

INSTRUCTIONS / NOTES FOR 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The calculation of some metrics remains paused for 2021-22 and is clearly indicated in the template below. Where applicable, the SUNY Charter Schools Institute (the “Institute”) has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Content and Evidence” sections for each goal area.
3. The deadline for submission of the APPR is September 15, 2022. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
4. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
5. Schools serving students in 9th – 12th grades additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2018 Total Cohort for Graduation and the 2021-22 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
6. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



**INTERNATIONAL
LEADERSHIP CHARTER HIGH
SCHOOL**

**2021-22 ACCOUNTABILITY
PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2022

By _____

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Bronx, NY 10463
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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.

Mission: International Leadership will implement an academically rigorous college preparatory curriculum that will elevate students' intellectual capacity and provide a superior high school education to prepare our scholars to be leaders in the first century. We seek to expand students' knowledge of international studies and to cultivate leadership skills with a commitment to community service, social action and civic participation in a global society. Our mission is to change lives in transform communities, one scholar at a time.

International Leadership opened its doors in September 2006 and serves grades 9-12. We impact the lives nearly 400 scholars each year. As part of its mission, International Leadership provides Latino, African-American, and children of immigrants from various ethnic communities living on or below poverty with an except college preparatory curriculum sequence. Over 75 percent of the students are economically disadvantaged and more than 80% of the first and their families to attend college.

With 99% of students qualifying for free or reduced lunch during the 2021-2022 school year, International Leadership is committed to graduating its students and increasing college enrollment in our Bronx community. Over the past five years, our four-year Accountability Cohort graduation rates have averaged above 95%.

Consistent with past years, 98% of the 2022 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.

We focus on socio-emotional development and competency with the same effort and enthusiasm as we do on academic gains and career preparation skills.

For example, *Mindfulness* sessions were part of the 9th and 10th grade curriculum to improve school culture and continue to develop overall conflict resolution training program. Scholars received group support with different mindfulness techniques such as deep breathing, and gratitude discussions in the classroom. Students were able to reflect on each of their techniques with the aim to exercise self-awareness, self-management of their thoughts and emotions to better foster healthy positive relationships with others and their community. Students were also given the opportunity to practice these techniques in individual counseling sessions and *Youth Leadership Advisory* classes. Students were provided scenarios on how to resolve conflicts with others and were given tools to learn how to respond to conflict in socially appropriate ways. Scholars were always encouraged to not only reflect on current situation, but also develop solutions. An *Adolescent Wellness Center*, which included four licensed counselors, was added this year. The program was aimed at helping our scholars achieve the best possible physical, intellectual, and emotional health. The center was accessible to all grades.

The 2021-2022 academic program model included one hundred percent in-person instruction, 60-90 minutes blocks in all major content area classes, college prep seminar, college essay class, taekwondo classes, two foreign languages, Music production and Band.

Extended school day and block scheduling has contributed to successful student outcomes. The longer school day also opens up the schedule for additional subjects students enjoy. 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.

International Leadership partners with *College Now* through City University of New York. The program offers dual enrollment in high school and college as well as college-readiness programs in more than 400 New York City high schools, enrolling over 20,000 students annually. Our scholars take courses such as Principles of Business Management, Computer Information

