



INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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and

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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

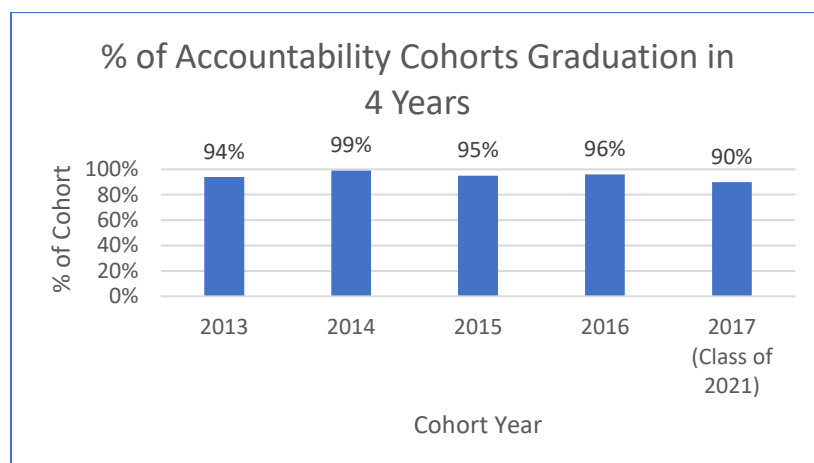
The International Leadership Charter High School (hereafter known as International Leadership), the first public charter high school in the Bronx, opened its doors in September of 2006. Since its founding, International Leadership has delivered an academically rigorous curriculum aimed at elevating students' 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.

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Demographic Data as of June 2021			
Demographic	% Total Enrollment	Additional Characteristics	% Total Enrollment
Hispanic	83%	SWD	13%
Black/African-American	11%	ELL/MLL	21% ¹
White	1%	ED	79%
Asian/Asian-American/Hawaiian/Pacific Islander	2%		
No Data	2%		

With close to 79% of students qualifying for Free or Reduced lunch during the 2020-2021 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%.



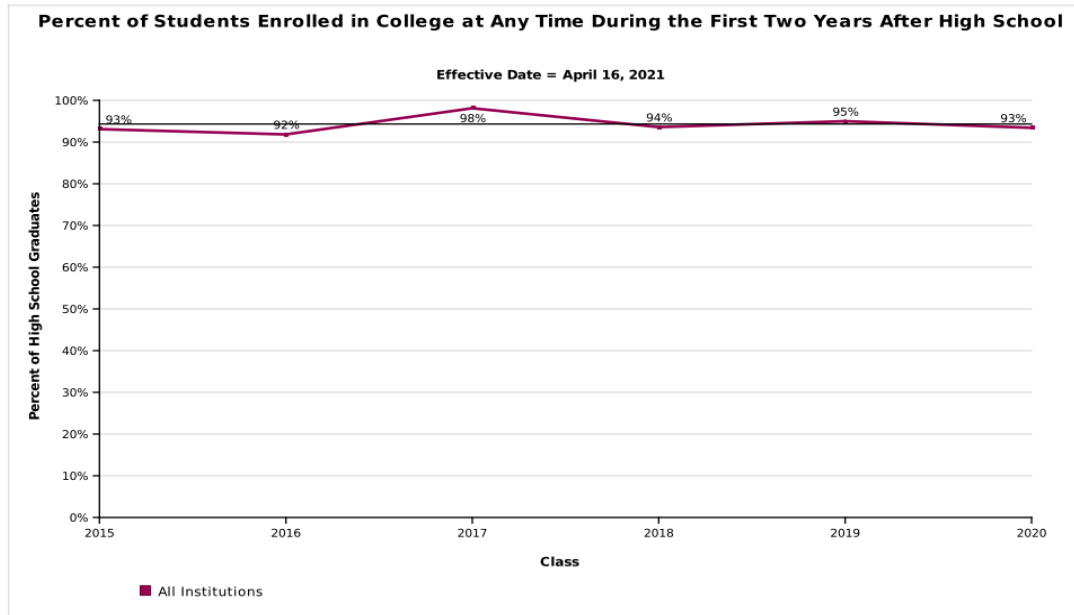
Historical four-year graduation rate data show that the school has consistently outperformed both the city average and comparison schools.²

Consistent with past years, 98% of the 2021 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 period, an average of 95% of International Leadership alumni enrolled in college within two years of their high school graduation.

¹ The ELL population listed in the above chart contain Former ELL.

