

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION SUMMARY
INTERNATIONAL LEADERSHIP
CHARTER HIGH SCHOOL*

REPORT DATE: APRIL 2, 2025

VISIT DATE: NOVEMBER 4-5, 2024



Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

3515 Bainbridge Avenue, Bronx, New York | Grades: 6-7 | NYC Community School District 10 | Norwood
 3030 Riverdale Avenue, Bronx, New York | Grades: 9-12 | NYC Community School District 10 | Kingsbridge

MISSION

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

CURRENT CHARTER INFORMATION

Year Opened: 2007
 Serves: 6th– 7th, 9th – 12th
 Chartered Enrollment: 510
 Charter Expires on: June 30, 2025

FUTURE CHARTER INFORMATION

Serves: 6th – 12th
 Chartered Enrollment: 595
 Charter Expiration: June 30, 2030

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL BOARD OF TRUSTEES¹

INTERIM CHAIR

Lashawn Butler-Francis

TREASURER

Yanelis Munoz

SECRETARY

Luisa Ubiera

TRUSTEES

Denise Martinez

Maximo A. Dume

Maria Garcia

Betty N. Quiroz

KEY DESIGN ELEMENTS

Acceleration in mathematics and science;



Extended school day and block scheduling;



College preparatory course sequence;



Saturday academy and after school tutoring; and,



Internships and community development project;



Student intervention team.



Ongoing professional development;



1. Source: The Institute's board records at the time of report finalization.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL

The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of International Leadership Charter High School (“International Leadership”) for a period of five years with authority to provide instruction to students in 6th through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 595 students. The Institute makes this recommendation as International Leadership meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).²

EXECUTIVE SUMMARY

International Leadership effectively improved student achievement and adapted to evolving organizational demands over its charter term. The school consistently demonstrated academic success, posting high four year graduation rates and Regents passing rates. International Leadership successfully expanded to include a middle school program while maintaining a high quality academic program at the high school. The school launched 6th grade in fall 2023, and in its inaugural year, the middle school outperformed the district in English language arts (“ELA”) and mathematics. International Leadership maintains strong family support and fosters meaningful alumni relationships, as evidenced by former students returning as teaching assistants and staff members. Additionally, the school exposes students to unique cultural experiences through curricular offerings such as Tae Kwon Do, African drumming, and Mandarin language classes.

International Leadership responded effectively to the operational demands of managing a two-site school. The school expanded its leadership team from a two-executive model to include a chief executive officer (“CEO”), high school principal, middle school principal, director of operations (“DO”), director of college preparation (“DCP”), director of family engagement, and chief officer of strategic partnerships. Lower than anticipated enrollment impacted the school’s ability to fully implement its leadership expansion delaying the hiring of a chief academic officer (“CAO”). In the interim, the CEO and high school principal manage the CAO responsibilities with instructional coaches supporting middle and high school teachers.

International Leadership addressed leadership vacancies with interim solutions while planning for long-term sustainability. At the time of the Institute’s visit, the DCP position remained vacant, but the coordinator of college preparation, with support from the high school principal, fulfilled key responsibilities of the role. The school developed a succession plan for the DCP position. Additionally, the school worked to address a temporary special education coordinator vacancy and explored the addition of an English language learner (“ELL”) coordinator to better serve its growing ELL population, currently supported primarily through translation services.

International Leadership has adapted effectively to enrollment fluctuations. The school maintains stable enrollment and staffing ratios, demonstrating its ability to manage change. Its effective discipline system reduced expulsions for three consecutive years of the charter term, supporting a structured learning environment.

2. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

EXECUTIVE SUMMARY

FINDINGS & INFORMATION

Is the charter an academic success?

International Leadership is an academic success. The school posts consistently high graduation and college matriculation rates. The school regularly administers assessments to measure students' mastery of the subject matter. Scheduled intervention blocks, after-school tutoring, and a Saturday academy provide students additional opportunities to prepare for and achieve grade level standards. Regular professional development and grade level meetings offer teachers a platform to share best practices and strategies.

