



# **International Leadership Charter High School**

## **2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT**

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By Dr. Elaine Ruiz Lopez  
Chief Executive Officer

3030 Riverdale Avenue  
Bronx, NY 10463

718-562-2300

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Elaine Ruiz Lopez (Founder and CEO) and Dr. Anil Edward (High School Principal) prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position
Natalie Lozada	Board Chair
Dr. Elaine Ruiz Lopez	Ex-officio- Non-voting, School CEO
Edmond Turkson	Board Secretary
Carmen Mendez	Trustee
Maria Mendez	Parent Representative
Yanelis Munoz	Parent Representative
Denise Martinez	Trustee

**Dr. Elaine Ruiz Lopez has served as the founder and CEO since 2016.**

## SCHOOL OVERVIEW

The International Leadership Charter High School (hereafter known as 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 75 percent of students at International Leadership are economically disadvantaged and more than 80 percent are the first in their families to attend college.

The COVID-19 pandemic had its impact on education and the world at large. To mitigate the effects of interrupted instruction we have implemented afternoon tutoring programs, Saturday academy and a targeted focus on our academic goals by preserving our educational model to the fullest extent as possible.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2020-21	103	97	80	63	342
2021-22	131	96	80	73	380
2022-23	100	75	68	71	314

## 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 9<sup>th</sup> grade. For example, the 2019 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

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### Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2020-21	2017-18	2017	67	0	67
2021-22	2018-19	2018	78	0	78
2022-23	2019-20	2019	69	0	69

### 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 school year they first enter the 9<sup>th</sup> grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. 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 but not limited to 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	67	1	68
2021-22	2018-19	2018	78	2	80
2022-23	2019-20	2019	68	0	68

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	3	1	4
2021-22	2017-18	2017	5	1	6
2022-23	2018-19	2018	1	0	1

# 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

## PROMOTION POLICY

Promotion criteria are based on the scholars earning the total number of credits for each class they take during the school year.

Grade Level	Coursework/Exams	Credits
9	Successful completion of standards in academic subject areas. This includes passing the Math and Science Regents.	11.0 Credits
10	Successful completion of standards in academic subject areas. This includes passing the Global History Regents.	11.0 Credits
11	Successful completion of standards in academic subject areas. This includes passing the U.S History and English Regents.	14 Credits
12	Successful completion of standards in academic subject areas.	12.0 Credits
<b>Total</b>		<b>48 Credits</b>

## GOAL 1: HIGH SCHOOL GRADUATION

### Goal 1: HIGH SCHOOL GRADUATION

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

#### Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	75	100%
2022	100	100%

#### Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for 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 2023, the 2021 Cohort will have completed its second year.

# 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

## 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)
2019	2020-21	86	92%
2020	2021-22	79	77%
2021	2022-23	75	*36%

\* For the 2021 cohort there was a State exemption on some Regents exams due to the pandemic. This impacted the scholars from attempting the Regents exam they would have taken in their first year of High School and accumulating three exams by their second year of high school.

### Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 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.

The school's graduation requirements appear in this document above the graduation goal.

## Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	67	60	90%
2018	2021-22	78	72	92%
2019	2022-23	68	67	98%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	5	5	100%
2017	2021-22	3	3	100%
2018	2022-23	1	1	100%

### Graduation Goal Measure 5 - 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.

<sup>1</sup> These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	67	60	90%	3817	84%
2018	2021-22	78	72	92%	3721	86%
2019	2022-23	69	68	98%	3721	86%

### Graduation Goal Measure 6 - 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.

### Percentage of the 2019 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=\frac{(b)}{(a)}*100$
ELA	69	62	89%
Overall	69	62	89%

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2017	2020-21	NA	NA
2018	2021-22	NA	NA
2019	2022-23	NA	NA

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

**SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL**

The official district graduation rate for the 22-23 school year was not released at the time this report was completed. The previous year’s score was used as a comparative measure. With the school graduation rate of 98%, International leadership has surpassed District 10’s graduation rate by over ten percent.

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.	N/A
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.	Met
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.	Met

**EVALUATION OF THE GRADUATION GOAL**

International Leadership Charter High School met all of its graduation goals for the 22-23 school year. Despite the challenges of the pandemic, the school experienced a graduation rate of 98%. A rate that has been historically higher than district 10 and based on last year’s district result is predicted to surpass the rate once again. One area which was identified as not applicable was the goal of 75% 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. Due to the disruption of the State’s examination during the pandemic, students in the second year cohort (2021) only took two regents’ examination by the end of the second year. In a typical year they would have sat for three examinations by the end of the second year.



## ADDITIONAL CONTEXT AND EVIDENCE

Despite the interruption of in-person instruction during the pandemic, our scholars continue to accelerate with the strong instructional program provided by International Leadership Charter School. Ninety-eight percent of our scholars were able to achieve the graduation credits required as the high standards and academic rigor was maintained as much as it could have realistically been possible.