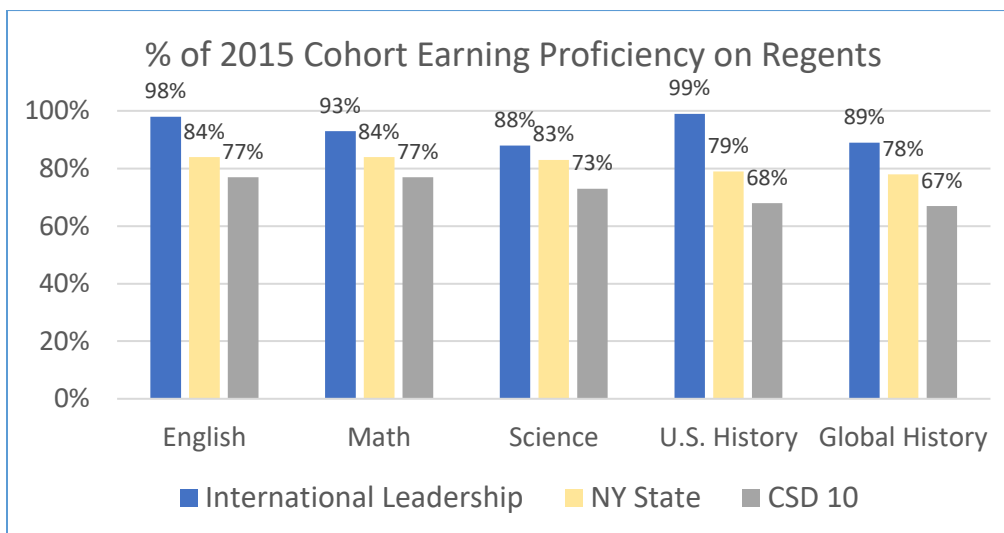
² NYC DOE's 2017-18 School Performance Dashboard, available online: https://tools.nycenet.edu/dashboard/#dbn=84X347&report_type=HS&view=City

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Alumni persistence in college is also important, and NSC access allows International Leadership to monitor persistence rates 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 review which colleges graduate the highest percentage of students and will share this information with students during the college application process.

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 Cohort scores are used to depict International Leadership’s Regents proficiency scores.

International Leadership is additionally committed to ensuring that students not only pass the Regents, but that they also obtain a high 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 and blended learning began in March of 2020, instruction was delivered in 60/90-minute blocks. The 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. Starting in September of 2020, classes met for 60 minutes to ensure that the school met social distancing protocols.

2) 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 set 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 grade, and Physics in eleventh grade. The school has designed a Science LAB to accommodate various experiments and projects. For the 2020-21 school year, Chemistry and Physics coursework was shifted to the remote learning study.com platform to accommodate the condensed in-person learning schedule. More details about scheduling and programmatic adjustments for the 2020-21 school year are covered below.

College Preparatory Course Sequence

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

3) 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, 2 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 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 identify areas of need.

KEY PROGRAMMING ADJUSTMENTS DURING THE 2020-2021 SCHOOL YEAR

During the pandemic in September of 2020, International Leadership started a hybrid model for teaching and learning where the majority of students grades 9-12 attended 3 half days of in person instruction (Monday-Wednesday) and 2 full days of remote learning (Thursday-Friday). This hybrid model continued the entire 2020-21 school year.

Remote Learning for Medically Vulnerable Students

During the 2020-21 school year, medically vulnerable populations participated in a 5-day remote learning program. A small number of students received temporary remote instruction during quarantine periods. Each class maintained a 60-minute schedule and followed the same rigorous curricula. Monday-Wednesday, each morning class had a laptop camera that gave remote students the opportunity to engage with the live in-person learning sessions. Remote learning students submitted their assignments and assessments via Schoology's remote learning platform.

Providing Students Technology for Remote Learning

All teachers and students had school-based emails, giving them access to all Microsoft Apps, such as word, PowerPoint, and OneNote. The school provided Laptops and Wi-Fi hot spots to those scholars who required them.

Tracking Student Engagement on Remote Learning Days

On remote learning days, students submitted assignments via Schoology. The school's Data Manager tracked assignment submission rates weekly. The Data Manager shared this participation data with the school CEO and the Director of Curriculum and Instruction. Grade level teams also received dashboards that captured weekly remote assignment submission counts for all students. The school CEO and the teachers frequently reviewed week over week Schoology participation trends and discussed strategies for increasing and maintaining high levels of student engagement. Teachers and grade level counselors also called the families of students who did not submit remote learning assignments on Thursdays and Fridays.

Social Emotional Support for Students

Social emotional supports were available and provided within our school. Counselors monitored students' attendance and followed up with students regularly to ensure their social and emotional well-being.

Internships & Community Development Project (CDP) Canceled During the 2020-21 Year

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. Due to the pandemic and community health and safety protocols, the school waived the requirements for CDP internship participation.

Saturday Academy and After School Tutoring Adjustments

Prior to the pandemic, students were required to attend Saturday Academy for three hours in the spring. The purpose and goal for Saturday Academy is to provide all students with intensive Regents exam preparation. In addition, teachers provided students with additional support during after-school tutorial sessions. These programs were canceled during the pandemic to reduce student

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exposure to COVID-19. International Leadership looks forward to restarting these programs as soon as possible.

