maximizing instructional time, and content knowledge, teachers lack a clear understanding for what mastery looks like in all of these areas and at each performance level.
- International Leadership High holds teachers accountable for quality instruction and student achievement. Teachers understand the expectation for 100% student engagement. For teachers who continue to struggle even after more intensive coaching supports, school leaders communicate that a teacher’s performance is not meeting expectations. Instructional leaders have an opportunity to formalize the process for holding teachers accountable for pedagogical expectations and student achievement.

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

The school meets the educational needs of at-risk students. International Leadership High is reflective on its programs and staffing, and has made adjustments to support its at-risk programming more effectively with the creation of a leadership position to provide guidance to improve structures.

- International Leadership High has some clear procedures to identify at-risk students and has the opportunity to establish consistent practices. At the beginning of each school year, the special education support services (“SETSS”) teacher, who also serves as the

**SUNY
 RENEWAL
 BENCHMARK
 1F**

special education coordinator, spends time observing students in classrooms to help teachers identify students who are struggling academically. Teachers closely monitor these students' progress, and if students do not make progress toward meeting grade level standards after trying certain interventions or accommodations, the school refers students to the district Committee on Special Education ("CSE") for evaluation for special education services. Teachers may reach out to the special education coordinator with concerns about a particular student. The school recognizes a need to develop its overall data tracking systems to better identify students who need additional support. For ELLs, the DCI reviews the profiles of incoming students, particularly the results from the New York State English as a Second Language Achievement Test ("NYSESLAT") or a home language survey if students are new to New York City schools and have not previously been identified in the New York City Department of Education ("NYCDOE") student information system.

- International Leadership High meets the needs of students struggling academically. The school provides tutoring and other individual interventions to students struggling academically as needed. General education teachers also implement differentiation strategies within their whole class lessons. Over the summer and during professional development retreats, the school instructs teachers on best practices for differentiating whole class instruction.
- International Leadership High's ELL program improves academic outcomes for ELLs. The school primarily uses Achieve 3000, a reading remediation program, to develop literacy skills for ELLs. General education teachers collaborate with the DCI about strategies to support ELLs in whole group instruction and receive professional development throughout the year on strategies to support ELLs in the general education classroom. The school has an opportunity in its next charter term to improve its systems to ensure all teachers are well aware of ELL student English language proficiency levels.
- The school offers SETSS in addition to counseling and related services. For students' individualized education program ("IEP") goals, the SETSS teacher tracks progress toward meeting goals and creates progress reports for families four times per year. Teachers are aware of which students have IEPs and review goals at the beginning of the year. At the time of the Institute's renewal visit, the school was working with the CSE to amend 20 IEPs with more restrictive settings to align with the school's least restrictive settings. The process has taken over a year with little movement between the school and the CSE. The school has an opportunity to refine its procedures in working with the CSE, and the Institute provided technical support in this area during the visit. The Institute plans to follow up with the school's progress in spring 2020.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

- International Leadership High's SETSS teacher and general education teachers primarily coordinate and collaborate on an ad hoc basis. Teachers share lesson plans with the SETSS teacher to coordinate student learning, and all staff members participate during weekly professional development sessions. The SETSS teacher also coordinates related service providers. Given the capacity of the dual SETSS and special education coordinator role, teachers' coordination efforts are limited.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

International Leadership High is an effective, viable organization. The school’s mission and key design elements drive the educational program. The board works effectively to reflect on its strengths and areas for improvement to provide effective oversight of the school.

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

International Leadership High is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school provides a strong foundation to allow students to demonstrate success in college. International Leadership High establishes strong partnerships with the community to provide multiple internships for students.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The school administers an annual survey to families to collect feedback on families’ experiences with the school. In 2018-19, 63% of families who received the survey responded. The majority of families (93%) expressed satisfaction with the school. The survey response rate is high enough to serve as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. At International Leadership High, 31 families participated in the focus group. Families expressed strong satisfaction with the school citing the safe and welcoming

SUNY
RENEWAL
BENCHMARK
2A

SUNY
RENEWAL
BENCHMARK
2B

environment and high expectations for students. Notwithstanding their pleasure with the academic program and the faculty, parents indicated their desire for additional offerings such as sports or other physical activities.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 93% of International Leadership High students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

The school organization effectively supports the delivery of the educational program. The school’s operations department works to ensure instructional leaders focus primarily on supporting the academic program. The school establishes clear lines of accountability. Leaders recognize an opportunity to build stronger systems for the academic program in order to establish even stronger results for students in terms of college preparation.

- International Leadership High has a structure that allows the school to carry out its academic program. The CEO oversees the DCI, director of college prep, director for parent and community engagement, facilities and operations manager, data analyst and manager, and finance associates. Three leadership team members have each been with the school for over 10 years. The amount of operational and financial staffing is robust given the school’s size and allows instructional leaders to focus primarily on the academic program.
- International Leadership’s organizational structure has clear roles with clear lines of accountability. The CEO oversees all academic and operational aspects of the school. The DCI oversees all instruction, coaching, curricula, and assessments at the school. The director of college prep collaborates with the DCI to coordinate college preparatory experiences and content courses. Teachers and families know whom to contact for support.