## ACTION PLAN

To maintain the strong academic performance, International Leadership Charter School plans to continue with our instructional model of accelerating learning and strategic intervention. Two notable programs that we use for our strategic intervention are afternoon tutoring three days a week and Saturday academy to strengthen the mastery of concepts.

## GOAL 2: COLLEGE PREPARATION

### Goal 2: College Preparation

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

Students are supported in the postsecondary planning process by taking two semesters of our internally developed college seminar course. In addition, there is a partnership with Sandford and Lehman college where our students take college level courses.

### College Preparation Goal Measure 1 - Absolute

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 an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- 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;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

### Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

<sup>4</sup> Schools use any method listed above, 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

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Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Matriculating to a college	68	68	100%
Receiving 5 or more college acceptance letters	68	51	75%
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 530 or higher on Math)	21	3	14%
Earning college course credit through the College Now Program	15	15	100%
Overall	68	68	100%

### College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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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.

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### College Preparation Goal Measure 4 - Absolute

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

#### Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	60	59	98%
2018	2021-22	72	72	100%
2019	2022-23	68	68	100%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Our college preparation goal ensure that our scholars are not only graduation with the requirements for college acceptance, but they are accelerated based on their individual growth. Our goals ensure that there are high expectations for academic achievement with a target of 75% of graduating students demonstrating college readiness and 75% or more matriculating into college. In addition, 75% or more graduating scholars being accepted to five or more colleges or universities.

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.	Met

<sup>5</sup> Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

## EVALUATION OF THE COLLEGE PREPARATION GOAL

For the 22-23 graduation cohort, 98% scholars at International Leadership Charter High School have not only met their graduation requirement but also demonstrated that they are college ready. There was a 100% matriculation rate off scholars being accepted to a two or four year programs. Additional 75% of our scholars have been accepted to five or more college. One hundred percent of scholars who were enrolled in the college now program earned the maximum number of credits for the class they were enrolled in.

## ADDITIONAL CONTEXT AND EVIDENCE

Over the past five years, our four-year Accountability Cohort graduation rates have averaged above 95%. Consistent with past years, 98% of the 2022-2023 graduating class committed to enrolling in a two- or four-year college.

## ACTION PLAN

Our action plan is to continue to ensure that our scholars have opportunities to accelerate their learning by enrolling in the College NOW program at Lehman College and/or through the National Education Equity Fund.

## GOAL 3: ENGLISH LANGUAGE ARTS

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.

## BACKGROUND

Each year of High school scholars are enrolled in an English Language class. In the third year of high school, scholars take the ELA regents examination. The final year of high school scholars take English IV which is developed for students to complete the course with a research capstone project aligned to elements of researching and essay writing at the college level.

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

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.

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

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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.<sup>6</sup>

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

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)
2017	2020-21	67	62	4	<b>80%</b>
2018	2021-22	78	3	41	55%
2019	2022-23	68	1	48	70%

### High School ELA Measure 2 - 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.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially 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 3 by the completion of their fourth year in the cohort.

### 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)
2017	2020-21	67	62	5	<b>100%</b>

<sup>6</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>7</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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 4 among the students who sat for the exam.

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2018	2021-22	78	3	68	91%
2019	2022-23	68	1	62	93%

### High School ELA Measure 3 - Absolute

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

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 4 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 5 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	25	25	NA	<b>NA</b>
2018	2021-22	30	0	13	43%
2019	2022-23	37	0	22	59%

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	39	4	31	<b>88%</b>
2018	2021-22	30	0	37	90%
2019	2022-23	37	0	32	86%

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The English Language Arts goals set forth by the International Leadership Charter High School aims to ensure that scholars are not only passing the ELA Regents examination, but they are meeting or exceeding proficiency standards. Additionally, we strive to close the achievement gap by supporting scholars who were not proficient prior to entering high school and ensuring that they meet or exceed proficiency in English Language Arts before graduating.

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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.	Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
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.	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 <sup>th</sup> 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.	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 <sup>th</sup> 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

### EVALUATION OF HIGH SCHOOL ELA GOAL

The outcome of the English Language Arts goals was positive for all areas. Seventy percent of scholars passed the Common Core English Language Arts examination with a level 4 or higher. Over 90% passed with a level 3 or higher for the graduating cohort.



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International Leadership Charter High School met all of its English Language Arts goals for the 22-23 school year. Despite the challenges of the pandemic, the school experienced a pass rate of 93% of scholars passing with a level 3 and above. Seventy-eight percent of scholars scored at a level 4 and above. Eighty-six percent of scholars who were not proficient before entering high school based on the 8<sup>th</sup> grade level ELA exam earned proficiency by their fourth year in high school.

### ADDITIONAL CONTEXT AND EVIDENCE

Over the past 3 years, International Leadership Charter School continues to maintain a passing rate of above 90% on the ELA state examination.