International Leadership offers college readiness opportunities and strives to increase participation over the term. The school partners with the National Equity Lab to provide college courses to its students. In 2023-24, 25 International Leadership students graduated with six or more college credits from institutions such as Cornell University and Stanford University. A small cohort of students enrolls in college courses through the City University of New York's ("CUNY's") College Now program. To further support college readiness for all students, International Leadership can increase student participation in its college preparatory offerings, including college courses through its partnerships with the National Equity Lab and the CUNY College Now program.

International Leadership demonstrates success in the following ways:

- International Leadership posted high four year graduation rates over the charter term exceeding the absolute target of 75% every year and meeting or surpassing the district results in four of five years of the Accountability Period.
- Over its charter term, International Leadership demonstrated exceptional college attainment, matriculating over 96% of its graduates into two or four-year colleges annually.
- At the middle school level, International Leadership's students in 6th grade posted proficiency rates on the state's ELA and mathematics exams that exceeded the district 6th grade average in both subjects.

Is the charter an effective, viable organization?

International Leadership is a viable and effective organization that adapts to challenges. During the charter term, the board experienced a turnover of four board positions, which it successfully filled. Reflecting the school's community support, parents of current or former students primarily make up the board. To address lower than anticipated enrollment, the board prioritizes student recruitment. Managed by the board, the school's chief officer of strategic partnerships engages in outreach efforts to identify additional funding sources for school operations. To strengthen governance, the board is re-establishing a committee structure, seeking training on governance and oversight best practices, and formalizing evaluation processes for executive roles.

International Leadership expanded its leadership and operations team to effectively support succession planning and growth. The school continues to seek additional hires, such as a CAO and an ELL coordinator, to enhance instructional oversight and meet the needs of its at-risk student population. Although the school faced staffing vacancies during the charter term, it utilized existing leadership, staff members, and consultants to fill gaps. In fall 2024, the school conducted a staff survey to gather feedback and address concerns raised during the renewal visit regarding information gathering about staff departures. School leaders recognize hiring challenges and concentrate on staff member retention and development. Notably, several alumni returned to serve as teaching assistants and staff members, creating a potential pipeline for future recruitment.

EXECUTIVE SUMMARY

Is the charter fiscally sound³?

International Leadership is fiscally adequate based on the Institute’s review of the renewal documentation. The education corporation implements strong budgeting methods involving all school departments to map priorities and develop more accurate revenue and expense projections. The finance team meets with the board quarterly to present an enrollment report and receive feedback. The education corporation maintains adequate enrollment numbers throughout the current charter term. The 2023-24 annual financial audit did not present any internal control issues, findings, or material weaknesses. International Leadership preserves a separate bank account with the established amounts for dissolution as required by the charter agreement.

International Leadership demonstrated adequate financial performance during the current charter term, with net assets (\$3.5 million) and cash (4.3 months on hand) reserves growing each year. The current and quick liquidity ratios from the Institute’s dashboard dropped during the 2023-24 annual financial audit. The decline in liquidity ratios resulted from lower-than-expected enrollment over the past three years. During the 2022-2023 and 2023-24 school years, actual enrollment fell significantly below the projected enrollment numbers, leading to a total deficit of 1.5 million. Due to enrollment and facilities investment fluctuations, International Leadership experienced financial deficits during three years of the current charter term. Based on the renewal documentation and future budget, the Institute does not consider this a risk moving into the proposed charter term. International Leadership maintains adequate teacher-to-student ratios and adjusts accordingly to reflect enrollment fluctuations.

If the SUNY Trustees renew the charter, are the education corporation’s plans for the charter reasonable, feasible, and achievable?

International Leadership’s plans for the future are reasonable, feasible, and achievable. The school will implement the same core elements that led to its success over the current charter term and continue to build out its middle school program to serve 6th – 8th grades. The school is finishing construction of a six-story building at 322 West 232nd Street, one block north of the high school campus. The middle school will relocate to this new facility at the anticipated conclusion of construction in August 2026.

The future budget in the renewal documentation includes reasonable revenue and expense projections that reflect achievable fiscal plans for the next charter term.