- The school has clear discipline policies that are consistently applied across the school. The school's discipline policies heavily emphasize safety and clearly outline zero tolerance behaviors. The director for parent and community engagement oversees higher level discipline issues at the school, and the school counselors provide social emotional support. Teachers understand which behaviors to address in class and which require a referral. For low-level misbehaviors, although coaches provide more intensive support to teachers who struggle with classroom management, the school recognizes a need to improve its coaching strategy to better support teachers in establishing a productive learning environment. Leaders and the board articulate that the school's rates of expulsion are a result of all staff's adherence to the school's zero tolerance discipline policies and are seeking to observe and discuss discipline practices at other SUNY authorized charter high schools to evaluate the school's current practices.
- International Leadership High retains some high quality staff and is reflective on means to develop teachers. The school's leadership attempts to develop a robust and comprehensive teacher interview and hiring process to better retain teachers. School leaders identify difficulty in finding teachers with strong content expertise particularly in mathematics and science. The school, therefore, places a significant focus on providing teacher coaching and professional development. The school provides a signing bonus and performance based salary increases when the budget allows. School leaders recognize the need to improve coaching to develop teachers' classroom management and content delivery skills faster and more effectively.
- The school allocates resources to reach its goals and has a strategic plan to increase its funds to meet longer term goals. Teachers and staff members have necessary resources to perform their work. The school's director of college prep organizes college fairs at the school, visits to college campuses, and connects students with 15 local businesses for internships in 12th grade. Eligible 12th grade students can earn college credit through courses at Lehman College. To further develop the school's college preparation activities and meet its financial targets, the board and school plan to do additional fundraising this year.
- The school maintains adequate student enrollment. The director for parent and community engagement oversees student enrollment. At the time of the Institute's visit the school was within its chartered enrollment span and had a waitlist of 75 students. The school accepts students in 9th and 10th grade.
- The school's director for parent and community engagement monitors the school's progress toward meeting enrollment and retention targets. International Leadership High's enrollment and retention falls slightly below most of its targets; the school is reflective about how to increase enrollment and retention of the subgroups of students. Overall, at the start of this school year, the school retained over 89% of its students from the previous year.

**SUNY
RENEWAL
BENCHMARK
2D**

- School leaders monitor the program and have an opportunity so systematize it and make it more robust. School leaders primarily monitor the program through the school's Regents data and mock Regents data. Based on this data, school leaders make adjustments to professional development and resource allocation for the school. However, the school has not yet established a regular process to step back and use qualitative and quantitative data to review the academic program against the school's priorities, and make adjustments aligned to a long term strategic plan.

DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The International Leadership High board works effectively to achieve the school's Accountability Plan goals. The board managed some membership turnover during this charter term and has in place members with the skills and expertise to provide effective oversight to the school.

- Board members possess the appropriate skills and have put in place structures to govern the school. Members have experience in non-profit management, educational wrap around services, advocacy, operations, and finance. The school also adds board members with deep ties to the community, and parents to add voice at the governance level. The board seeks to add members with fundraising backgrounds. The school also has the opportunity to add additional members with specific high school academic experience in the next charter term.
- The board requests and receives information that allows it to provide rigorous oversight of the school's program and finances. The school's CEO provides monthly updates about the program, and members walk through the school to observe learning and teaching. The board also reviews specific quantitative data like enrollment, finances, student achievement, and discipline.
- The board establishes some clear priorities and long range plans. The board utilizes a strategic plan from 2015-16, and, at the time, the main priority was to strengthen the board as many tenured members resigned during that year. The board reviews the strategic plan annually and has identified priorities in the following areas: establishing fundraising efforts; increasing enrollment; establishing a school based health center; retaining teachers; and, adding more extracurricular programs. The board also wants to increase the school's capacity in collecting and reporting data on alumni, and has some efforts in place to track matriculation and persistence.

- The board is responsible for hiring and retaining the school’s CEO, who is the founding leader of the school. The board conducts an annual evaluation of the CEO and identifies clear areas for development. For example, over the past few years, the school has desired to have a school based health clinic. Because the school has not established one, the board expressed urgency to the school leader in developing this in the near future. The board also wants to improve staff member retention for high quality teachers; for the current school year, only 61% of all teachers returned.
- The board conducted a self evaluation this year to help determine strengths and areas for improvement in its oversight of the school. Based on the evaluation, the board determined a need to improve its fundraising skills as the school approaches its 15th anniversary. To reach this goal, the board understands the need to gain more expertise in the areas of marketing and fundraising and set these areas as goals for the CEO. The board acknowledged it has not yet established a school based health center, and determined to set this as a goal for the next year.
- Due to many previous financial issues, the Institute, as a condition of the school transferring to SUNY Trustees’ authorization, required International Leadership High to engage external financial advisors to support the board’s understanding of financial oversight and develop a strategic plan. International Leadership High was out of compliance with facility loan covenants under bond agreements and had signed multiple conditional waiver agreements. As part of a conditional waiver agreement, dated October 31, 2018, the bond holders required the education corporation to engage a borrower’s consultant to make recommendations regarding enrollment strategies including student waitlists, student selection, acceptance yields, and increasing enrollment after commencement of the 2018-19 school year to achieve budgeted enrollment numbers. In addition, the consultant supported the board with succession planning and additional strategic plan recommendations. A conditional waiver, dated November 1, 2019, stated International Leadership High was out of compliance regarding days of cash on hand and financial reporting. The school failed to maintain 30 days of cash as required, and failed to file its audited financial statements within 120 days after the end of the fiscal year. The school is making progress toward meeting these requirements and more information regarding the school’s compliance with the financial reporting aspects is outlined in Fiscal Performance section below. At the time of the renewal visit, the board was working on an updated strategic plan and recognized a need to consider succession planning.
- The board communicates with the school community. Many members of the board live in the community and have children at the school. During board meetings, students and teachers occasionally present information or projects to members. Some members walk through the school with the CEO to gauge how well the academic program is progressing.