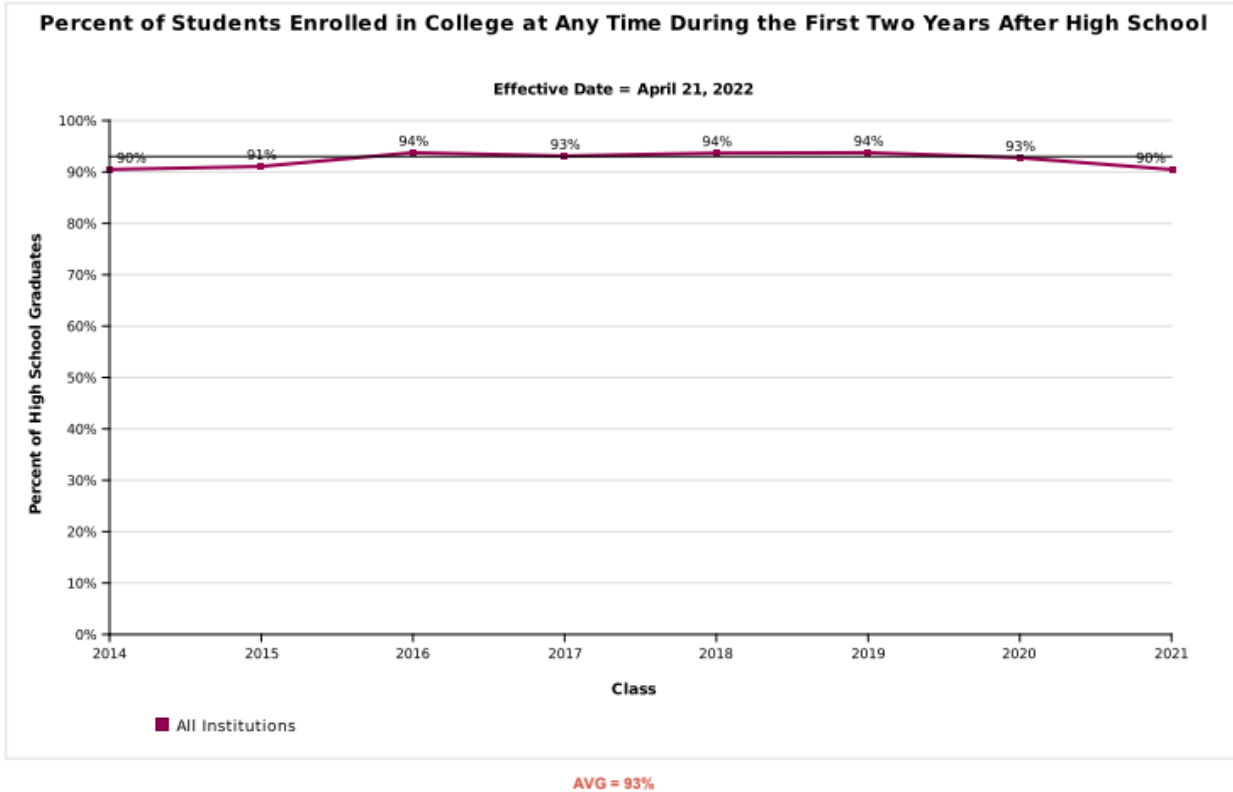
Systems, English Composition, Introduction to Statistics and many more. 18 members of the graduating class of 2022 had taken part in College Now, earning anywhere from 3 to 12 college credits.

In addition to this, the class of 2022 also enjoyed the unique opportunity of taking part in an *Online Computer Science Program* through Stanford University. International Leadership partnered with the *National Education Equity Lab*, which allows students to earn college credits from top universities, such as, Stanford, Princeton, Georgetown, Yale, Barnard, and many other prestigious colleges and universities. Twenty-one members of the class of 2022 took part in Fall 2021. In spring 2023, we plan to offer Principles of Economics through Barnard College.

We increased opportunities for remediation and acceleration by integrating a differentiated learning platform, Achieve 3000. Achieve 3000 Literacy is a digital learning solution that accelerates literacy growth for students at every grade and ability level. The program begins by each incoming ninth grader completing a level set assessment at the beginning of the year. Based on the results, students are assigned lessons within grade level aligned collections for the use in English language arts and social studies classes. The program also scaffolds for struggling learners and English language learners (ELLs). This program will be extended to both ninth and tenth graders this upcoming academic year. All International Leadership students, including SPED and ELLs, participate in our intervention, enrichment Saturday program. In addition, the Director of Special Education meets weekly with teachers to monitor the progress of special education students, and review and analyze assessment data.

Teachers, coaches and instructional directors meet weekly, plan and provide an opportunity for ongoing professional development in all content areas. A team of coaches from the Center for Educational Partnerships at Fordham University provides coaching, modeling and feedback which informs teachers' instruction. The professional development and coaching program are developed in response to needs that were evident from formative and summative assessments administered throughout the year.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT



ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2017-18	96	90	82	80	348
2018-19	119	80	76	80	355
2019-20	136	105	66	69	376
2020-21	103	97	80	63	343
2021-22	131	96	80	73	380

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 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
2019-20	2016-17	2016	68	1*	83
2020-21	2017-18	2017	67	0	67
2021-22	2018-19	2018	78	0	78

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 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 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	68	1	69
2020-21	2017-18	2017	67	1	68
2021-22	2018-19	2018	78	2	80

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	4	3	7
2020-21	2016-17	2016	3	1	4
2021-22	2017-18	2017	5	1	6

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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.

