



INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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and

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CURRENT BOARD MEMBERS

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

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

INTRODUCTION

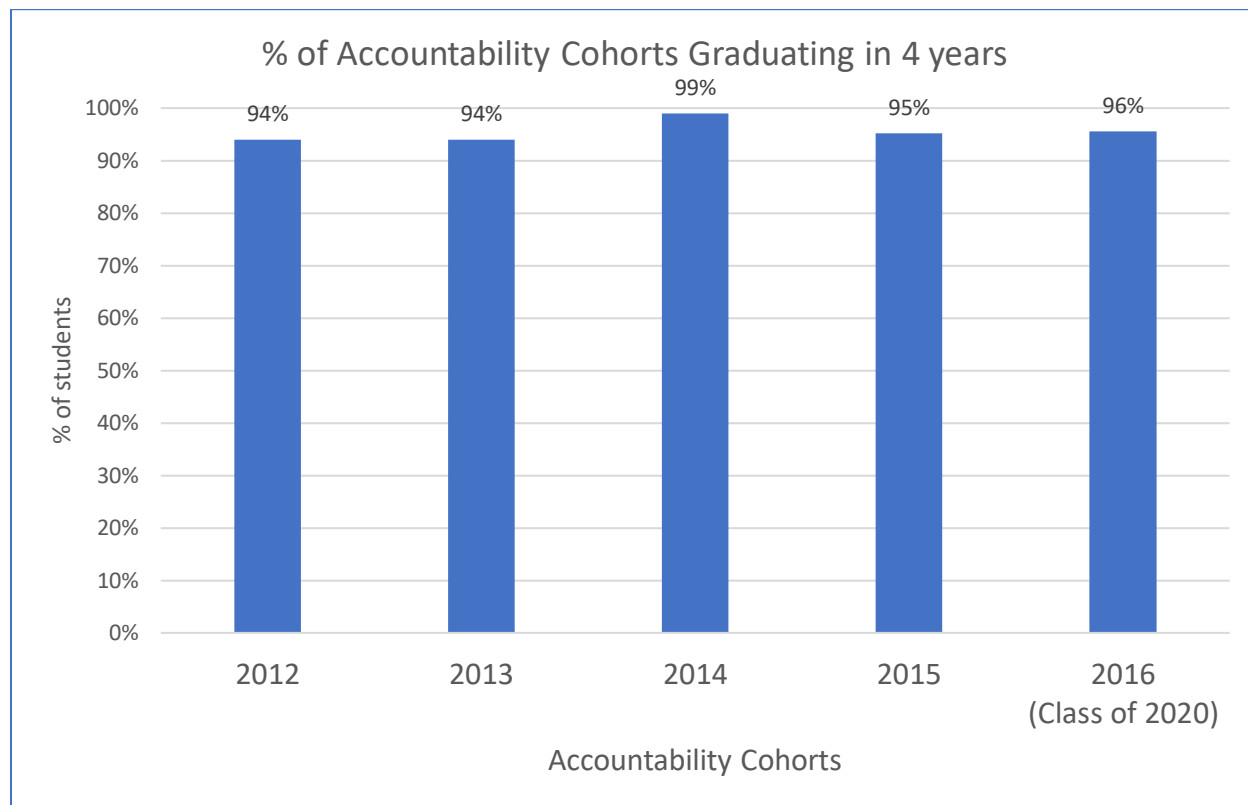
The International Leadership Charter High School (International Leadership), the first public charter high school in the Bronx, opened its doors in September of 2006. Since its founding, International Leadership has delivered an academically rigorous curriculum aimed at elevating students' intellectual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

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

Data as of June 2020			
Demographic	% Total Enrollment	Additional Characteristics	% Total Enrollment
Hispanic	79%	SWD	16%
Black/African-American	13%	ELL/MLL	13%
White	2%	ED	89%
Asian/Asian-American/Hawaiian/Pacific Islander	2%		
No Data	4%		

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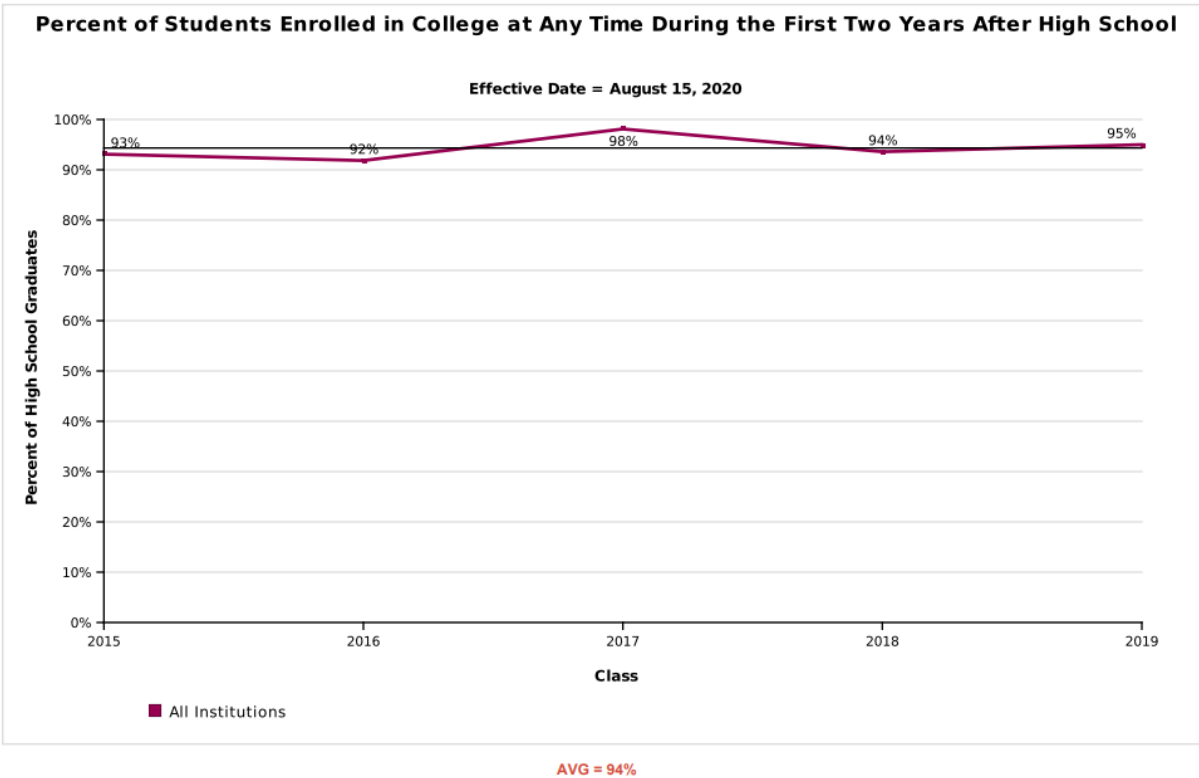
With close to 89% of students qualifying for Free or Reduced lunch during the 2019-2020 school year, International Leadership is committed to graduating its students and increasing college enrollment in our Bronx community. Over the past five years, four-year Accountability Cohort graduation rates have averaged above 95%.