**SUNY
RENEWAL
BENCHMARK
2E**

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- While the board experienced recent member turnover, it works with outside providers to ensure systems and growth for members individually and as a group.
- Since transferring to SUNY authorization, the board prioritizes financial experience on the board to ensure fiscal stability and adherence to bond covenants.
- During the current charter term, the board successfully secured bond financing to complete its private facility space, which the school moved into for the 2015-16 school year.
- Several parent members of the board and the board chair regularly meet with school leadership to allow the board to stay informed regarding the daily school program. The board is cognizant of its role as governing body and not as management of daily operations for the school.
- The board is reflective on how to develop processes to push the school forward.
- In 2016, the board created a strategic plan focusing on the growth of the program including fundraising, creating a school based health center, and providing more academic and internship opportunities for the students.
- The board has been thoughtful to ensure future members are mission aligned. The board acts quickly if a board member is not in regular attendance or not meeting obligations. The board is working on how to create board leadership with longevity and consistency.
- The board has participated in board governance training in the last year which, due to new membership, was appropriate to reset the role of the board moving forward.
- The board receives regular reports from the CEO in addition to a board dashboard with relevant academic, fiscal, and operational information.
- The board regularly reviews policies including, but not limited to, fiscal, complaint, code of ethics, and open meetings law.

SUNY
RENEWAL
BENCHMARK
2F

HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter.

- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term while being authorized by SUNY. As part of the transfer to SUNY authorization, the Institute issued certain conditions as to financial and operational compliance including revising the education corporation’s Financial Policy and Procedures Manual, developing a board dashboard to report certain financial and operation information, and increasing dissolution funds to SUNY requirements. The education corporation met all of the conditions.
- **Student Health Records.** The school needs to maintain student health records separately from the rest of each student’s record.
- **At-Risk Students.** The school needs to create clear processes for the identification of students who are struggling academically and students with disabilities. The program should clearly outline how the school will implement a targeted and systematic approach to intervention to ensure it meets the needs of all students. The Institute will follow up with the school as it systematize processes into the next charter term.
- **Teacher Certification.** While the school employs no more than the limit of uncertified teachers under the Act, the school is out of compliance regarding the qualifications of two of its uncertified teachers. The school is aware of the two teachers and is closely supporting them with regular meetings to ensure they reach requirements to obtain certification.

FISCAL PERFORMANCE



13. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, International Leadership High is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.¹³

International Leadership High opened in 2006-07, and, effective July 1, 2017, transferred to SUNY authorization. The Institute requested a number of revisions and updates to financial policies and procedures from the school at the time of transfer. The school made all corrections continues to follow these procedures. The school has also made significant improvements in charter compliance with regards to the submission of key financial reports.

International Leadership High completed construction on a new facility during the current charter term. The new facility allowed the school to grow into three floors and expand enrollment by 100 students. The acquisition of the building was accomplished by a successful municipal bond financing process in 2013 and 2016 through Build NYC Resource Corporation. The new facility contains new instructional space, science labs, a café, and expands the Tae Kwon Do programming to 11th and 12th grades. The facility now provides ample space for the program through the next charter term.

The bond financing contained loan covenants with which the school has not been completely able to comply including having 30 days of cash on hand, and contained additional reporting requirements. The bond issuer has issued a conditional waiver with standard reporting compliance conditions. The waiver also states the school must engage a financial consultant to build a strategic plan and make recommendations regarding enrollment strategies including waitlist, student selection, acceptance yields, and increasing enrollment after commencement of the school year to achieve budgeted enrollment numbers.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

International Leadership High has adequate financial resources to ensure stable operations. International Leadership High has employed clear budgetary objectives and budget preparation procedures throughout the charter term with significant improvements.

**SUNY
RENEWAL
BENCHMARK
3A**

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

- The budget process applies the financial expertise of key board members, as well as experiences learned as an operator, to a bottoms-up analysis and approach to determine the required resources needed for achieving the school's educational goals and outcomes.
- The CEO, together with the director of operations and the external financial consultant, is responsible for developing the annual operating budget for International Leadership High. The CEO presents the annual operating budget to the finance committee and the full board for approval and modification as necessary. The board votes on the approval of the budget prior to the next fiscal year.
- The projected five year renewal budget is conservative and projects no increases to per pupil revenue.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

International Leadership High has significantly improved and strengthened the internal controls and financial policies and procedures.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual underwent a complete rewrite shortly after transferring to SUNY authorization. The school made significant improvements to its processes including in the areas of the district billing and reconciliation process, financial transactions approval, and authorization limit controls. The school made more recent updates to the manual, dated July 2019.
- With help from the external financial services providers, the board receives accurate and useful financial data to understand the financial health, loan covenants, and strategic plan moving forward.
- The most recent International Leadership High audit report for June 30, 2019 had no material findings or deficiencies, but the report did identify certain matters to report to management including the school's failure to comply with the requirements of bond loan covenants in two areas: days of cash on hand was not at the required 30 days level; and, failure to submit audited financial statements within 120 days after the end of the fiscal year. The days of cash on hand were 24, an improvement over the previous year of three days of cash on hand.

**SUNY
 RENEWAL
 BENCHMARK
 3B**

SUNY Charter Schools Institute
 SUNY Plaza
 353 Broadway
 Albany, NY 12246

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

International Leadership High has significantly improved in complying with reporting requirements.

- International Leadership High did not consistently submit key financial reports on time, and the school was notably out of compliance. The Institute worked with the school to ensure it transitioned practices from its previous authorizer to align with the Institute's reporting expectations. The school has since shown significant improvement in compliance with reporting requirements.
- Independent audits of annual financial statements have received unqualified opinions. The school addressed and corrected all previous advisory comments.
- The school has generally filed recent key reports timely and accurately including: audit reports; budgets; unaudited quarterly reports of revenue; expenses; and, enrollment.
- The Institute received the June 30, 2019 annual audit by the due date of November 1, 2019, which reported improved fiscal health.