SUMMARIZED ENROLLMENT

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	80	82	81	78	321
2018-19	109	70	73	80	332
2019-20	119	92	65	68	344
2020-21	90	89	79	63	321

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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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
2018-19	2015-16	2015	83	0	83
2019-20	2016-17	2016	68	1*	68
2020-21	2017-18	2017	67	0	67

*One student left to enter a YACB for part of the school year program.

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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 Graduated or 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)
2018-19	2015-16	2015	83	3	86
2019-20	2016-17	2016	68	1	69
2020-21	2017-18	2017	67	1	68

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2018-19	2014-15	2014	1	2	3
2019-2020	2015-16	2015	4	3	7
2020-21	2016-17	2016	3	1	4

PROMOTION POLICY

*Regents courses

MINIMUM GRADUATION REQUIREMENTS FOR THE CLASS OF 2021			
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	Option to take math courses at Lehman College
English I	English II	*English III	English IV: Research & College Composition
*Living Environment	Chemistry	Physics	Option to take science courses at Lehman College
		PE/Health/TKD	-PE/TKD not offered due to pandemic protocols
Language Other Than English (LOTE)	Language Other Than English (LOTE)	Language Other Than English (LOTE)	College Essay Writing
Youth Leadership Advisory	Youth Leadership Advisory	CDP/Internship	College Prep Seminar
Credit Accumulation for Class of 2021			
2.0 Credits in English	2.0 Credits in English	2.0 Credits in English	2.0 Credits in English
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 Credits in College Essay
1.0 Youth Leadership	1.0 Youth Leadership	2.0 Credit CDP	
		2.0 Credit Tae Kwon Do	
Total Credits=11.0	Total Credits=11.0	Total Credits=14	Total Credits=8.0

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COURSES OFFERED DURING THE 2020-2021 SCHOOL YEAR			
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	Option to take math courses at Lehman College
			College Prep Seminar
English I	English II	*English III	English IV: Research & College Composition
Living Environment			Option to science courses at Lehman College
Language Other Than English (LOTE)	Language Other Than English (LOTE)	Language Other Than English (LOTE)	College Essay Writing
Credit Accumulation for Each Grade During 2020-21 School Year			
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 History	2.0 Credits in History	2.0 Credits in History	2.0 Credits in Social Studies
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 Credits in College Essay
Total Credits=10.0	Total Credits=8	Total Credits=8	Total Credits=8.0

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.

Goal 1: Leading Indicator

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

METHOD

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

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort	Percent promoted
2019	86	95%
2020	83	99%

RESULTS AND EVALUATION

99% of the 2020 cohort and 95% of the 2019 cohort were promoted to the next grade in June of 2021. These promotion rates are similar to the 96% and 95% promotion rates for the previous year's first and second year cohorts. All first- and second-year ELL students were promoted to the next grade at the end of the 2020-21 school year. One ninth grade SWD student from the 2020 cohort was not promoted to the tenth grade. All four 10th grade students who did not receive promotions were general education students.

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.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, 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 2021, the 2019 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)
2017	2018-19	71	59%
2018	2019-20	92	91%
2019	2020-21	86	92%

RESULTS AND EVALUATION

Prior to 2020, the majority of students took the Algebra 1, Living Environment, and Global History Regents exams by the end of their second year. However, due to the pandemic, the majority of the 2019 cohort did not sit for any of the three Regents exams. All 2019 cohort members were exempted from the Algebra 1 and Living Environment Regents exams. Seven 2019 cohort members repeated the 9th grade and thus did not qualify for a Global History II Regents exemption. 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 the cancellation of Regents in June of 2020, most 2018 cohort members only took two Regents exams. The relatively lower Regents participation levels for the 2019 and 2018 cohorts make it difficult to compare these cohorts against the 2017 cohort.

Two of six or one third of 2018 cohort SWDs passed both the Alg. 1 and Living Environment Regents exams. These pass rates would have likely been higher had three of these students had the opportunity to retake the Algebra 1 and Living Environment exam in June of 2020. These SWD pass rates fall short of the 2017 cohort where 86% of SWD earned greater than a 65 on their Alg. 1 and Living environment exams.

58% of 2018 Cohort ELLs passed both the Alg. 1 & Living Environment Regents exams. Additionally, 9 of 13 or 69% of 2017 cohort ELLs passed both the Alg. 1 & ELL exams.

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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	School Year	Number in Cohort	Percent Graduating
2015	2018-19	86	92%
2016	2019-20	69	94%
2017	2020-21	68	88%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	79	98%
2015	2019-20	86	98%
2016	2020-21	69	99%

RESULTS AND EVALUATION

The 2015, 2016, and 2017 cohorts met and exceeded the goal of having 80% of students graduate within four years. International Leadership also met the 5-year graduation target. For additional context, six of the eight 2017 cohort pending graduates were asked to repeat a grade before they arrived to International Leadership. Seven of these pending graduates are scheduled to graduate in June of 2021.