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

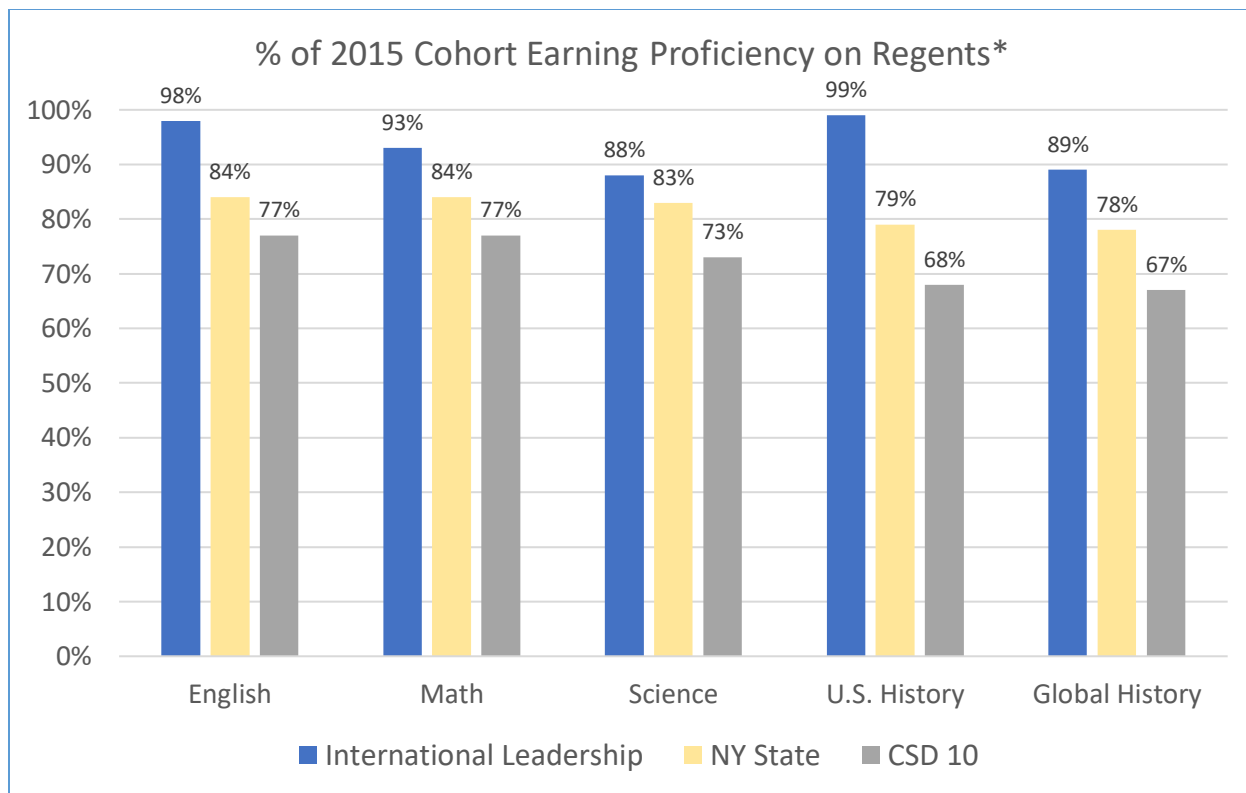
Consistent with past years, 99% of the 2020 graduating class committed to enrolling in a two or four year college. The National Student Clearinghouse (NSC) confirmed that since 2017, an average of 93% of International Leadership graduates have enrolled in college within one year of their high school graduation. In the same time period, an average of 96% of International Leadership alumni enrolled in college within two years of their high school graduation.

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



Persistence is also important, and NSC access allows the School to monitor persistence rates all the way through to college graduation. An average of 89% of students from the classes of 2015, 2016, 2017, and 2018 returned for their second year of college. International Leadership will continue to track and analyze this data. International Leadership Board of Trustees members, leaders and staff are proud of these successes, but the high school increasingly realizes the need to commit resources toward ensuring all graduates persist through college.