RESULTS AND EVALUATION

94% of the 2021 cohort and 100% of the 2020 cohort were promoted to the next grade in June of 2022. These promotion rates are similar to the 96% and 95% promotion rates for the previous year’s and second year cohorts. All first-and second-year ELL students were promoted to the next grade at the end of the 2021-2022 school year. One tenth grade SWD student from the 2021 cohort was not promoted to the eleventh grade.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	88	100%
2021	107	94%

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, 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 2022, the 2019 cohort will have completed its second year.

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. The New York State Education Department canceled the administration of the U.S. History and Government in June 2022.

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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.

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. The SWD pass rate falls short of the 2017 cohort where 86% of SWD earned greater than a score of 65 on their Algebra 1 and Living Environment exams. 58% of 2018 Cohort ELLs passed both the Algebra 1 and Living Environment Regents exams. Additionally, 9 of 13 or 69% of 2017 cohort ELLs passed both the Alg. 1 & ELL exams.

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)
2018	2019-20	92	91%
2019	2020-21	86	92%
2020	2021-22	79	77%

Goal 1: Absolute Measures

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.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams

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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.¹

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

RESULTS AND EVALUATION

The 2016, 2017, and 2018 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.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	71	65	92%
2017	2020-21	67	60	90%
2018	2021-22	78	72	92%

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
2015	2019-20	88	83	94%
2016	2020-21	71	68	96%
2017	2021-22	67	65	97%

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 2020-21 results as a temporary placeholder for the district's 2021-22 results.

¹ The state's guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

RESULTS AND EVALUATION

In comparison to the Bronx Community School District #10, International Leadership graduated over 9% more than the Total Cohort students from the 2016 and 2018 cohorts.

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	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	71	65	92%	4074	80%
2017	2020-21	67	60	90%	3817	84%
2018	2021-22	78	72	92%	3817*	84%*

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 below.

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 canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Students at International Leadership did not take the Pathway exam.

Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

ADDITIONAL CONTEXT AND EVIDENCE

Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School Graduation goal should report those results here.

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.	Met
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 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.

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 indicators, and the overall percentage achieving any indicator.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

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Percentage of the 2018 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	72	72	100%
Receiving 5 or more college acceptance letters	72	36	50%
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)	22	6	27%
Earning college course credit through the College Now Program	16	15	94%
Overall	72	72	100%

RESULTS AND EVALUATION

100% of the 2018 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. 27% of 2018 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. 94% of students in the 2018 cohort earned college credit at nearby Lehman College. This percentage increased relative to the 2017 cohort where 30% earned college credit before graduating high school. During the 2021-2022

school year, 27% of 12th graders took Stanford’s Introduction to Computer Science course. A significant percentage of twelfth grade students will participated in online courses during the 2021-2022 school year.

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 Institute does not require charters to report on this measure for 2021-22.

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 Institute does not require charters to report on this measure for 2021-22.

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 2021-22 and provide preliminary matriculation data for 2018 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.

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 2022, over 98% 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,