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

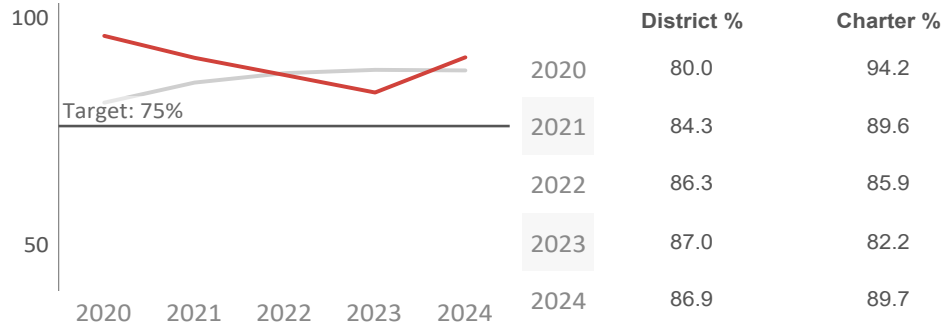


ACADEMIC PERFORMANCE

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

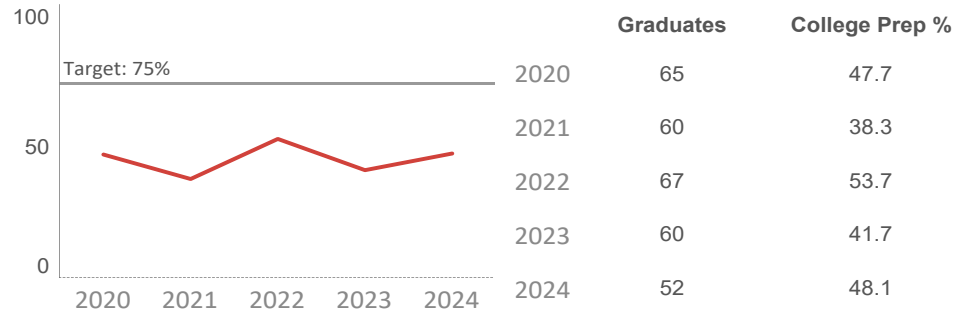
HIGH SCHOOL GRADUATION RATE

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