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>

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Percent of 2017 Accountability Cohort Students

Student Learning Designation	Number in Cohort	Percent Graduating in 4 years with Regents Diploma
ELL	14	100%
SWD	7	100%

RESULTS AND EVALUATION

All SWDs, ELLs and FELLs from the 2017 cohort graduated within four years. In contrast, 86% of SWD and 93% of ELLs from the 2016 cohort graduated in four years.

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.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. 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 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

In comparison to the Bronx Community School District #10, International Leadership graduated over 17% more (12 percentage points) Total Cohort students from the 2015 and 2016 cohorts. CSD #10 2017 cohort data is not currently available.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	86	92%	3,955	78%
2016	2019-20	69	94%	4,074	80%
2017	2020-21	68	88%	NA	NA

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.	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.	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 2017 Total Cohort graduates committed to enrolling in a college or university. We look forward to further verifying matriculation through the National Student Clearinghouse (NSC) database in the fall of 2021. 42% of 2017 Cohort members who took the SAT achieved the College Readiness benchmark. The number of students who took the SAT was dramatically impacted by the pandemic and colleges' shifting SAT requirements. International Leadership is continuing to assess how it can ensure that more students earn college readiness scores on the SAT. The creation of the new International Leadership middle school will provide International Leadership additional opportunities to support student academic growth at an earlier age.

30% of students in the 2017 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. During the 2021-2022 school year, 27% of 12th graders will take Stanford's Introduction to Computer Science course. A significant percentage of twelfth grade students will also participate in online AP courses during the 2021-2022 school year.

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Percentage of the 2017 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. ³	60	59	98%
Receiving 5 or more college acceptance letters	60	25	42% ⁴
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)	12	5	42%
Earning college course credit through the College Now Program	18	18	30% ⁵
Overall	60	59	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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

³ Matriculation for the most recent 2017 cohort is measured by the percentage of graduates who commit to enrolling in a two- or four-year college. Excluding this student would result in a 97% college matriculation rate.

⁴ The COVID-19 pandemic and the cancelation of the SATs in 2020 had a likely impact on the total number of colleges that accepted each student.

⁵ 30% of all graduates received college credit from Lehman College.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 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
2015	2018-19	79	75	95%
2016	2019-20	64	63	98%
2017	2020-21	60	59	98%

RESULTS AND EVALUATION

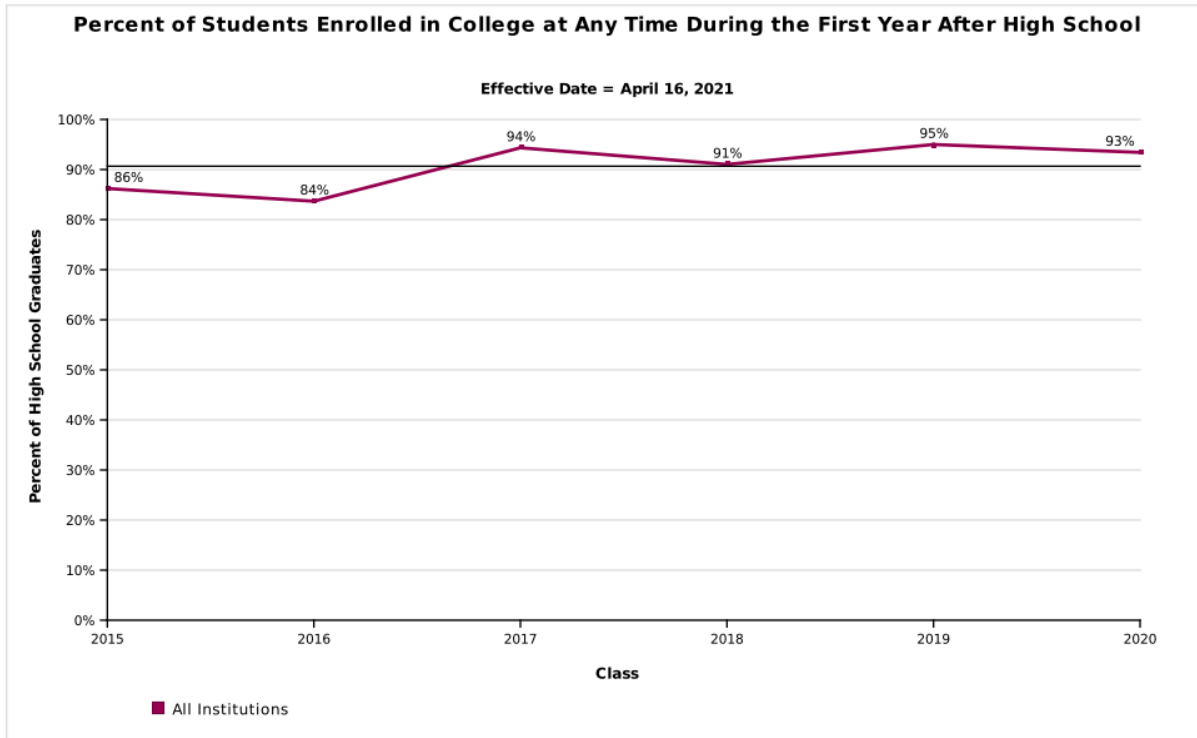
International Leadership Charter High School confirms college enrollment and college deposit submissions during students' senior year. The National Student Clearinghouse is then used to confirm the number of students who matriculate to college within the first year of graduation.