In keeping with the school’s mission to graduate students who are college ready, International Leadership frequently reviews its Regents preparation and performance. In 2019, students passed five key Regents exams with rates that exceeded both the statewide and Bronx Community School District 10 averages.



* Total cohort scores for CDS 10 and the State are captured in the chart above. Accountability scores are used to depict International Leadership Regents proficiency scores.

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

KEY DESIGN ELEMENTS

1) Extended School Day and Block Scheduling

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

Before remote learning began in March of 2020, instruction was delivered in 60/90 minute blocks. Longer periods enabled teachers to divide the class into groups and make room for individual and small-group tutoring. Students and teachers also interacted more and created stronger relationships, which is a crucial foundation for student achievement. The block scheduling allowed students more time on task and more time to “catch up” or to accelerate. It also allowed students to carry out experiments from beginning to end in one session.

2) Saturday Academy and After School Tutoring

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

Strategies implemented during the sessions identify and meet the needs of students who are at-risk of academic failure, those not making acceptable progress toward achieving School goals, those who are ELL and those who have a disability or other special learning need. These supports have helped all students at International Leadership perform at extremely high levels, keeping them on the path to college and career.

3) Acceleration in Mathematics and Science

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

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

The science sequence includes Living Environment and Biology in ninth grade, Chemistry in tenth, and Physics in eleventh. The School has designed a Science LAB to accommodate various experiments and projects.

College Preparatory Course Sequence

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

4) Ongoing Professional Development

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

Data-Driven Instruction

International Leadership Charter High School firmly believes one of the most effective best practices contributing to successful student outcomes is the use of data to drive instruction and ongoing professional development. The School provides bi-annual retreats, led by data consultants and the leadership team, to analyze the School's data with an emphasis on Regents exam results. Data is disaggregated to examine trends among students with special needs, those considered English language learners, and students who are economically disadvantaged. The School also examines results by gender and teacher. The objective is to help teachers understand how data can be used to drive daily classroom instruction, and includes both aggregated data and item analysis reviews.

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

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

5) Internships & Community Development Project (CDP)

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

PROGRAMMING ADJUSTMENTS DURING REMOTE LEARNING

International Leadership began its distance learning program the week of March 19, 2020.

Schoology Learning Management System

Beginning March 23, 2020 all 9th- 12th grade students were expected to login to each of their courses through the Schoology eLearning platform. Schoology acted as the central hub for on-line learning. On this platform, teachers created their own classroom discussion spaces, shared new assignments and video lessons, and collected student work. The Schoology platform connected directly to PowerSchool's grading system, which allowed faculty and coaches to monitor students' academic progress.

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9th – 12th Grade Regents Preparation through Study.com

All 9th -12th grade students participating in a Regents course or who were planning to retake a Regents exam in June of 2020 were assigned additional lessons on Study.com. Study.com provides students engaging online video lessons and activities that are specifically aligned with each Regents test.

9th Grade Achieve 3000

As part of the 9th grade ELA program, 9th grade students were assigned lessons through the Achieve 3000 platform. Achieve 3000 provides students with differentiated online reading comprehension and writing activities. The program's customizable learning and language scaffolds give all students including, ELLs and SWDs, frequent opportunities to learn and use academic vocabulary, practice close reading, find and cite evidence, write informally and formally, and demonstrate comprehension.

Students without laptops at home

Students without laptops at home were assigned a Chromebook for checking out and borrowing. Over 70 Chromebooks were delivered to students in late March 2020. Students used these Chromebooks to complete their assignments.

SUMMARIZED ENROLLMENT

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17					
2017-18	80	82	81	78	321
2018-19	109	70	73	80	332
2019-20	119	92	65	68	344

The table above shows school enrollment in June of each school year before 12th grade graduation.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were

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enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2017-18	2014-15	2014	77	0	77
2018-19	2015-16	2015	83	0	83
2019-20	2016-17	2016	68	1*	68

*One member of the 2016 cohort left to enter a YABC program and returned before the end of the school year.

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	77	3	80
2018-19	2015-16	2015	83	3	86
2019-20	2016-17	2016	68	1	69

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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	2	1	3
2018-19	2014-15	2014	1	2	3
2019-2020	2015-16	2015	4	3	7

PROMOTION POLICY

As a result of the transition to remote learning, the state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

GOAL 1: HIGH SCHOOL GRADUATION

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

International Leadership Charter School MINIMUM GRADUATION REQUIREMENTS

9th Grade	10th Grade	11th Grade	12th Grade
Global History I	*Global History II	*U. S. History & Government	Government and Economics
*Algebra/Geometry	Algebra 2/Trigonometry	Pre-Calculus	College Prep Seminar/ Essay Writing
English I	English II	*English III	English IV: Research & College Composition

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*Living Environment	*Chemistry	*Physics	Advanced Biology/Physics/ Chemistry
		PE/Health/TKD	PE/Health/TKD
Language Other Than English (LOTE)	Language Other Than English (LOTE)	Language Other Than English (LOTE)	
Youth Leadership Advisory	Youth Leadership Advisory	*CDP/Internship	*CDP/Internship
Credit Accumulation	Credit Accumulation	Credit Accumulation	Credit Accumulation
2.0 Credits in English	2.0 Credits in English	2.0 Credits in English Regents	2.0 Credits in English
2.0 Credits in Mathematics	2.0 Credits in Mathematics	2.0 Credits in Mathematics	2.0 Credits in Mathematics
2.0 Credits in History	2.0 Credits in History	2.0 Credits in History	2.0 Credits in Social Studies
2.0 Credits in Science	2.0 Credits in Science	2.0 Credits in Science	2.0 College Prep Seminar
2.0 Credit in LOTE Spanish	2.0 Credit in LOTE Mandarin I	2.0 Credit in LOTE Mandarin II	2.0 Credit Tae Kwon Do
1.0 Youth Leadership	1.0 Youth Leadership	2.0 Credit Tae Kwon Do	2.0 CDP
		2.0 CDP	
Total Credits=11.0	Total Credits=11.0	Total Credits=14	Total Credits=12.0