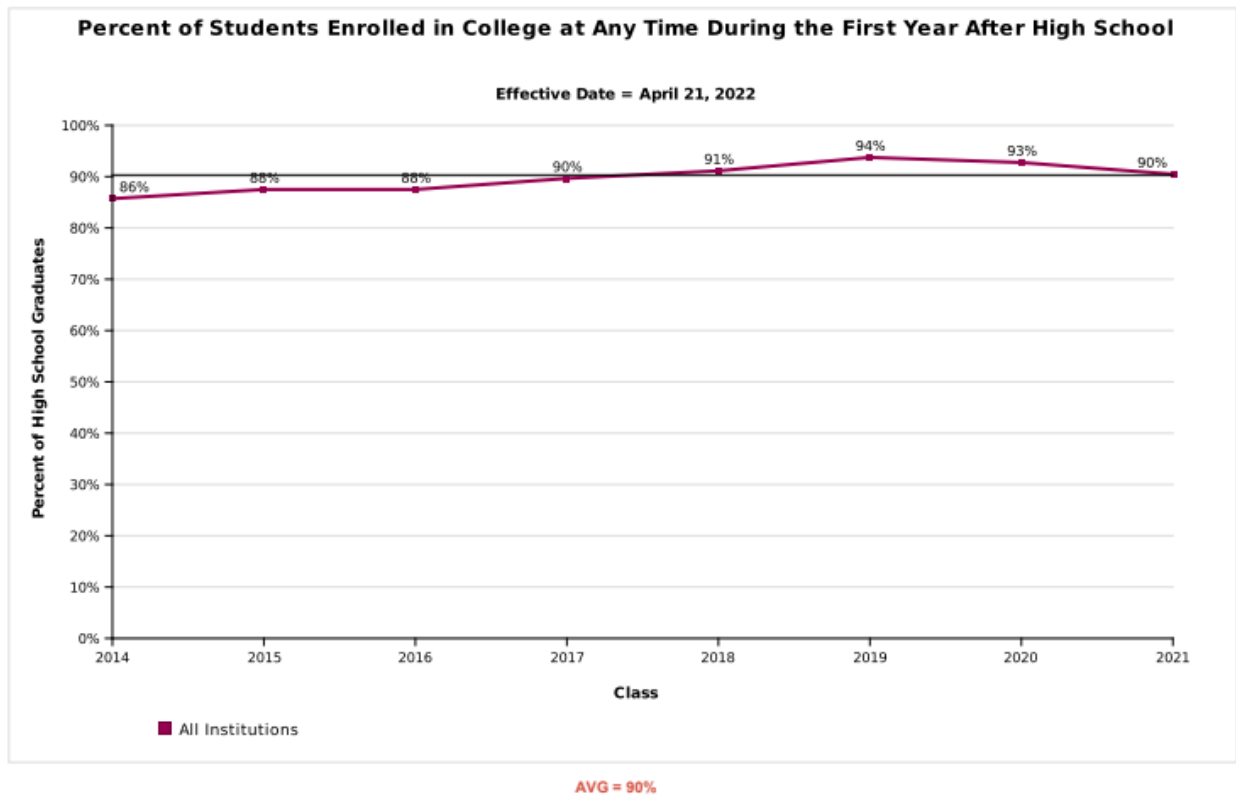
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the NSC data shows that between 2017 and 2022, 91% of International Leadership alumni enrolled in college during their first year after high school.