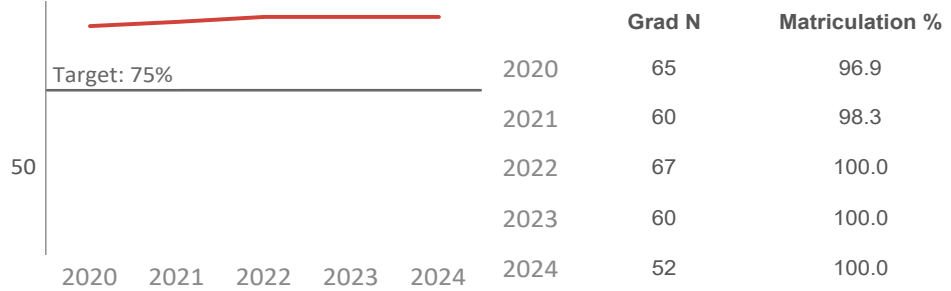


COLLEGE PREPARATION AND ATTAINMENT

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



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

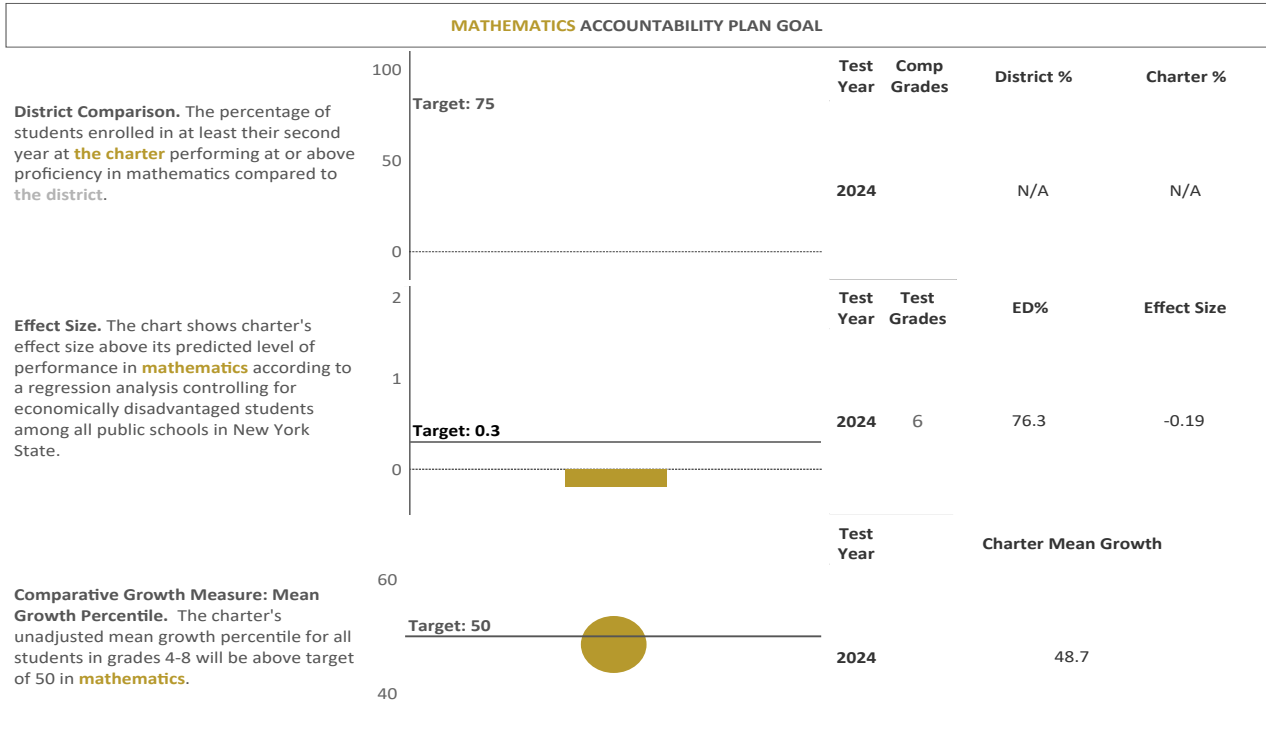
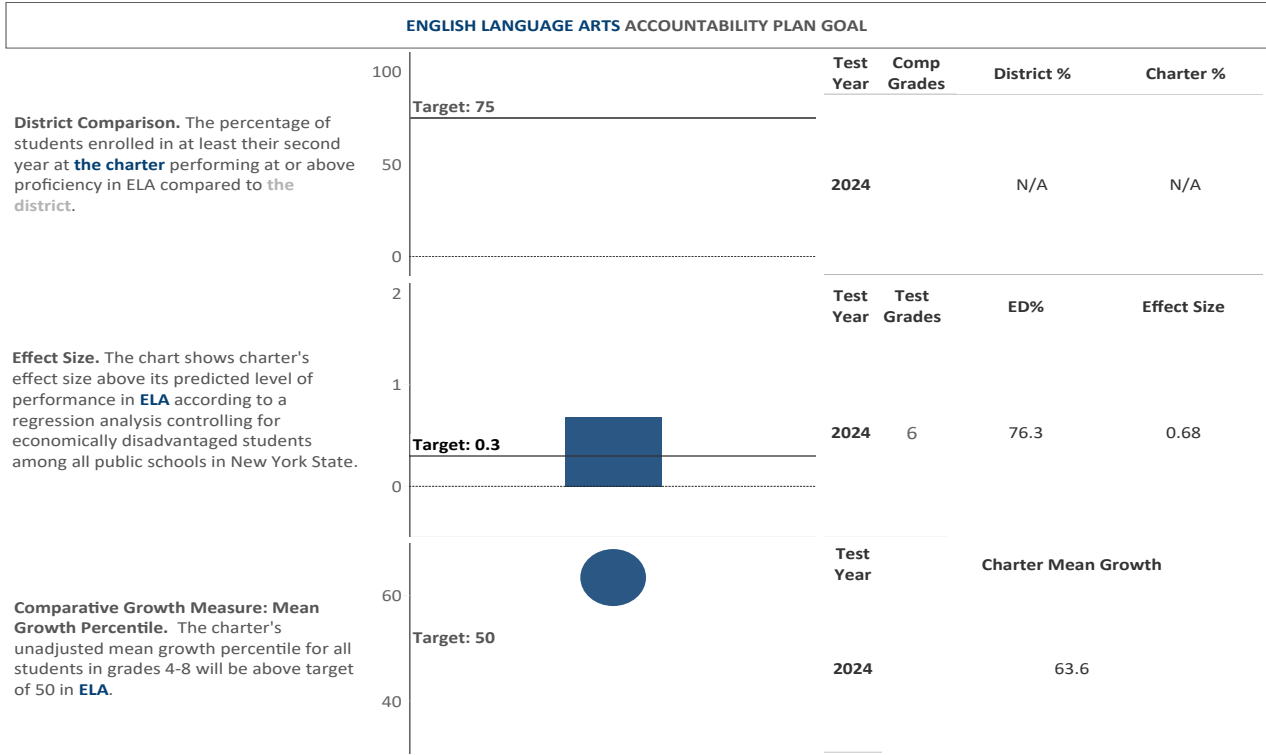