SUNY RENEWAL BENCHMARK 3D

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

International Leadership High maintains adequate financial resources to ensure stable operations.

- Since the school opened in 2006-07, the education corporation has reported operating surpluses as well as deficits which were offset against the surpluses.
- International Leadership High, as reported in the SUNY Fiscal Dashboard in Appendix D, reflects a fiscally strong composite score but maintains low cash balances. The school holds 24 days of cash on hand to pay liabilities due shortly, but does have a restricted cash balance of approximately \$3 million for facility reserves including a bond fund, earnings fund, project fund, and reserve fund.
- International Leadership High had total net assets of approximately \$2.1 million as of June 30, 2019.
- As a requirement of its SUNY charter agreement, International Leadership High has established the separate dissolution reserve fund account of \$75,000.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

As International Leadership High is an academic success, its plans for the future are reasonable, feasible, and achievable.

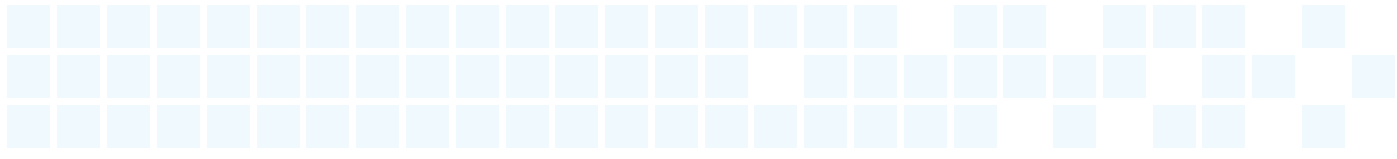
Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. International Leadership High plans to continue to implement the same core elements of its educational program that would have enabled the school to meet or exceed its key Accountability Plan goals if it were under SUNY authorization through the entire duration of its current charter term. The school also plans to solidify its college preparation program by adding AP coursework to course offerings and by increasing student participation in the College Now program to support students gaining college level credit while in high school.

Plans for Board Oversight & Governance. Board members expressed interest in remaining on the board. The board recognizes a need to add more members with fundraising and high school level expertise in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, International Leadership High presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	410	420
Grade Span	9-12	9-12
Teaching Staff	26	26
Days of Instruction	180	180



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

International Leadership High plans to continue operations in the current facility throughout the next charter term.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



International
Leadership High

Ax

APPENDICES

PAGES Ax 1-12

SO^A
SCHOOL
OVERVIEW

PAGE Ax 1

PS^B
PERFORMANCE
SUMMARIES

PAGE Ax 6

DC^C
DISTRICT
COMMENTS

PAGE Ax 8

FD^D
FISCAL DASHBOARD

PAGE Ax 9

APPENDIX A: School Overview

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL BOARD OF TRUSTEES

CHAIR

Vagnes Del La Rosa

TREASURER

Anny Rivas

SECRETARY

Doreen Bermudez

TRUSTEES

Natalie Lozada

Yahaira Ricardo

Maria Garcia Beltre

Addy Rivas

SCHOOL LEADERS

PRINCIPAL

Dr. Elaine Ruiz López (2006-07 to present)

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	370	NYCDOE*	NYCDOE	9 – 12	9 – 12
2016-17	370	NYCDOE	NYCDOE	9 – 12	9 – 12
2017-18	343	348	101%	9 – 12	9 – 12
2018-19	380	344	91%	9 – 12	9 – 12
2019-20	410	358	87%	9 – 12	9 – 12

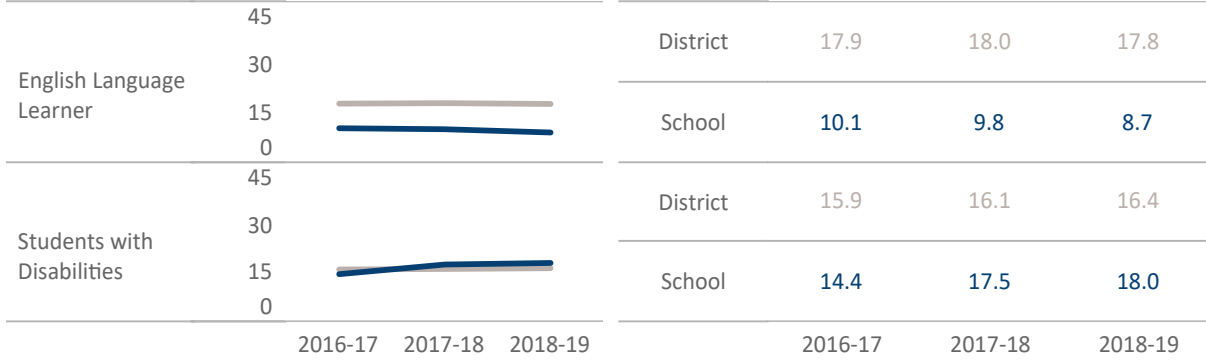
* The Institute does not have verifiable data as the school was authorized by the NYC Chancellor.