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure

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requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort	Percent promoted
2018	92	96%
2019	120	95%

RESULTS AND EVALUATION

96% of the 2018 cohort and 95% of the 2019 cohort were promoted to the next grade. These percentages are slightly lower than the 98% and 99% promotion rates for the first and second year cohorts the previous year. Even with the slight decrease, the first and second year cohorts in the 2019-2020 school year met and exceeded the 75% indicator of achieving 10 credits by their first and second year.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	82	46%
2017	2018-19	68	59%
2018	2019-20	91	91%

RESULTS AND EVALUATION

The majority of the 2018 cohort took the Living Environment and Algebra I exams during their first year at International Leadership Charter High School. However, given that the 2018 cohort was scheduled to take the Global History exam at the end of their second year, most 2018 cohort members only took two Regents exams, making it difficult to compare the cohort against previous cohorts. For the 2018 cohort, the preceding table captures the 91% of students who passed Algebra I and Living Environment.

50% of SWD in the 2018 cohort scored 65 or above on their Algebra I and Living Environment Regents. In contrast, 67% of SWD in the 2017 Total Cohort scored at or above a 65 on three Regents exams by the end of their second year.

Goal 1: Absolute Measures

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

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

Cohort Designation	Number in Cohort	Percent Graduating
2014	80	95%
2015	86	92%
2016	69	94%

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

Cohort Designation	Number in Cohort	Percent Graduating
2013	2	98%
2014	79	98%
2015	86	98%

RESULTS AND EVALUATION

The 2014, 2015, and 2016 cohorts met and exceeded the goal of having 80% of students graduate within four years. International Leadership also met the 5 year graduation target.

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Goal 1: Additional Absolute Measure

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

METHOD

Refer to NYSED regulations for details on graduation requirements.

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

Percent of 2016 Accountability Cohort Students

Student Learning Designation	Number in Cohort	Percent Graduating in 4 years with Regents Diploma
ELL	7	86%
SWD	13	93%

RESULTS AND EVALUATION

6 of 7 ELLs & 12 of 13 SWDs from the 2016 Accountability Cohort graduated in four years. There was one student who was both an ELL & SWD and completed 11th grade in June of 2020.

Goal 1: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Students at International Leadership do not take the Pathway exam.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Approaching
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Goal 2: Absolute Measure

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

- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Matriculating to a college
- Receiving 5 or more college acceptances

METHOD

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

RESULTS AND EVALUATION

98% of the 2016 Total Cohort graduates committed to enrolling in a college or university. We look forward to verifying matriculation through the National Student Clearinghouse (NSC) database in the fall of 2020. 20% of 2016 Cohort members achieved College Readiness benchmarks on the SAT's. International Leadership is continuing to assess how it can ensure that more students earn college readiness scores on the SAT.

28% of students in the 2016 cohort earned college credit at nearby Lehman College. This percentage increased relative to the 2015 cohort where 18% earned college credit before graduating high school.

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Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Matriculating to a college. ²	64	63	98%
Receiving 5 or more college acceptance letters	64	40	63%
Achieving the college and career readiness benchmark on the SAT established by CUNY Schools (Earning Score of 480 or higher on Reading & Writing and score of 500 or higher on Math)	64	13	20%
Earning college course credit through the College Now Program	64	18	28%
Overall	64	63	98%

Goal 2: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

GOAL 2: COMPARATIVE MEASURE

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 2: Absolute Measure

² Matriculation for the most recent 2016 cohort is measured by the percentage of graduates who commit to enrolling in a two or four year college.

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2014	2017-18	77	72	94%
2015	2018-19	79	75	95%
2016	2019-20	64	63	98%