* High school outcome data for 2023-24 is pending final validation by the Institute and education corporation.



ACADEMIC PERFORMANCE

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL





ACADEMIC PERFORMANCE

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of students at **the charter** in at least their second year performing at or above proficiency in science compared to **the district**.

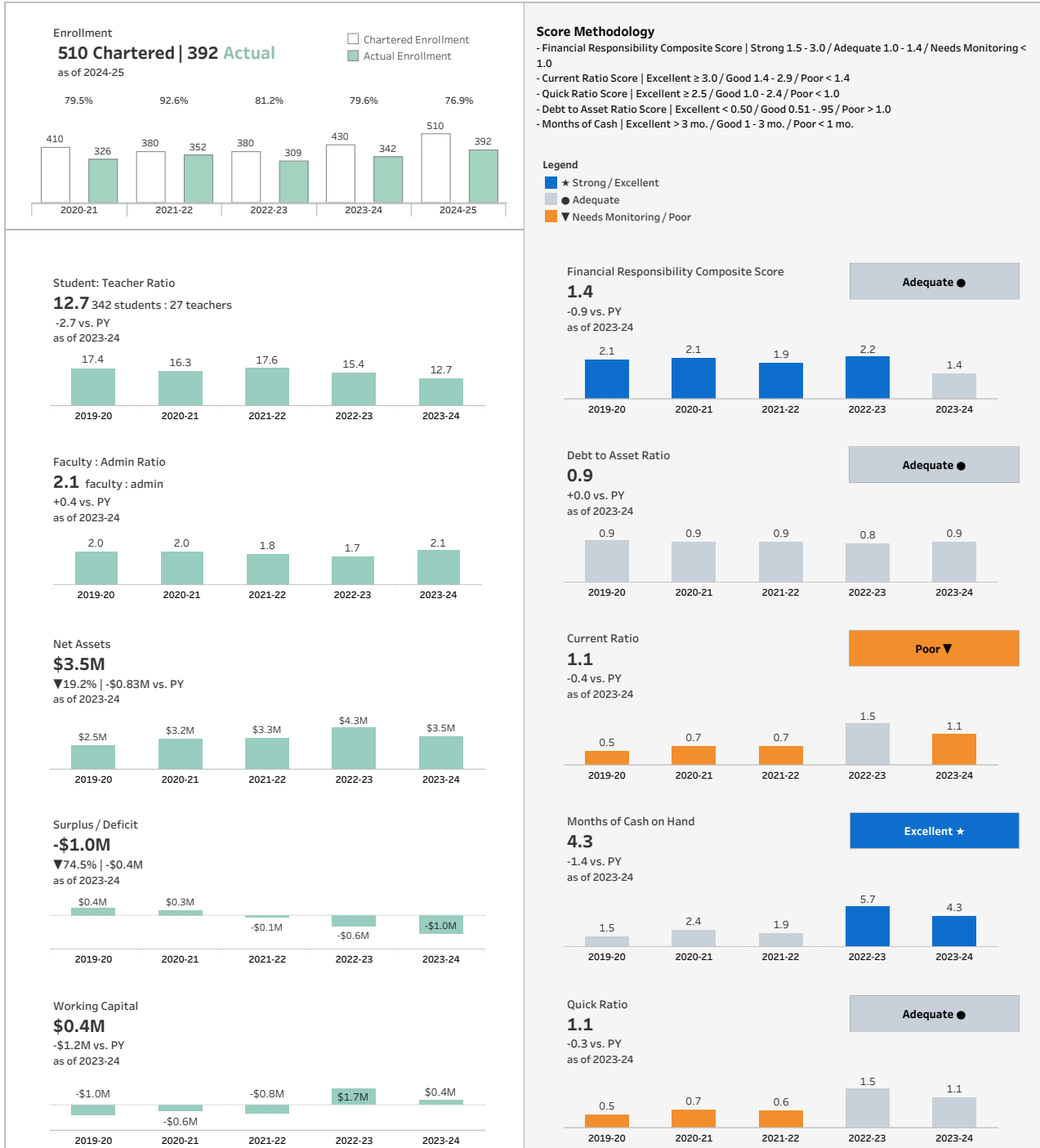
N/A

TESTED PERCENTAGES		
	2024	
	ELA	Math
School Tested Number	32	35
School Tested %	84.2%	92.1%
District Tested %	88.6%	92.2%

SPECIAL POPULATIONS PERFORMANCE*	
	2024
Students with Disabilities Tested on State Exam	6
Charter Percent Proficient on ELA Exam	16.7
District Percent Proficient	13.5
Tested on NYSESLAT Exam	36
Charter Percent 'Commanding' or Making Progress	22.2

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL



COMPLIANCE REPORTING



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

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. Throughout the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

Annual Reports

International Leadership submitted annual reports to the Institute and the New York State Education Department (“NYSED”) on time, but has not posted the most recent report directly on the school’s website as of the date of submission as required by the Act. The Institute will ensure compliance prior to the start of the next charter term.

Board Minutes

The board meeting minutes for last school year are available on the school’s website, but not the most recent minutes for the 2024-25 school year. The Institute will ensure the school posts minutes within the required timeframe prior to the start of the next charter term.

FOIL

The education corporation has a complete Freedom of Information Law (“FOIL”) policy and a subject matter list, but the subject matter list needs to be posted on the school’s website. The Institute will work with the education corporation to post the subject matter list as soon as practical.

Teacher Certification

The Act allows schools to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

The school partners with the New York City Charter School Center to track and monitor certification of teachers. The center offers one-to-one consultation with individual teachers to help navigate the acquisition of certification. The school offers ongoing professional development, and teachers may be eligible for tuition reimbursement if pursuing advanced degrees or additional certifications. The school also has several partnerships with local universities wherein the school offers teachers a discounted tuition rate.