APPENDIX A: School Overview

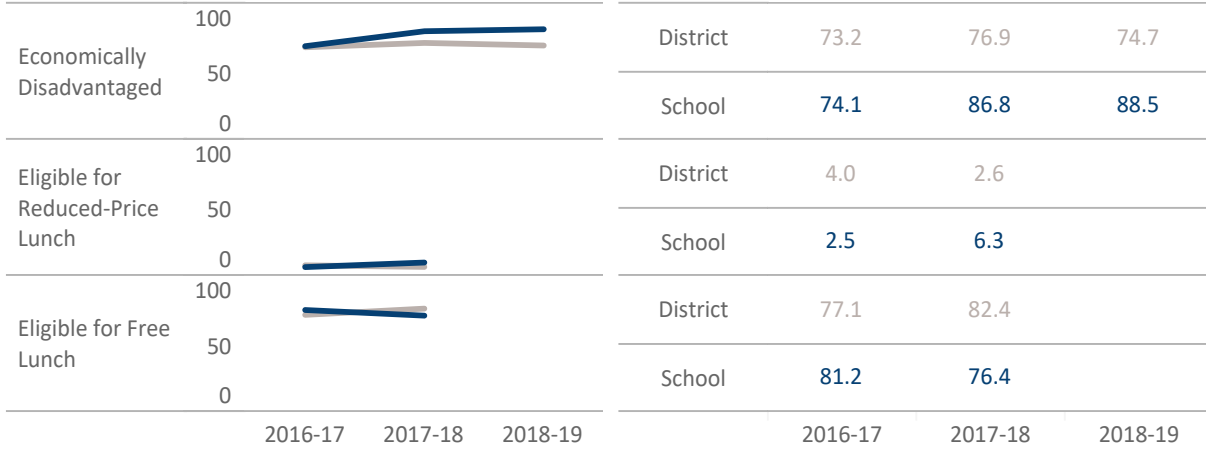
International Leadership Charter High School

Bronx CSD 10

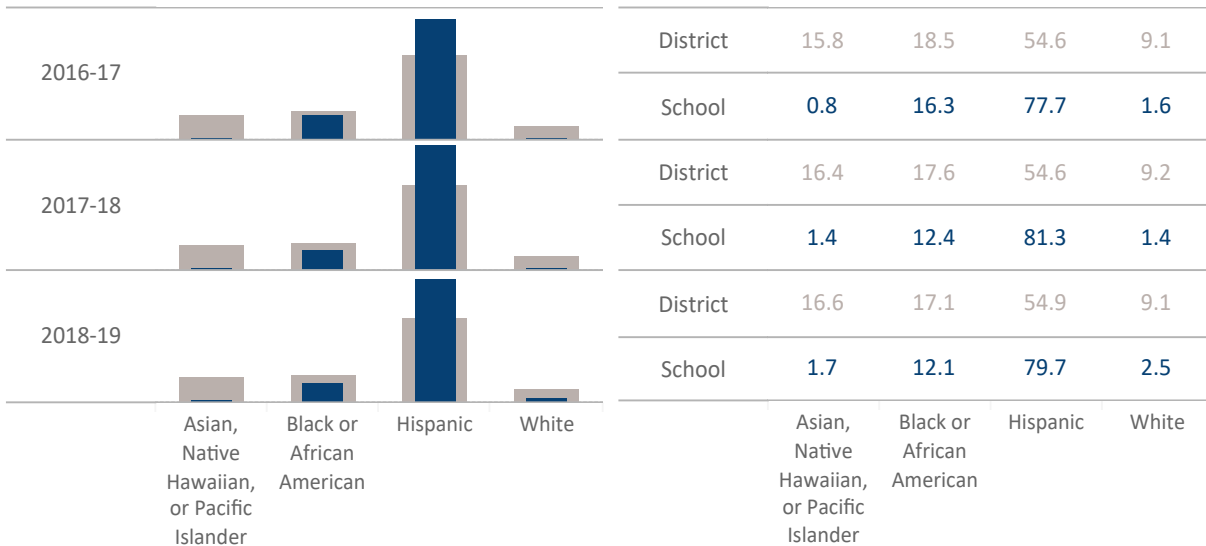
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

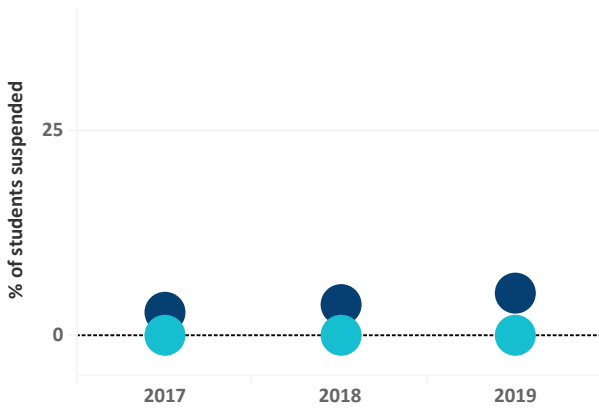


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department.

APPENDIX A: School Overview

International Leadership Charter High School

Bronx CSD 10



	School ISS Rate	School OSS Rate
2017	0.0	2.8
2018	0.0	3.6
2019	0.0	5.1

CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

	2017	2018	2019
Expulsions	5	6	5

International Leadership Charter High School's Enrollment and Retention Status: 2018-19

		District Target	School
Enrollment	economically disadvantaged	77.3	67.5
	English language learners	17.5	17.2
	students with disabilities	13.7	17.2
Retention	economically disadvantaged	90.7	89.2
	English language learners	89.6	86.5
	students with disabilities	89.1	78.9

Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 63%	OVERALL SATISFACTION 93%	TRUST 87%	EXPECTATIONS 96%	CULTURE 94%
-----------------------------	------------------------------------	---------------------	----------------------------	-----------------------

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2019-20	Initial Renewal Visit	November 20-21, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 20-21, 2019	Andrew Kile	Director of School Evaluation
	Maureen Foley	Director of New Charters
	Kerri Martin Rizzolo	Senior Analyst
	Katherine Malitzky	School Evaluation Analyst

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Acceleration in mathematics and science;	+
College preparatory course sequence;	+
Internships and community development project;	+
Ongoing professional development;	+
Extended school day and block scheduling; and,	+
Saturday academy and after school tutoring.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: International Leadership Charter High School