RESULTS AND EVALUATION

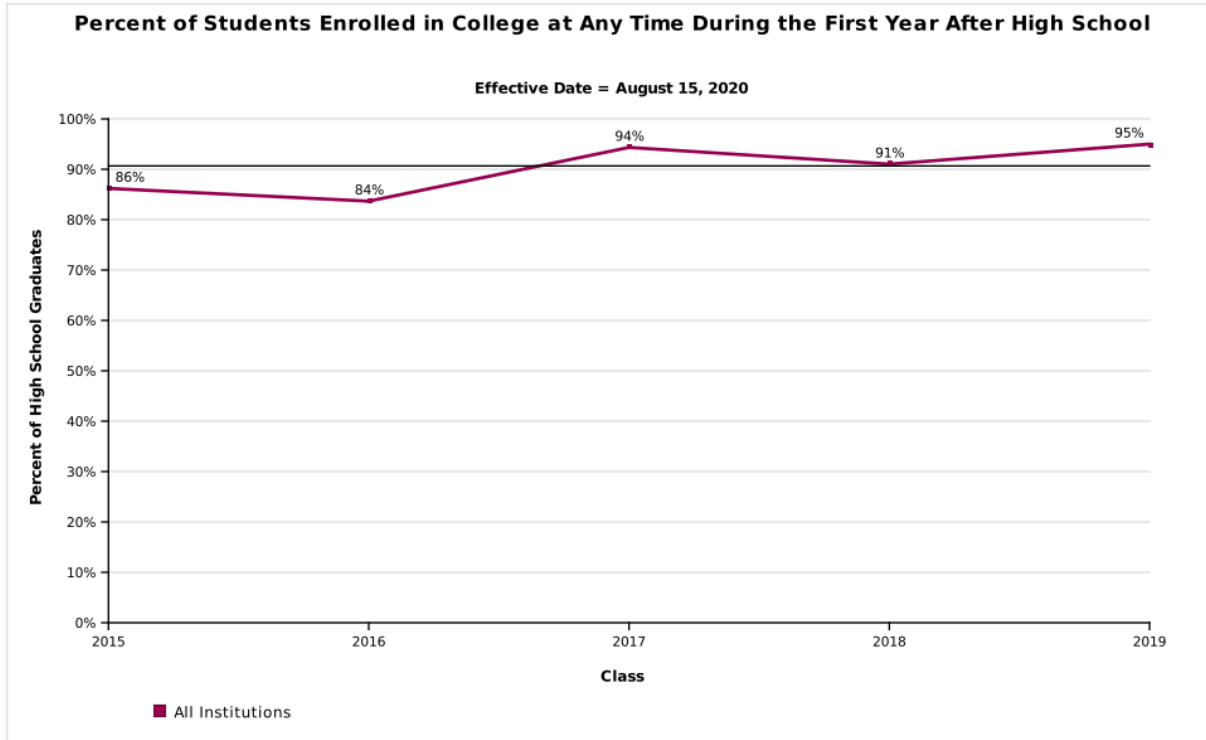
International Leadership Charter High School confirms college enrollment and college deposit submissions during students' senior year. The National Student Clearinghouse is then used to confirm the number of students who matriculate to college within the first year of graduation.

In June of 2020 and 2019, over 98% of graduates committed to a two or four year college or university.

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

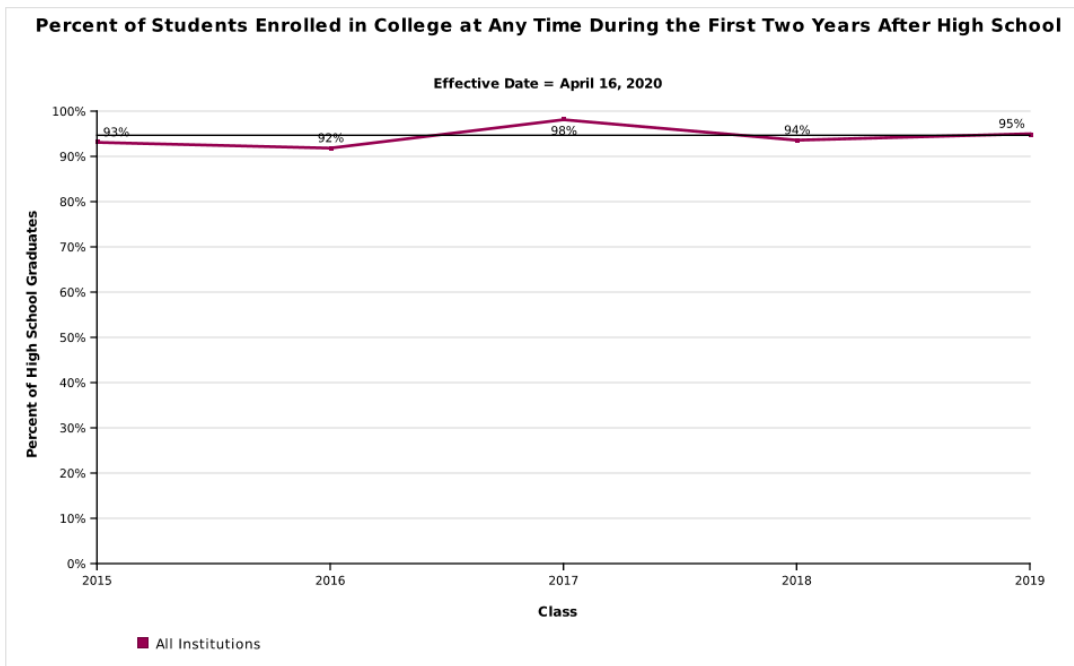
On average, the NSC data shows that between 2015 and 2020, 91% percent of International Leadership alumni enrolled in college during their first year after high school.