In June of 2021 and 2020, over 97% of graduates committed to a two or four year college or university.

The Director of College Prep works 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% of International Leadership alumni enrolled in college during their first year after high school.

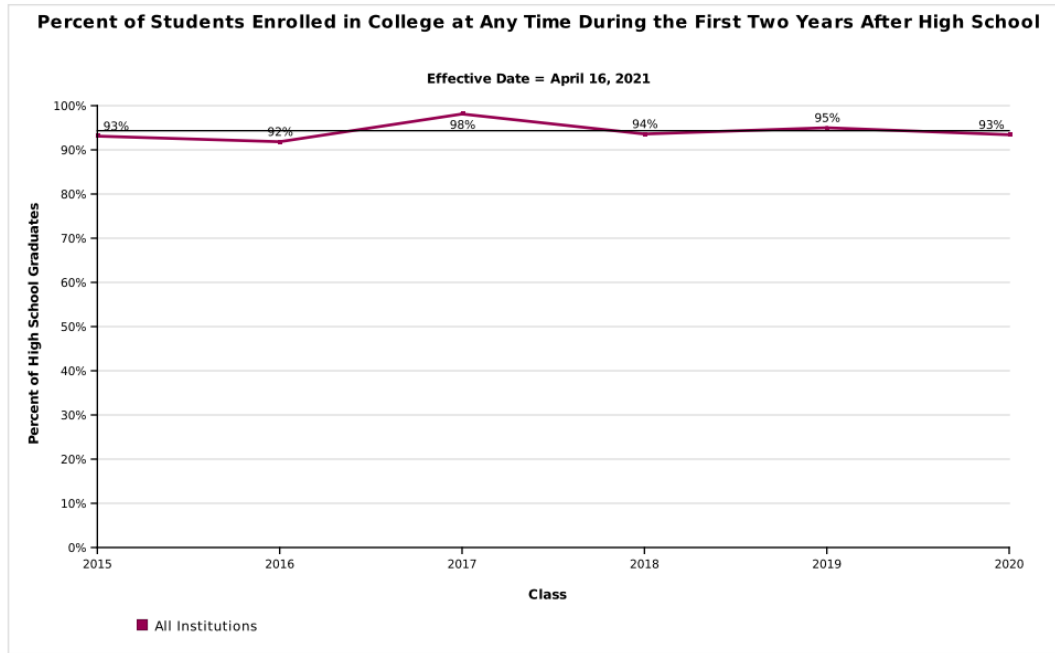
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AVG = 91%

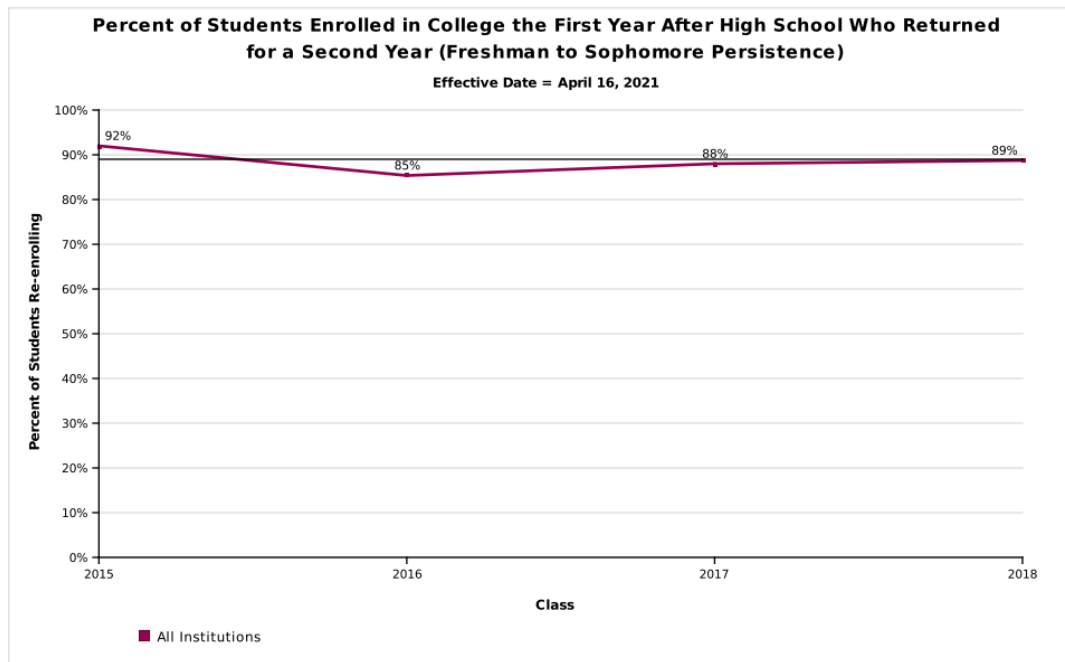
This first year enrollment rate increased to an average of 93% between June of 2017 and April of 2020. On average, 96% of the classes of 2017, 2018, and 2019 enrolled in college within two years of their high school graduation.