	2016-17		2017-18		2018-19	
	MET		MET		MET	
1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation.	2015 Cohort N	% Passing ≥ 3 Regents	2016 Cohort N	% Passing ≥ 3 Regents	2017 Cohort N	% Passing ≥ 3 Regents
	55	92.7	80	51.3	71	59.2
	YES		NO		NO	
2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2013 Cohort N	%	2014 Cohort N	%	2015 Cohort N	%
	55	92.7	80	95.0	86	91.9
	YES		YES		YES	
3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2012 Cohort N	% Graduating	2013 Cohort N	% Graduating	2014 Cohort N	% Graduating
	54	98.1	54	98.1	79	97.5
	YES		YES		YES	
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District: CSD 10	District	Comparison School District: CSD 10	District	Comparison School District: CSD 10	District
	92.7	73.3	95.0	75.8	91.9	78.0
	YES		YES		YES	

	2016-17		2017-18		2018-19	
	MET		MET		MET	
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. ¹	Graduate N	%	Graduate N	%	Graduate N	%
	51	90.2	76	42.1	79	36.7
	YES		NO		NO	
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Graduate N	%	Graduate N	%	Graduate N	%
	51	90.2	76	98.7	79	98.7
	YES		YES		YES	
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.	CCCRI	MIP	CCCRI	MIP	CCCRI	MIP
	94	128	94	130	90	130
	NO		NO		NO	
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Comparison School District: CSD 10	District	Comparison School District: CSD 10	District	Comparison School District: CSD 10	District
	94	112	90	122	90	122
	NO		NO		NO	

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher, earning a score of 4 or higher on an International Baccalaureate exam, passing a College Level Examination Program exam, passing a college level course, achieving the college and career readiness benchmark on the SAT, earning a Regents diploma with advanced designation.

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: International Leadership Charter High School

English Language Arts

	2016-17		2017-18		2018-19	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core).	2013 Cohort N	%	2014 Cohort N	%	2015 Cohort N	%
	12.7	53.0	77	62.3	83	74.7
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	36	36.1	36	36.1	36	58.3
3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district.	Comparison District: CSD 10		Comparison District: CSD 10		Comparison District: CSD 10	
	School	District	School	District	School	District
	136	146	164	168	201	166
4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed that of the district.	NO		NO		YES	
	53.0		54.4		53.0	

Mathematics

	2016-17		2017-18		2018-19	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).	2013 Cohort N	%	2014 Cohort N	%	2015 Cohort N	%
	7.3	26.7	77	37.7	83	32.5
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	105	130	36	25.0	49	14.3
3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district.	Comparison District: CSD 10		Comparison District: CSD 10		Comparison District: CSD 10	
	School	District	School	District	School	District
	105	130	138	129	130	134
4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed that of the district.	NO		YES		NO	
	26.7		27.5		30.9	

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENT

The New York City Department of Education held its required hearing on International Leadership Charter High School's ("International Leadership High's") renewal application on October 17, 2019 at a centralized location. No speakers were present.

The school held its own "hearing" on October 17, 2019 at the school. Fifty-four parents and alumni were present and 38 people spoke in support of the renewal application. The Institute received 56 written statements from students and 31 written statements from parents and grandparents. Students believe they are kept academically engaged, shown college is a possibility, and feel safe. Students appreciate the opportunity to obtain college credits and have work experience through the internship opportunities. Students said the school shows them how they can contribute to the world, and that they are learning life-long skills.

Parents and grandparents appreciate the high standards of the school and the opportunity it provides for their children to attend college. Several parents commented on the positive relationships with staff members especially the school's parent coordinator. In addition, the parents appreciate the safe environment, as well as the opportunities to take Mandarin, college courses, and internships.

Bronx Borough President, Ruben Diaz, Jr., wrote in support of renewal citing International Leadership High's high graduation rates with many students becoming first generation college attendees at rates higher than district and statewide averages. President Diaz also cited the 100% college matriculation rate and the school's recognition from U.S. News & World Report as one of the "Best High Schools" in 2013 and 2017. President Diaz supports renewal to provide continued opportunities based on the school's accomplishments, diverse student population, college preparatory programming, and special programming including college bound scholars and community development programs, which provides students the opportunity to become productive members of the community.

APPENDIX D: Fiscal Dashboard

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2006-07 (Transfer from NYCDOE to SUNY 2017-18)

Assets

Current Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents - GRAPH 1	-	-	-	71,488	403,873
Grants and Contracts Receivable	-	-	-	341,857	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	45,208	34,001
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	458,553	437,874
Property, Building and Equipment, net	-	-	-	19,455,593	18,989,359
Other Assets	-	-	-	2,994,107	3,286,192
Total Assets - GRAPH 1	-	-	-	22,908,253	22,713,425

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	-	-	672,998	725,950
Accrued Payroll and Benefits	-	-	-	118,241	45,506
Deferred Revenue	-	-	-	3,334	169,578
Current Maturities of Long-Term Debt	-	-	-	956,377	1,007,202
Short Term Debt - Bonds, Notes Payable	-	-	-	94,952	43,513
Other	-	-	-	4,250	-
Total Current Liabilities - GRAPH 1	-	-	-	1,850,152	1,991,749
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	18,929,304	18,538,071
Total Liabilities - GRAPH 1	-	-	-	20,779,456	20,529,820

Net Assets

Unrestricted	-	-	-	2,128,797	2,183,605
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	-	2,128,797	2,183,605
Total Liabilities and Net Assets	-	-	-	22,908,253	22,713,425

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	-	-	4,928,365	5,418,789
Students with Disabilities	-	-	-	474,609	250,480
Grants and Contracts					
State and local	-	-	-	-	2,123
Federal - Title and IDEA	-	-	-	255,394	312,870
Federal - Other	-	-	-	-	4,339
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	-	5,658,368	5,988,601