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AVG = 91%

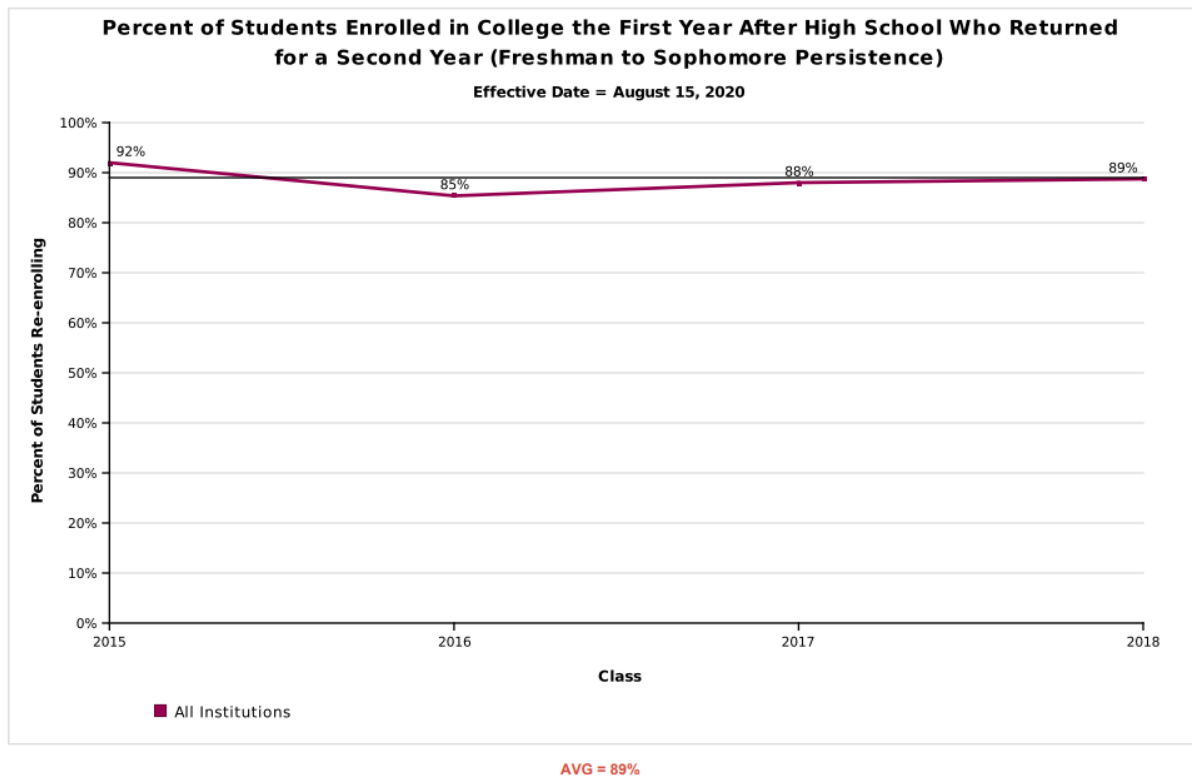
This first year enrollment rate increased to an average of 93% between June of 2017 and August of 2020. The enrollment rate increases to an average of 94% percent between 2015 and 2018 if the data is expanded to include students who enrolled two years after their high school graduation.



AVG = 94%

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On average, 89% of students in the graduating classes of 2015, 2016, 2017, and 2018 returned for a second year of college.



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

Goal 2: Additional Absolute Measure

75% of graduating students will be accepted to 5 or more colleges or universities.

METHOD

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

RESULTS AND EVALUATION

63% of the 2016 cohort received five or more college acceptance letters. The 2016 cohort fell short of this optional measure by 12% points. The 2016 cohort performed similar to the 2015 cohort, where 64% of the cohort received five or more college acceptance. Many of the students who did

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not meet the target received two, three, or four college acceptances. The Director of College Prep will continue to work with 12th grade students to ensure they have a range of colleges from which to choose.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Receiving 5 or more college acceptance letters	64	40	63%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	MET
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET
Additional Absolute	Each year, 75 percent of graduating students will be accepted to 5 or more colleges or universities.	Approaching

ACTION PLAN

International Leadership's action plan includes, ongoing professional development and support for college prep advisors, increased tracking and monitoring of student on time submission of applications and materials to the targeted colleges and universities. In addition, there will be a continued increase in the presentations of SUNY and private independent reach colleges. The school will also continue to explore the possibility of adding AP courses to offer more students access to courses for college credit.

GOAL 3: ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 3: English Language Arts:

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

BACKGROUND

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

Grade 11 English III Course Description

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

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the

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school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

85% of the non-exempted 2016 Accountability Cohort scored at Level 4 and above on the English Regents exam, exceeding the target by 20 percentage points. This percentage is also 10 percentage points higher than Level 4 scores earned by the 2015 cohort. 5 of the 11 SWD from the 2016 cohort who took the English exam scored at Level 5. Three of five 2016 cohort students eligible for ELL accommodations scored at Level 5. These results are a credit to teacher recruitment, academic coaching, Saturday Regents review sessions, and a reinforcement of high expectations.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	77	0	48	62%
2015	2018-19	83	0	62	75%
2016	2019-20	68	8	51	85%

ADDITIONAL EVIDENCE

Most students take the English Common Core exam at the end of their junior year of high school. In the chart below, the abbreviation “NA” is written during students’ freshman and sophomore years. The table below depicts the progress the 2016 Accountability Cohort made relative to the 2015 cohort. In their third year of school, 69% of the 2015 cohort earned level 4 on the English Common Core Exam. Similarly, 71% of the 2016 cohort members earned Level 4 on the English Regents by their third year of school.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	83	69%	83	75%		
2016	NA	NA	72	71%	68	85%
2017	NA	NA	NA	NA	NA	NA
2018			NA	NA	NA	NA
2019					NA	NA

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

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Goal 3: Absolute Measure

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The 2014, 2015, and 2016 cohorts each had over 80% of students score at Level 3 or above on their ELA Common Core exam by their fourth year. The 2016 cohort exceeded the 80% goal by 18%. 9 of 11 2016 cohort SWDs earned a score of 3 or above. This mark is similar to the 92% or 11 of 12 2015 cohort SWDs who scored at Level 3 or above. The 2 SWD from the 2016 cohort who earned a Level 2 scored at or above a 57. All five ELL 2016 cohort students who took the Regents exam scored above 65, and four of the students scored above an 80.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	77	0	71	92%
2015	2016-19	82	0	80	98%
2016	2019-20	68	8	59	98%