At the time of the renewal review, the school employed 29 lead teachers. Of the 29 lead teachers, 21 were uncertified, six over the allowable limit. Thirteen of the 21 uncertified teachers meet the appropriate qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

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

Parent Survey Data

The Institute compiled data from the school’s annual family survey from the 2023-24 school year. In 2023-24, 71% of families who received the survey responded. Of the families who responded, 78% expressed satisfaction with the school.

Parent Focus Group

The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs.

The 51 family members and caretakers who participated in the family focus group expressed high levels of satisfaction with International Leadership. Participants expressed appreciation that school leaders and teachers consistently support student success and maintain strong partnerships with families. Families highlighted the school’s efforts to set high expectations for students, ensure consistent communication, and provide a safe environment. Multiple families expressed gratitude for the school’s support in helping students achieve college enrollment.

Public Comments

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

The New York City Department of Education (“NYCDOE”) held its required hearing on the renewal application for International Leadership via videoconference on November 19, 2024. No one spoke in support of or in opposition to the renewal.

International Leadership’s board of trustees and parent advisory council held a public renewal rally and hearing on October 24, 2024. Over 40 students, families, faculty members, alumni, and board members attended. One student spoke in support of the renewal citing the school’s impact on students’ academic growth, discipline, and leadership development. Two alumni spoke in support of the renewal and shared how the school positively impacted their lives. A video at the event featured five students voicing their support for the renewal, sharing how they feel safe at the school and appreciate the academic rigor and opportunities.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Enrollment and Retention

International Leadership makes good faith efforts to meet its enrollment and retention targets. International Leadership comes close to meeting its enrollment target for economically disadvantaged students but does not meet its enrollment targets for ELLs and students with disabilities. The school does not meet its retention targets for economically disadvantaged students, ELLs, or students with disabilities.

Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2023–24, 88% of International Leadership students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

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

International Leadership Charter High School's Enrollment and Retention Status: 2023-24		Target	Charter
enrollment	economically disadvantaged	80.2	78.4
	English language learners	24.6	11.0
	students with disabilities	18.7	10.4
retention	economically disadvantaged	94.8	85.5
	English language learners	94.8	81.1
	students with disabilities	93.2	81.1

International Leadership

Ax

APPENDICES

PAGES Ax 1-11

CO^A CHARTER OVERVIEW PAGE Ax 1	BS^B BENCHMARK SUMMARY PAGE Ax 2	SD^C STUDENT DEMOGRAPHICS PAGE Ax 7	FB^D FISCAL BENCHMARKS PAGE Ax 9
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CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	410	326	80%	9-12
2021-22	380	352	93%	9-12
2022-23	380	309	81%	9-12
2023-24	430	342	80%	6, 9-12
2024-25	510	392	77%	6-7, 9-12

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2019-20	Initial Renewal Visit	November 20–21, 2019
2024-25	Subsequent Renewal Visit	November 4–5, 2024

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 4–5, 2024	Kathleen Haywood	School Evaluator
	Andrew Kile	Director of School Evaluation
	Amy Proulx	External Consultant

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

International Leadership met or came close to meeting its key academic Accountability Plan goals over its subsequent charter term. From 2019-20 through 2023-24, the school posted high graduation and college matriculation rates. The school first enrolled students in its middle school program in 2023-24 and, therefore, only produced results against a subset of measures under its English language arts (“ELA”) and mathematics goal areas at the middle school level.

International Leadership met its graduation goal over its subsequent charter term. From 2019-20 through 2023-24, the school posted four year graduation rates that surpassed the absolute target of 75% by at least seven percentage points each year. The school’s four year graduation rate exceeded the district comparison in four out of five years of the Accountability Period. In 2023-24, with 90% of the school’s 2020 Cohort graduating after four years, the school exceeded the district results by three percentage points. The school also posted high credit accumulation rates for its first- and second-year cohorts, demonstrating strong leading indicators of future high graduation rates.

International Leadership came close to meeting its college preparation goal over the term. In each year from 2019-20 through 2023-24, the school’s graduates matriculated into two- and four-year colleges at rates that exceeded the absolute target of 75%. The school also demonstrates college preparation through various methods including achieving the college and career readiness benchmark on the SAT and earning college credit through passing a college level course. Each year, at least 38% of the school’s graduates demonstrated college preparation through at least one of these methods.

The school first enrolled students in 6th grade during the 2023-24 school year, producing its first set of results on New York State exams in ELA and mathematics. The school has not yet produced results against all measures included in its goal areas. However, the school posted promising baseline results in both subject areas. Notably, in ELA, the school’s effect size surpassed the target of 0.3 indicating that International Leadership performed higher than expected to a meaningful degree compared to demographically similar schools. The school also posted a mean growth percentile in ELA that surpassed the target by 14 points.

ASSESSMENT

International Leadership has an established assessment system that supports instructional effectiveness and student learning. The school regularly administers assessments aligned with its curriculum and state performance standards, ensuring students engage with content that reflects New York State Regents requirements. High school students take mock Regents exams to evaluate their readiness, and 9th – 11th grade students participate in assessments such as Algebra I, Living Environment, ELA, U.S. History & Government, and Global History Regents exams. The school also administers the PSAT and SAT.

International Leadership effectively uses targeted instructional tools to support student learning. At the middle school and 9th grade levels, the school implements Achieve3000 and the ALEKS mathematics program to provide individualized instruction. Achieve3000 measures Lexile levels and informs differentiated reading instruction during intervention blocks. ALEKS assesses student strengths and weaknesses in mathematics and delivers computer-based instruction to address specific learning needs.

International Leadership effectively uses formative assessments, including do now activities, exit tickets, and assignments, to inform instructional review. These assessments provide data for short-term adjustments to instruction. Additionally, the school identifies struggling students through first marking period progress reports and provides academic support through after-school tutoring. While the school has strong systems for administering assessments, there are opportunities to improve the use of assessment data. At the time of the visit, the Institute did not observe progress monitoring practices to assign tiered, in-class instructional supports apart from intervention blocks.