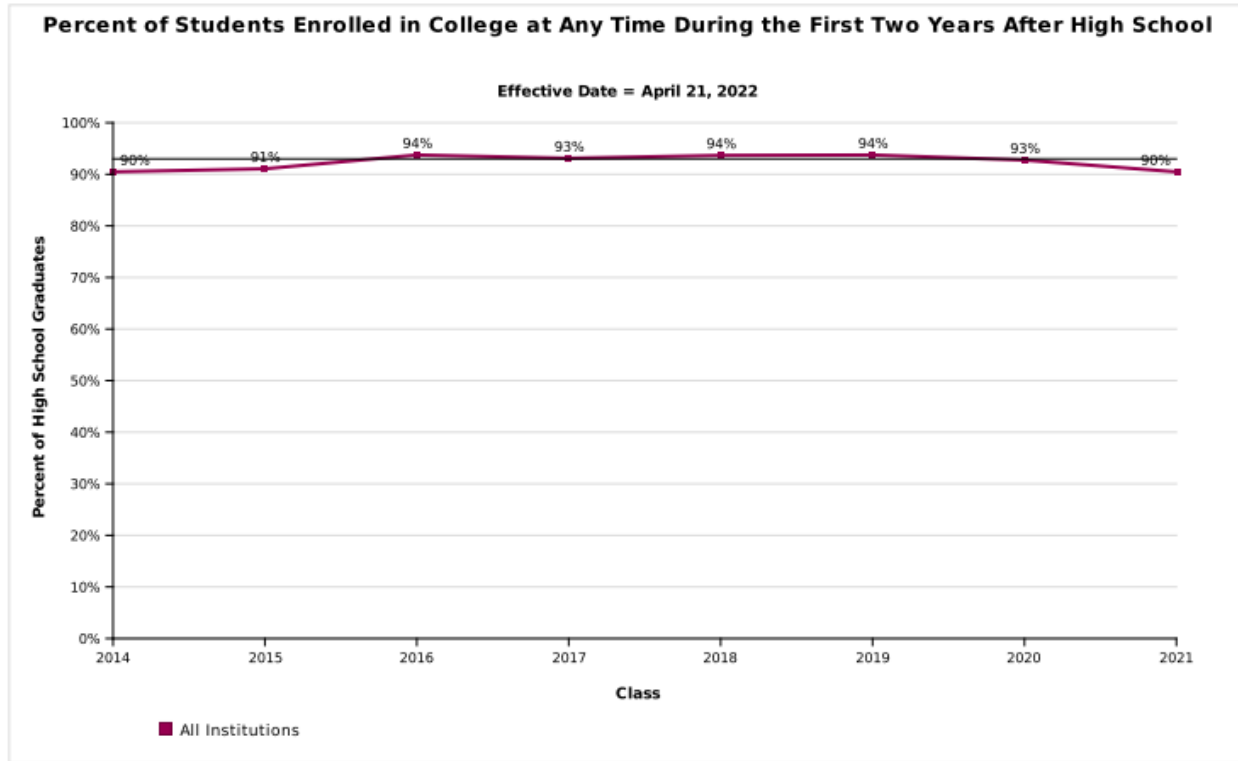
Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	64	63	98%
2017	2020-21	60	59	98%
2018	2021-22	72	72	100%