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	NA	NA	72	85%	68	98%
2017	NA	NA	NA	NA	NA	NA
2018			NA	NA	NA	NA
2019					NA	NA

Goal 3: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

Of the 39 students from the 2016 Accountability Cohort who scored less than Level 3 on the New York State 8th grade ELA exam, 76% scored at or above Level 4 on the English Common Core Exam. This percentage exceeds the accountability growth goal by 26% and improves upon the gains made with the 2015 and 2014 cohorts.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	36	0	13	36%
2015	2018-19	36	0	21	58%
2016	2019-20	39	5	26	76%

Goal 3: Growth Measure

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

⁴ Based on the highest score for each student on the English Regents exam

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METHOD

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

RESULTS AND EVALUATION

Of the 39 students from the 2016 Accountability Cohort who scored less than Level 3 on the New York State 8th grade ELA exam, 88% scored at or above Level 3 by their fourth year of high school. This exceeds the Level 3 college readiness goal by 13%.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	36	0	31	86%
2015	2018-19	36	0	35	97%
2016	2019-20	39	4	31	88%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

International Leadership is pleased to see that over 98% of students from the 2015 and 2016 cohorts scored at Level 3. The percentage of the 2014 cohort scoring at or above Level 3 exceeded the CSD #10 Level 3 achievement by 16%. Perhaps most impressive, 71% of the 2016 Accountability cohort earned Level 4 or higher on the ELA Regents exam by the end of their third year of school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	2016 Cohort Met ⁶
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet	N/A

⁵ Based on the highest score for each student on the English Regents exam

⁶ The 2016 and 2015 cohorts met the measure, in contrast to the 2014 cohort, which missed the measure by 3%.

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	the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2017-18 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	2016 Cohort Met ⁷
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

To maintain advances with Level 4 achievement on the ELA Regents exam, the leadership team will continue to meet with the ELA teachers on a quarterly basis to monitor students’ progress and develop targeted and differentiated instructional plans that are responsive to the needs of the 2017 and 2018 cohorts. The ELA team will continue to set high standards for achievement in ELA.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.

⁷ The 2015 Cohort met the measure, but the 2014 cohort did not.

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

BACKGROUND

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

Mathematics Sequence

Grade 9 – Algebra/Geometry

Grade 10 – Algebra 2/Trigonometry

Grade 11 – Pre-Calculus

Grade 12 – Advanced Math Course

Algebra I/Geometry Grade 9 Course Description

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

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.⁸ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

RESULTS AND EVALUATION

20% of the 2016 cohort, who were not exempted scored at or above Level 4 on the Algebra I Common Core Regents exam. No SWD in the 2016 cohort scored at or above Level 4 on the Algebra I exam. Given that International Leadership starts in the 9th grade, students arrive to the school with a range of skills in math and in algebraic thinking.

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	77	0	29	38%
2015	2018-19	83	0	27	33%
2016	2019-20	68	18	10	20%

ADDITIONAL EVIDENCE

The percentage of first year students earning Level 4 or above increased from 17% in June of 2018 to 20% in June of 2019. International Leadership acknowledges that there is room and space for more students to achieve Level 4 and above.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	82	17%	72	15%	68	20%
2017	77	17%	68	19%		
2018			108	19%		
2019						

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

Goal 4: Absolute Measure

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

RESULTS AND EVALUATION

92% of the non-exempted 2016 cohort students earned a passing score of 65. Eighteen students, who were originally scheduled to retake the Alg. 1 exam, were not able to do so due to the cancellation of Regents during the pandemic. International Leadership suspects that the pass rate would have come close to matching the pass rate of previous years had these students been given the opportunity to take the exam.

- 5 students from the 2016 cohort had no scores and were given exemptions given their original plans to take the exam in June of 2020.
- 13 students, who had scored at level 1 or Level 2, were planning to retake the exam in June of 2020. These 13 students were included in the exempted column below.

Historically both the 2015 and 2016 cohorts exceeded the baseline performance goal by over 12 percentage points. 6 of 10 or 60% of the 2016 Cohort SWD who took the Algebra I Regents exam scored at Level 3. Only one of these ten students scored below Level 2. This was slightly down from the 75% of SWD in the 2015 Accountability Cohort who earned a score of at least 65. 6 of 7 (86%) 2016 cohort students eligible for ELL accommodations scored above a 65.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	77	0	73	95%
2015	2016-19	83	0	77	93%
2016	2019-20	68	18	46	92%

ADDITIONAL EVIDENCE

Of the first year Accountability students who took the Algebra I exam in 2018, 76% earned a Level 3 or higher. This 76% pass rate is slightly higher than the 73% pass rate for the first year 2016 cohort members. Those students who did not take or pass the Algebra I Regents exam will be encouraged to participate in after school tutoring and Saturday algebra review sessions.