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AVG = 94%

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



AVG = 89%

The School Board and the leadership team view student persistence in college as an indication of the school's success in preparing students for college. International Leadership will continue to review which colleges graduate the highest percentage of students and will share this information with students during the college application process.

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

42% of graduating 2017 cohort members received five or more college acceptance letters. The 2017 cohort fell short of this accountability goal by 33 percentage points. The pandemic impacted both the total number of applications and acceptances. However, over fifty percent of the 2017 cohort received four college acceptance letters and 88% of the 2017 cohort received two college acceptance letters. This data will be reviewed with the Director of College Prep, Director of Instruction, and the Director of Data and Accountability to ensure that rising 12th grade students have a variety of colleges from which to choose.

Percentage of the 2017 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	60	25	42%

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.	Not Met

ACTION PLAN

International Leadership's action plan includes ongoing professional development and support for college prep advisors as well as 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.

International Leadership recently partnered with the National Education Equity Lab to give twelfth grade students the opportunity to take online credit bearing courses from the nation's top universities. In the fall of 2021, 21 International Leadership Students will take Stanford University's Introduction to Computer Science course. The school is also seriously exploring the addition of online AP course offerings for the 2021-22 school year. The leadership team believes these online courses will expand the range of colleges and universities that accept International Leadership students.

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.

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.

English Sequence

Grade 9 – English I

Grade 10 – English II

Grade 11 – English III

Grade 12 – College Essay and Research & College Composition

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 State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations by scoring 79 or above) 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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.

RESULTS AND EVALUATION

Due to the state’s cancellation of the Regents exams, only five members of the 2017 cohort took the ELA Regents exam. Four of these five students earned Level 4 (score of 79 or above) on the ELA Regents exam. This low number of test takers makes it difficult to compare the 2017 cohort with the 2016 and 2015 cohorts.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁶

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)
2015	2018-19	83	0	62	75%
2016	2019-20	68	5*	51	81%
2017	2020-21	67	62*	4	80%

*As described on p. 287 of the SIRS 2020—21 Manual, a “valid score” implies any Regents score earned by a student who did not receive entirely remote instruction. There were students who earned a Regents exam score below a 65 who also qualified for a Regents exemption. These exempted students were not included in the “Number Exempted with No Valid Score” column.

⁶ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

Most students take the English Common Core Regents 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.

In their third year of school, 71% of the 2016 cohort earned level 4 on the English Common Core Exam. By contrast, 58% or 29 of the 50 2018 cohort members who took the ELA Regents exam earned Level 4 (score of 79 or above). The pandemic reduced the number of in person learning days and undoubtedly impacted the percentage of students who attained Level 4 scores on the ELA Regents exam. International Leadership remains confident that a return to five days of in person learning will position a higher percentage of 2019 and 2020 cohort students to earn a Level 4 score.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	70	71%	68	81%		
2017	NA	NA	NA	NA	67	80%*
2018			NA	NA	82	58%*
2019					NA	NA
2020					NA	NA

* Five 2017 cohort members and fifty 2018 cohort members took the ELA Regents exam. The percentages captured in the above chart reflect the percentage of students who took the exam.

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.

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 cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations- score of 65 or above) 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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

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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 2015, 2016, and 2017 cohorts each had over 80% of students score at Level 3 (score of 65 or above) on their ELA Common Core exam by their fourth year. The 2016 cohort exceeded the accountability goal by 14 percentage points. All five 2017 cohort members who took the ELA Regents exam earned a Level 3 or above.

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. All five ELL 2016 cohort students who took the Regents exam scored above 65, and four of the students scored above an 80. The five 2017 cohort students who took the ELA Regents exam in June of 2021 were not ELL or SWD. These five students were 11th grade students who are expected to graduate in June of 2022.

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)
2015	2018-19	83	0	80	98%
2016	2019-20	68	5*	59	94%
2017	2020-21	67	62	5	100%

*As described on p. 287 of the SIRS 2020—21 Manual, a “valid score” implies any Regents score earned by a student who did not receive entirely remote instruction. There were students who earned a Regents exam score below a 65 who also qualified for a Regents exemption. These exempted students were not included in the “Number Exempted with No Valid Score” column.

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.

Given the cancellation of the Regents, only five 2017 cohort members took the exam. 100% of the five test takers earned Level 3 proficiency. In June of 2021, 50 of 79 2018 cohort students took the ELA exam. 90% of those who took the exam scored at or above level 3. This 90% pass rate exceeds the accountability goal by ten percentage points.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	70	85%	68	94%		
2017	NA	NA	NA	NA	67	100%*
2018			NA	NA	82	90%*
2019					NA	NA
2020					NA	NA

*Five 2017 cohort members and fifty 2018 cohort members took the ELA Regents exam. The percentages captured in the above chart reflect the percentage of students who took the exam.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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

All 2017 cohort members were exempted from the ELA Regents due to the pandemic. It is thus not applicable to review this growth metric for the 2017 cohort. However, 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.