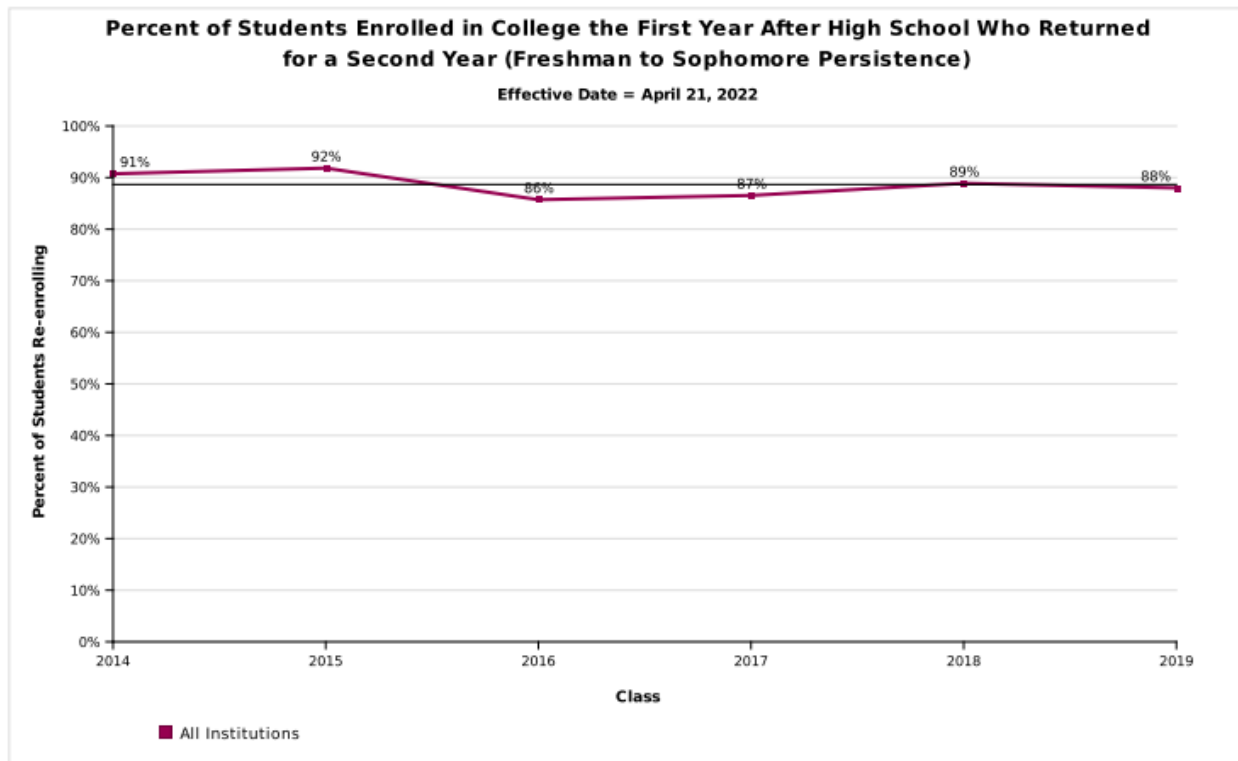
ADDITIONAL CONTEXT AND EVIDENCE



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AVG = 93%



AVG = 89%

SUMMARY OF THE COLLEGE PREPARATION GOAL

The School Board and the leadership team view persistence in college as an indicator 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.

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

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 2022-23 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

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

Ongoing professional development is provided to faculty to review all curriculums 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 Dr. Grant Wiggins.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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) 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, 2020-21, and 2021-22 some students in the 2018 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

Only seventy-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. Sixty-seven students from 2017 cohort took the ELA Regent exam, of which 80.5 scored at least a level 4 on the exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort²

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)
2016	2019-20	68	5*	51	81%
2017	2020-21	67	62*	4	80%
2018	2021-22	78	3	41	55%

*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

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, 66% of the 2018 cohort earned level 4 on the English Common Core Exam. 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 2021 and 2022 cohort students to earn a Level 4 score.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	NA	NA	82	66%	78	34%
2019	NA	NA	NA	NA	77	74%
2020			NA	NA	NA	NA

² Based on the highest score for each student on the English Regents exam

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2021					NA	NA
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* The percentages captured in the above chart reflects 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) 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, 2020-21, and 2021-22 some students in the 2018 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 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The 2016, 2017, and 2018 cohorts each had over 90% of students score at Level 3 (score of 65 or above) on their ELA Common Core exam by their fourth year. The 2017 cohort exceeded the accountability goal by 20 percentage points. All 91% of 2018 cohort members who took the ELA Regents exam earned a Level 3 or above. 9 of 11 2018 cohort SWDs earned a score of 3 or above. This mark is similar, to the 92% or 11 of 12 2017 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 2019 cohort students who took the ELA Regents exam in June of 2022 were not ELL or SWD. These five students were 11th grade students who are expected to graduate in June of 2023.

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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)
2016	2019-20	68	5*	59	94%
2017	2020-21	67	62	5	100%
2018	2021-22	78	3	68	91%

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. In June of 2022, 50 of 82 2018 cohort students took the ELA exam. 98% 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	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	NA	NA	82	98%	78	79%
2019	NA	NA	NA	NA	77	91%
2020			NA	NA	NA	NA
2021					NA	NA

* The percentages captured in the above chart reflects 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 Institute does not require charters to report on this measure for 2021-22.

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 Institute does not require charters to report on this measure for 2021-22.

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 Institute does not require charters to report on this measure for 2021-22.

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 Institute does not require charters to report on this measure for 2021-22.

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

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2018 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

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)
2016	2019-20	39	5	26	76%
2017	2020-21	25	25	NA	NA
2018	2021-22	30	0	13	43%

ADDITIONAL EVIDENCE

All 2018 cohort students who sat for the ELA Regents 43% scored a level 4 or higher. 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.

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% based on the highest score for each student on the English Regents exam 2020-21 scored at or above Level 3 by their fourth year of high school. This achievement exceeds the Level 3 college readiness goal by 13%.

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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

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)
2016	2019-20	36	0	35	97%
2017	2020-21	39	4	31	88%
2018	2021-22	30	0	27	90%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

International Leadership is pleased that over 90% of students from the 2016, 2017, and 2018 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.	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 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 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.	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 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

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.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. 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, 2020-21, and 2021-22, some students in the 2018 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

20% of the 2018 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 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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)
2016	2019-20	68	5	10	16%
2017	2020-21	67	5	12	19%
2018	2021-22	78	7	14	20%

ADDITIONAL EVIDENCE

The cancellation of Regents exams in 2020 led to the provision of Algebra I Regents exemptions to the entire 2018 cohort. 62 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	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	92	21%	82	21%	78	0%
2019	NA	NA	NA	NA	NA	NA
2020			89	2%	68	25%
2021					94	16%*

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.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. 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 mathematics exams. 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, 2020-21, and 2021-22, some students in the 2018 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 3 among the students who sat for any exam.