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

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	82	68%	72	65%	68	92%
2017	77	74%	68	76%	NA	NA
2018			108	69%	NA	NA
2019					NA	NA

Goal 4: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Goal 4: Comparative Measure

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

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Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

Of the 48 students from the 2016 cohort who scored less than Level 3 on the New York State 8th grade Math exam, 15% scored at or above Level 4 by their fourth year of high school. This performance is short of the 50% goal and 10% less than the 2014 cohort performance. In the coming year, there will be focused support from the math coach to support teachers in increasing Level 4 achievement.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	36	0	9	25%
2015	2018-19	49	0	7	14%
2016	2019-20	48	14	5	15%

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common

¹¹ Based on the highest score for each student on the English Regents exam

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Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

Of the 48 students from the 2016 cohort who scored less than Level 3 on the New York State 8th grade Math exam, 91% of non-exempted students scored at or above Level 3 by their fourth year of high school. This percentages surpasses the accountability growth goal, but is admittedly hard measure against previous years given the exemptions.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	36	0	35	98%
2015	2018-19	49	0	44	90%
2016	2019-20	48	14	31	91%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹³

International Leadership is pleased to see that over 93% of non-exempted students from the 2014, 2015, and 2016 cohorts scored at Level 3. With the cancellation of June Regents, seniors could not retake the Algebra I exam, making it hard to measure the 2016 cohort against previous cohorts. However, International Leadership acknowledges more can be done to ensure a greater percentage of 9th grade students are earning Level 3 and 4 on the Algebra I Regents exam by the end of their 9th grade year. International Leadership will continue to work with the math coach and the Algebra I teacher to ensure that more students are on a path to mastery in Algebra.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or	Not Met

¹² Based on the highest score for each student on the mathematics Regents exam.

¹³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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	above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2017-18 school district results.)	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

As stated earlier, the math coach, the Director of Instruction, and the School CEO will work to support the 9th grade Algebra I teacher with data driven item analysis instructional support aimed at preparing more students for mastery. The Director of Instruction, the math coach, and the school CEO will meet on a bi-quarterly basis to assess the Algebra I teacher's progress in implementing targeted and differentiated instruction strategies.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Science

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

BACKGROUND

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

Science Sequence

Grade 9 – Living Environment

Grade 10 – Chemistry

Grade 11 – Physics

Grade 12 – Advanced Biology--Forensics

Living Environment Grade 9 Course Description

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

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

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Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

96% of the non-exempted 2016 Accountability Cohort members earned a Level 3 or above on the Regents exam. 15 of the 20 exempted students had yet to take the Living Environment exam and were scheduled to take it in June of 2020. All 7 students who scored below a 65 were also originally scheduled to take the Living Environment exam. 9 of 10 2016 cohort SWD who took the exam scored a Level 3. This is relatively consistent with the 2015 cohort where 83% (10 of 12) SWD earned Level 3 or above. Four of seven ELL 2016 cohort students who took the Living Environment exam earned a Level 3. The students who did not earn a level 3 planned to retake the exam in June of 2020.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	77	0	74	96%
2015	2016-19	83	0	73	88%
2016	2019-20	68	20	46	96%

ADDITIONAL EVIDENCE

96% of the non-exempted 2016 Accountability Cohort members who took the Living Environment exam scored a Level 3 or above. 85% of the 2018 cohort members who took the Living Environment Regents exam earned a Level 3 or above. For the 2018 cohort, the percentage listed in the percentage passing column, shown below, drops to 69% when students who did not take the exam are included.

¹⁴ Based on the highest score for each student on any science Regents exam

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	82	68%	72	67%	68	96%
2017	77	97%	68	85%		
2018			108	69%		
2019						

Goal 5: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

BACKGROUND U.S. HISTORY

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

U.S. History and Government Course Description

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

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

98% of non-exempted students in the 2016 Accountability Cohort earned a score of 65 or above on the U.S. History Regents exam. This pass rate exceeded the school goal by 18 percentage points. 69% of SWD from the 2016 cohort earned a Level 4 on the US History Regents exam. This is more than double the 33% of SWD who earned Level 4 from the 2015 cohort. All five ELL students from the 2016 cohort, who took the exam, scored above level three, and four of the students scored at level four.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	77	0	75	97%
2015	2016-19	83	0	82	99%
2016	2019-20	68	5	62	98%

¹⁵ Based on the highest score for each student on a science Regents exam

ADDITIONAL EVIDENCE

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

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	83	97%	83	99%		
2016	NA	NA	68	95%	68	98%
2017						
2018						
2019						

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

BACKGROUND GLOBAL HISTORY

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

Grade 9

Global History I

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

Students base their investigation around themes and essential questions in order to begin their process of in-depth study.

Grade 10

Global History II

This course is aligned with the NYS Global History exam. Students are introduced to the historical social significance (Global History and Geography) of people, places, events, and cultures dating from the European Enlightenment to present day Middle East and global territories. Students study the causes and effects of developments, interactions, and achievements of the many cultures of the world in the elements of science, architecture, government, customs and traditions.

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

97% of the non-exempted students in the 2016 Accountability Cohort earned a score of 65 or above on the Global History Regents exam. This score surpasses the 80% school target by 17%. For the 2016 cohort, 77% or (10 of 13) SWD earned a score of 3 or higher. This achievement level is similar to the 2015 cohort, where 83% (10 of 12) SWD scored Level 3 or higher on the Global History Regents exam. Four of the five ELL 2016 cohort students who took the exam scored at level 3 and the other student received a low pass or local diploma due to their IEP.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	77	0	68	88%
2015	2016-19	83	0	74	89%
2016	2019-20	68	9	57	97%

¹⁶ Based on the highest score for each student on a Regents exam

EVALUATION

The non-exempted 2016 Accountability Cohort achieved a passing rate of 97% on the Global Regents exam. This passing rate is relatively consistent with the 2015 Accountability Cohort passing rate.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	82	78%	72	63%	68	97%
2017	NA	NA	68	87%		
2018						
2019						

ADDITIONAL EVIDENCE

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

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested

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students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

International Leadership earned the Accountability status of "Good Standing" the past three academic years.

Accountability Status by Year

Year	Status
2017-18	Good Standing ¹⁷
2018-19	Good Standing
2019-2020	Good Standing

¹⁷ <http://www.p12.nysed.gov/accountability/ESEADesignations.html>