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 ⁷

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)
2015	2018-19	36	0	21	58%
2016	2019-20	39	5	26	76%
2017	2020-21	25	25	NA	NA

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

All 2017 cohort members were exempted from the ELA Regents due to the pandemic. It is thus not applicable to review this growth metric for the 2017 cohort. 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%

⁷ Based on the highest score for each student on the English Regents exam

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scored at or above Level 3 by their fourth year of high school. This achievement 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 ⁸

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)
2015	2018-19	36	0	35	97%
2016	2019-20	39	4	31	88%
2017	2019-20	25	25	NA	NA

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

International Leadership is pleased that over 94% of students from the 2015, 2016, and 2017 cohorts scored at Level 3. The majority of the 2017 cohort was exempted from the June 2020 and 2021 ELA Regents making it hard to compare this cohort with previous cohorts. 90% of 2018 cohort members who took the ELA Regents exam earned a Level 3 score.

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

⁸ Based on the highest score for each student on the English Regents exam

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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.	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 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 and academic coach 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 students' needs. The ELA team will continue to set high standards for achievement in ELA.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

International Leadership has aligned its curriculum with the New York State Common Core standards. 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.

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: score of 80 or above) on any Regents Common Core mathematics exams.⁹ 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

19% of the 2017 cohort, who took the Algebra I Regents exam scored at or above Level 4 (score of 80 or above) on the Algebra I Common Core Regents exam.

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.

⁹ 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.

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Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹⁰

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)
2015	2018-19	83	0	27	33%
2016	2019-20	68	5*	10	16%
2017	2020-21	67	5*	12	19%

*As described on p. 287 of the SIRS 202—21 Manual, a “valid score” implies any Regents score earned by a student who did not receive entirely remote instruction. There were students who earned a Regents exam score below a 65 who also qualified for a Regents exemption. These exempted students were not included in the “Number Exempted with No Valid Score” column.

ADDITIONAL EVIDENCE

The cancellation of Regents exams in 2020 led to the provision of Algebra I Regents exemptions to the entire 2018 cohort. 63 9th grade students took the Algebra 1 exam in June of 2021. One of these 2020 cohort students earned a Level 4 score (score of 80 or above) on the Algebra 1 Regents exam. The low number of Level 4 scores can be attributed to the shortening of math class times and the reduction of in-person learning days. These pandemic related adjustments undoubtedly impacted the percentage of students who could meet college and career readiness standards on the Algebra 1 Regents exam. International Leadership acknowledges that there is room and space for more students to achieve Level 4 and above in Algebra 1.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	71	18%	71	18%	67	19%
2018	92	21%*	92	21%	82	21%
2019			NA^	NA	NA^	NA
2020					89	2%

*19 of 92 test Algebra 1 test takers from the 2018 cohort earned a level 4 or above.

^The 2019 cohort did not take the Algebra 1 exam.

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

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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

85% or 53 of 62 2017 Cohort Algebra 1 Regents exam takers earned a score of 65 or above. This percentage is seven percentage points below the 2016 cohort pass rate. The 2017 cohort pass rate would likely have been higher had some twelfth grade 2017 cohort members been given the opportunity to retake the Algebra 1 exam. The pandemic made it difficult to provide these students with the tutoring support they would have needed to sit for the exam.

Both the 2015 and 2016 cohorts exceeded the baseline performance goal by over 12 percentage points. The 2017 cohort exceeded the baseline accountability goal by five percentage points.

6 of 7 or 86% of 2017 cohort SWD earned a Level 3 score on the Algebra 1 exam. This achievement was an improvement from the 60% of 2016 Cohort SWD who took and passed the Algebra I Regents exam.

10 of 13 or 77% of 2017 cohort ELLs (including FELLs) who took the Algebra 1 Regents exam earned a Level 3 score.

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)
2015	2016-19	83	0	77	93%
2016	2019-20	68	18	46	92%
2017	2020-21	67	5	53	85%

ADDITIONAL EVIDENCE

57% of 2020 cohort Algebra 1 Regents test takers earned a Level 3 score (score of 65 or above). This 2020 cohort pass rate is 26 percentage points lower than the 2018 cohort's first year pass rate. It is not surprising to see a dip in this first-year pass rate given the reduced number of in person class days and the cancellation of afterschool tutoring programs during the pandemic.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	71	76%	71	85%	67	85%
2018	92	83%	92	74%	82	76%
2019			NA	NA	NA	NA
2020					89	57%