RESULTS AND EVALUATION

82% or 53 of 62 2018 Cohort Algebra 1 Regents exam takers earned a score of 65 or above. This percentage is three percentage points below the 2017 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. 82% of the 2018 cohort that sat for Algebra 1 Regents exam scored a level 3 or above.

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)
2016	2019-20	68	18	46	92%
2017	2020-21	67	5	53	85%

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2018	2021-22	78	7	58	82%
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ADDITIONAL EVIDENCE

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

16% of the 43 students who sat for the 8th grade math exam scored at least a level 4. This score is higher than the 2017 and 2016 cohorts. 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

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)
2016	2019-20	48	14	5	15%
2017	2020-21	28	0	0	0%
2018	2021-22	44	1	7	16%

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 mathematics 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.

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 ³

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)
2016	2019-20	48	14	31	91%
2017	2020-21	28	0	20	71%
2018	2021-22	44	1	38	88%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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 academic 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.

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

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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 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 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 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

As stated earlier, the math coach, the Director of Instruction, and the School CEO will work to support the 9th grade Algebra I teacher with data driven item analysis instructional support aimed at preparing more students for mastery. The Director of Instruction, and the math coach, and the 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

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

Ninth grade will receive Living Environment and will be prepared to take the Regents in June 2023. Tenth grade will receive Chemistry. Eleventh grade will receive physics, and the twelfth grade will take accelerated Chemistry and Physics. We will enrich the twelfth-grade science curriculum with Study.com. 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 CEO, will meet on a bi-quarterly basis to assess the Algebra I teacher's progress in implementing targeted and differentiated instruction strategies. 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, 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.

BACKGROUND

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.

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 and Algebra in Grade 9, Global History in Grade 10, and English in Grade 11. New York State Education Department canceled the US History and Government test that was scheduled for June 1, 2022. 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, 2020-21, and 2021-22, some students in the 2018 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. 13 in the 2018 cohort exempted students originally planned to take the Living Environment Regents exam in June of 2022. 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 39 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁴

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)
2016	2019-20	68	20	46	96%
2017	2020-21	67	7	56	93%
2018	2021-22	78	13	56	86%

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	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	NA	NA	NA	NA	79	67%
2019	NA	NA	NA	NA	NA	NA
2020			83	71%	76	75%
2021					97	63%

Goal 5: Comparative Measure

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.

⁴ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Background

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 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, 2020-21, and 2021-22, some students in the 2018 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2016	2019-20	68	5	62	98%
2017	2020-21	67	67	NA	NA
2018	2021-22	78	70	NA	NA

EVALUATION AND RESULTS

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, 98% 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	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	NA	NA	NA	NA	NA	NA
2019	NA	NA	NA	NA	NA	NA
2020			NA	NA	NA	NA
2021					NA	NA

Goal 6: Comparative Measure

Each year, the 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.

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

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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.

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 2018 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

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2018 Cohort who sat for the exam and have passed the exam with a comparison to previous years’ performance.

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)
2016	2019-20	68	9	57	97%
2017	2020-21	67	8	50	90%
2018	2021-22	78	78	NA	NA

EVALUATION

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	NA	NA	NA	NA	NA	NA
2019	NA	NA	NA	NA	77	100%
2020			NA	NA	76	88%
2021					NA	NA

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.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

International Leadership Charter High School achieved applicable Absolute Goals and Growth Goals.

Note: The New York State Regents exam for U.S. History and Government was canceled for June 2022.

Type	Measure	Outcome
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.	Met
Comparative	Each year, the percent of students in the high school total cohort passing the Regents U.S. History and Government exam with a score of 65 or above will exceed that of the high school total cohort from the school district comparison.	Met

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

State the school’s ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