### ACTION PLAN

The school plans to continue with our instructional model and support for the growth of teachers and scholars.

## GOAL 4: MATHEMATICS

### Goal 4: Mathematics

Each year 75% of students in the graduation accountability cohort will pass the NYS Regents exam in mathematics.

### BACKGROUND

The faculty at International Leadership Charter High School engages in yearlong coaching from highly qualified coaches at Fordham University who we are in partnership with. Each week the department meets to enhance their pedagogy and vertical alignment.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2017	2020-21	67	5	12	<b>19%</b>
2018	2021-22	78	7	14	20%
2019	2022-23	68	68	NA	NA

### High School Math Measure 2 - 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.

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### Percent Scoring at Least Level 3 on a Regents Mathematics 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)
2017	2020-21	28	0	2	<b>91%</b>
2018	2021-22	44	1	38	71%
2019	2022-23	68	68	NA	NA

### High School Math Measure 3 - Absolute

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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 4 - Comparative

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> 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.

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	28	0	0	<b>0%</b>
2018	2021-22	44	1	7	16%
2019	2022-23	68	68	N/A	N/A

### High School Math Measure 8 - Growth

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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 mathematics requirement for graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> 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)
2017	2020-21	67	5	53	<b>85%</b>
2018	2021-22	78	7	58	82%
2019	2022-23	68	68	NA	NA

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The mathematics goals set forth by the International Leadership Charter High School aims to ensure that scholars are not only passing the Mathematics Regents examination, but they are meeting or exceeding proficiency standards. Additionally, we strive to close the achievement gap by supporting scholars who were not proficient prior to entering high school and ensuring that they meet or exceed proficiency in Mathematics before graduating.

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

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
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.	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 <sup>th</sup> 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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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.	N/A

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the mathematics regents due to the pandemic.

### ADDITIONAL CONTEXT AND EVIDENCE

Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the mathematics regents due to the pandemic.

### ACTION PLAN

The Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the mathematics regents due to the pandemic.

## GOAL 5: SCIENCE

### Goal 5: Science

Each year, 80 percent or greater of students in the high school Accountability Cohort who sit for the Living Environment will meet or exceed expectations on the NYS Regents exam.

### BACKGROUND

The faculty at International Leadership Charter High School engages in yearlong coaching from highly qualified coaches at Fordham University who we are in partnership with. Each week the department meets to enhance their pedagogy and vertical alignment.

## HIGH SCHOOL SCIENCE

### High School Science Measure 1 - Absolute

Each year, 75 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.

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. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

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)
2017	2020-21	67	7	56	93%
2018	2021-22	78	13	56	86%
2019	2022-23	68	68	NA	NA

### High School Science Measure 2 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

## SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The science goals set forth by the International Leadership Charter High School aims to ensure that scholars are meeting or exceeding the science proficiency standards.

Type	Measure	Outcome
Absolute	Each year, 75 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.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

# 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

## EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

\*The Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the science regents due to the pandemic.

## ADDITIONAL CONTEXT AND EVIDENCE

\*The Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the science regents due to the pandemic.

## ACTION PLAN

\*The Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the science regents due to the pandemic.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

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

## BACKGROUND

The faculty at International Leadership Charter High School engages in yearlong coaching from highly qualified coaches at Fordham University who we are in partnership with. Each week the department meets to enhance their pedagogy and vertical alignment.

### Social Studies Measure 1 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

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)
2017	2020-21	67	67	NA	NA
2018	2021-22	78	70	NA	NA
2019	2022-23	68	68	NA	NA

## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

### Social Studies Measure 2 - Comparative

Each year, the 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.

The Institute does not require charters to report on this measure for 2022-23

### Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

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)
2017	2020-21	67	8	50	<b>90%</b>
2018	2021-22	78	78	NA	NA
2019	2022-23	68	68	NA	NA

### Social Studies Measure 4 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23.

## SUMMARY OF THE SOCIAL STUDIES GOAL

The social studies goals set forth by the International Leadership Charter High School aims to ensure that scholars are meeting or exceeding the social studies proficiency standards.

Type	Measure	Outcome
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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	N/A
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE SOCIAL STUDIES GOAL

\*The Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the social studies regents due to the pandemic.

### ADDITIONAL CONTEXT AND EVIDENCE

\*The Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the social studies regents due to the pandemic.

### ACTION PLAN

\*The Institute does not require charters to report on this measure for 2022-23. Scholars were exempted from the social studies regents due to the pandemic.

## GOAL 7: ESSA

### ESSA Measure 1

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.

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

### ADDITIONAL CONTEXT AND EVIDENCE

Based on the goals of ESSA to ensure that schools provide an equal opportunity for disadvantage students International Leadership Charter High School continues to meet the requirements of good standing. Sub-populations based on race, socio-economic status, ELL’s and students with disabilities stive in our school environment.