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 28 students from the 2017 cohort who scored less than Level 3 on the New York State 8th grade Math exam, none of them earned Level 4 on their Algebra 1 exam. Given that the majority of students enroll in International Leadership in the 9th grade, students enter the 9th grade Algebra 1 course with a range of foundational algebraic knowledge. International Leadership is optimistic that opening the new International Leadership middle school in 2022 will help position more students for Level 4 achievement. 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%
2017	2020-21	28	0	0	0%

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Of the 28 students from the 2017 cohort who scored less than Level 3 on the New York State 8th grade Math exam, 71% scored at or above Level 3 by their fourth year of high school. 6 of the 7 students who received scores below 65 received exemptions and would have retaken the exam had it not been for the pandemic. In contrast, 91% of non-exempted 2016 cohort students who scored less than Level 3 on the New York State 8th grade Math exam went on to earn a Level 3 score on the Algebra 1 Regents exam. These growth percentages surpass the accountability growth goal, but the exam cancellations and exemptions make it admittedly hard to compare level 3 growth scores across the cohorts.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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%
2017	2020-21	28	0	20	71%

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. Due to the cancellation of after school tutoring programs during the 2020-21 school year, seniors could not retake the Algebra I exam, making it hard to measure the 2017 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 above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	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	N/A

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	percentage of comparable students in the district at least partially meeting Common Core expectations.	
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.	No 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 (option to take at Lehman College)

Living Environment Grade 9 Course Description

The course is aligned with the NYS Living Environment Regents with additional laboratory investigations. In Living Environment, students work on projects to achieve above and beyond the mandated curriculum, which includes 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

98% of the non-exempted 2017 Accountability Cohort members earned a Level 3 or above on the Living Environment Regents exam. Ten 2017 cohort members did not take the Living Environment exam. Seven 2017 cohort exempted students originally planned to take the Living Environment Regents exam in June of 2021. Three 2017 cohort students will be 12th grade students in the fall of 2021. These students will be eligible to take the Living Environment Regents exam in June of 2022.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

All 2017 and 2016 cohort SWDs who took the Living Environment exam earned a Level 3 or above (score above 65). Twelve of thirteen ELLs (including FELLs) who took the Living Environment exam earned a Level 3 score. This 92% ELL pass rate improved relative to the 2016 cohort where only 57% of ELLs scored at or above Level 3.

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)
2015	2016-19	83	0	73	88%
2016	2019-20	68	20	46	96%
2017	2020-21	67	7	56	93%

ADDITIONAL EVIDENCE

71% of the 2020 cohort who took the Living Environment Regents exam in June of 2021 received a passing score. This achievement represents a decrease relative to the performance of the 2018 cohort. The pandemic and the decrease in the total number of in person learning days undoubtedly impacted the percentage of students who earned passing scores on the Living Environment Regents exam.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	68	98%	68	98%	67	98%
2018	92	85%				
2019			NA	NA	NA	NA*
2020					83	71%

*The 2019 cohort has yet to take the Living Environment exam due to the cancellation of the Regents in June of 2020.

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.

The calculation of this measure is not required for 2020-21.

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

GOAL 6: SOCIAL STUDIES

BACKGROUND U.S. HISTORY

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

U.S. History and Government Course Description

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

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

Due to the cancellation of the US History Regents, the 2017 and 2018 cohorts did not sit for the U.S. History Regents exam. 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)
2015	2016-19	83	0	82	99%
2016	2019-20	68	5	62	98%
2017	2020-21	67	67	NA	NA

ADDITIONAL EVIDENCE

Students do not take the U.S. History Regents exam until the end of their junior year of high school. The 2017 and 2018 cohort students did not take the U.S. History Regents exam due to the cancellation of the exams in June of 2020 and 2021. 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 a 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	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	NA	NA	NA	NA	NA	NA
2018	NA	NA	NA	NA	NA	NA
2019			NA	NA	NA	NA
2020					NA	NA

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

Goal 6: Comparative Measure

Each year, 75 percent of 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 calculation of this measure is not required for 2020-21.

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 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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS

90% of 2017 Accountability Cohort members earned a score of 65 or above. Eight students were exempted due to the cancellation of the Global History Regents exam in June of 2021. 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%.

6 of 7 or 86% of 2017 cohort SWD earned a Level 3 score on their Global History Exam. 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.

85% of 2017 cohort ELLs (including FELLs) who took the exam scored a Level 3 or above. Similarly, 80% of ELLs from the 2016 cohort (who took the exam) scored at level 3.

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)
2015	2016-19	83	0	74	89%
2016	2019-20	68	9	57	97%
2017	2020-21	67	8	50	90%

EVALUATION

The 2017, 2016, and 2015 cohorts all exceeded the accountability goal by over 14 percentage points.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	68	87%	68	87%	67	90%
2018	NA	NA	NA	NA	NA	NA
2019			NA	NA	NA	NA
2020					NA	NA

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. NA also represents years where the Global History exam was canceled. 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%.

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

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.

The calculation of this measure is not required for 2020-21.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [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 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. A return to 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
2020-2021	Not currently available

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