Expenses

Regular Education	-	-	-	3,402,541	4,008,353
SPED	-	-	-	748,349	821,185
Other	-	-	-	-	-
Total Program Services	-	-	-	4,150,890	4,829,538
Management and General	-	-	-	1,588,867	1,166,777
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	-	5,739,757	5,996,315
Surplus / (Deficit) From School Operations	-	-	-	(81,389)	(7,714)

Support and Other Revenue

Contributions	-	-	-	-	21,937
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	85,272	40,585
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	85,272	62,522

Total Unrestricted Revenue	-	-	-	5,743,640	6,051,123
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	-	5,743,640	6,051,123

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	-	-	-	3,883	54,808
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	-	2,128,797	2,183,605

APPENDIX D: Fiscal Dashboard

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	-	-	-	499,891	784,635
Instructional Personnel	-	-	-	1,099,509	1,213,290
Non-Instructional Personnel	-	-	-	192,776	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	1,792,176	1,997,925
Fringe Benefits & Payroll Taxes	-	-	-	272,243	327,653
Retirement	-	-	-	730	793
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	1,224,361	1,211,678
Staff Development	-	-	-	116,780	109,443
Professional Fees, Consultant & Purchased Services	-	-	-	735,129	790,101
Marketing / Recruitment	-	-	-	26,423	45,322
Student Supplies, Materials & Services	-	-	-	192,976	272,049
Depreciation	-	-	-	497,389	513,551
Other	-	-	-	881,550	727,800
Total Expenses	-	-	-	5,739,757	5,996,315

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	-	-	410	440
Final Chartered Enrollment (includes any revisions)	-	-	-	343	380
Actual Enrollment - GRAPH 4	-	-	-	348	344
Chartered Grades	-	-	-	9-12	9-12
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	0.0%	0.0%	0.0%	100.0%	5.1%

PER STUDENT BREAKDOWN

Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	-	-	16,260	17,409
Other Revenue and Support	-	-	-	245	182
TOTAL - GRAPH 3	-	-	-	16,505	17,590

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	-	-	11,928	14,039
Management and General, Fundraising	-	-	-	4,566	3,392
TOTAL - GRAPH 3	-	-	-	16,494	17,431
% of Program Services	0.0%	0.0%	0.0%	72.3%	80.5%
% of Management and Other	0.0%	0.0%	0.0%	27.7%	19.5%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	0.1%	0.9%

Student to Faculty Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Student to Faculty Ratio	-	-	-	17.4	13.2

Faculty to Admin Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Faculty to Admin Ratio	-	-	-	4.0	2.2

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	1.6	1.7
	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	0	0	0	(1,391,599)	(1,553,875)
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	-24.2%	-25.7%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.2	0.2
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	HIGH	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Poor	Poor

Quick (Acid Test) Ratio

	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.2	0.2
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	HIGH	HIGH
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	Poor	Poor

Debt to Asset Ratio - GRAPH 7

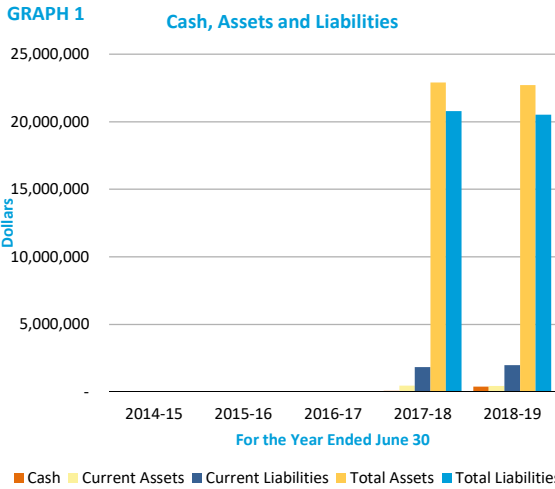
	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.9	0.9
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	Good	Good

Months of Cash - GRAPH 8

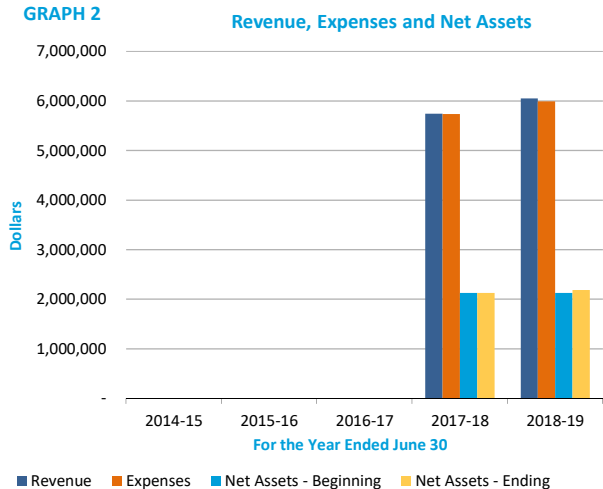
	2014-15	2015-16	2016-17	2017-18	2018-19
Score	0.0	0.0	0.0	0.1	0.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	HIGH	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	Poor	Poor

APPENDIX D: Fiscal Dashboard

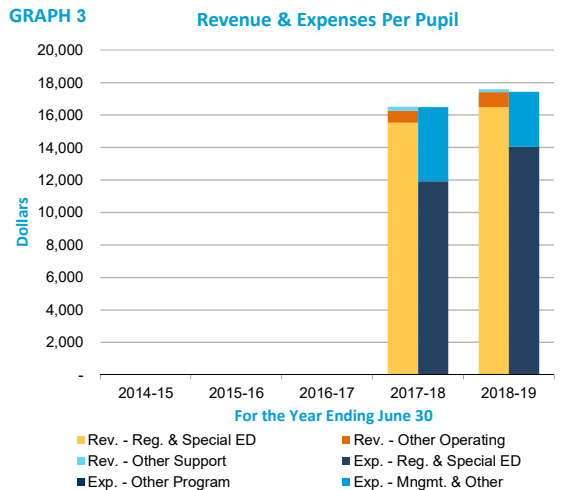
INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL



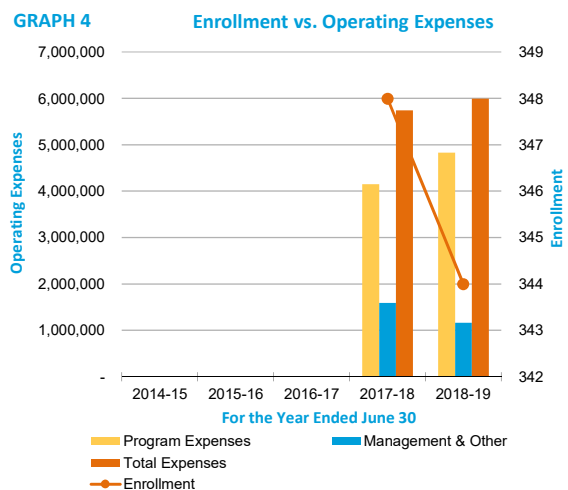
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

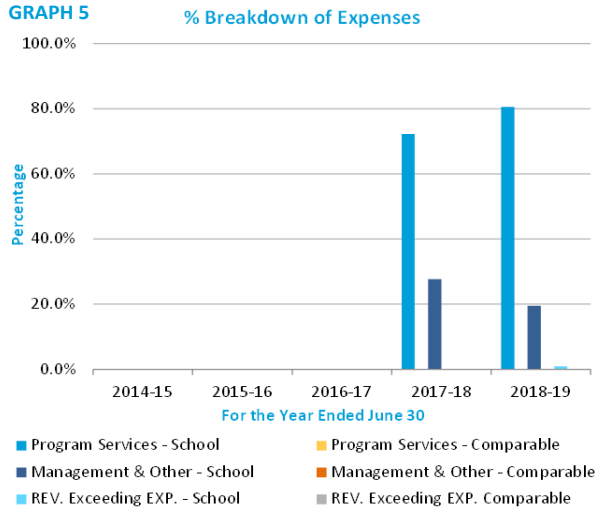


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

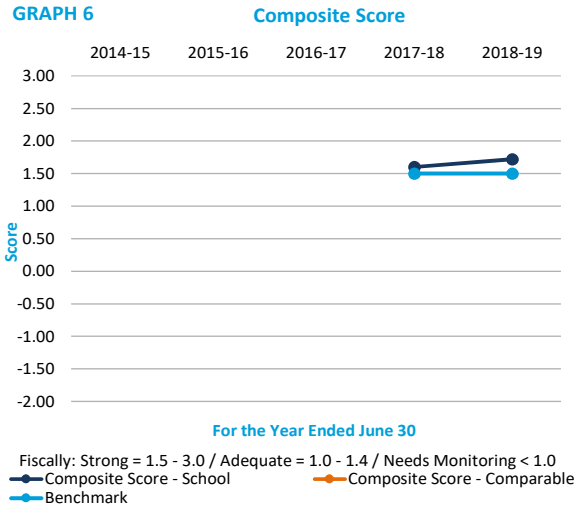
APPENDIX D: Fiscal Dashboard

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

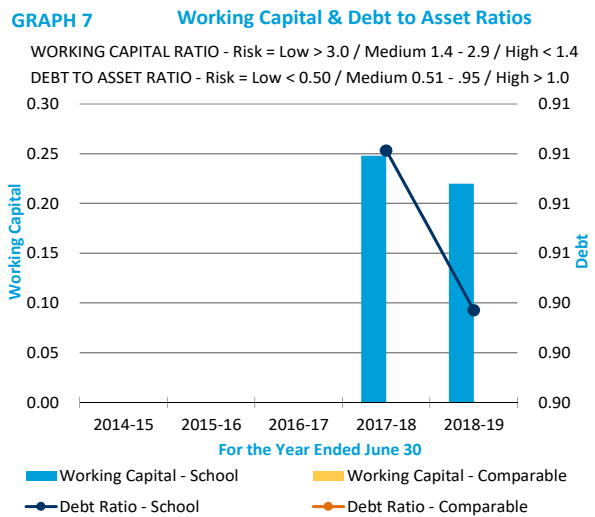
Comparable School, Region or Network: -



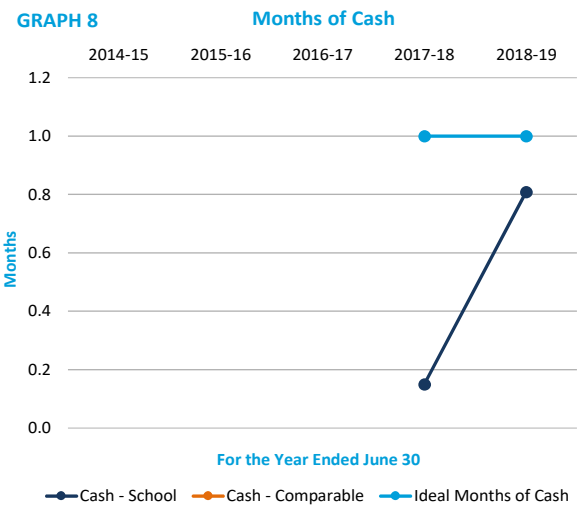
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