International Leadership fosters a collaborative environment for instructional planning but can improve its use of data in instructional planning. Grade level teams discuss student behavior trends and instructional strategies, creating opportunities for shared practices. However, these discussions do not include regular academic performance data analysis to further strengthen instructional planning and support student achievement. Leaders can enhance the use of assessment results to inform teacher development and refine instructional strategies. While teacher evaluation templates reference differentiated planning, a review of instructional materials during the visit demonstrated planning primarily consisted of content review and graphic organizers with minimal evidence of differentiated resources for students beyond translated materials for English language learners (“ELLs”).

CURRICULUM

International Leadership’s curricula support teachers in instructional planning. The school implements internally developed curricula with a fixed framework including curricular maps and syllabi aligned to state standards and across grades. Most classroom lessons align with grade level standards and include clearly defined aims and objectives for students. Teachers utilize resources such as Pearson for ELA and Savvas for mathematics as supplementary materials for internally developed curricula. Teachers use Achieve3000 and ALEKS programs during middle school intervention blocks for ELA and mathematics, respectively. The programs provide students with individualized reading and mathematics activities based on each student’s diagnostic assessment.

Teachers follow curricular maps and unit plans provided by the school or submitted at the start of the year, ensuring clarity on what to teach and when to teach it. Teachers submit lesson plans weekly and receive regular feedback from instructional coaches. Some teachers conduct curriculum reflection through unit reviews with coaches or independently. However, leaders acknowledge the absence of a formalized curriculum review process. Establishing this process would ensure the school has a consistent process for ensuring the highest quality curricular program is in place across the school.

International Leadership strives to implement an academically rigorous college preparatory curriculum and has a strong record of college matriculation as evidence of its success. The school collaborates with the National Equity Lab and the City University of New York’s (“CUNY”) College Now program, allowing students to earn college credits. In 2023-24, 25 students graduated with six or more college credits from institutions such as Cornell University and Stanford University. Currently, a small cohort of 30-40 students across two grade levels participates in college course opportunities. There is an opportunity for the school to expand college preparedness participation to further support student postsecondary success in a program that maintains a strong record of college matriculation.

PEDAGOGY

High quality instruction is evident across most International Leadership classrooms with many teachers demonstrating effective pedagogical practices. Teachers deliver purposeful lessons with clear objectives and integrate prior content knowledge to reinforce student understanding. Teachers consistently use exit tickets to assess learning at the conclusion of lessons providing a structured method for evaluating student progress. Many teachers employ effective strategies to gauge understanding including circulating the classroom, conferring with individuals or small groups, and utilizing diverse questioning techniques. These practices enable some teachers to make in-the-moment instructional adjustments, such as rephrasing questions to address misconceptions and ensure student comprehension. Most classrooms exhibit a strong academic focus with teachers implementing routines and procedures that create structured, safe environments conducive to active student engagement.

However, in some classrooms across grade levels, teachers fail to implement consistent, high quality instruction leading to missed opportunities to maximize student learning and critical thinking. In some classrooms, teachers rely primarily on recall or procedural questions rather than incorporating higher-order questioning strategies. These limitations restrict opportunities for students to deepen understanding and engage in rigorous cognitive tasks. While approximately half of the observed classrooms include activities that promote higher-order thinking and problem solving, the remaining classrooms do not consistently prompt students to elaborate on responses or fully engage in complex problem solving. Teachers in some classrooms effectively facilitate multi-step problem-solving tasks, encouraging students to show their work and explain reasoning, but this practice is not universal across the school.

INSTRUCTIONAL LEADERSHIP

Since its previous renewal, International Leadership expanded its leadership team to provide more consistent and sustained coaching and support to teachers. International Leadership implements multiple systems to support teacher development and instructional improvement, but leadership, coaching, and schoolwide instructional goals lack clear alignment. The school has not filled the planned chief academic officer (“CAO”) position due to less than anticipated enrollment. The intent of the role is to develop the middle school and high school principals. As an interim solution, the chief executive officer (“CEO”) currently provides development support for the high school principal, and the school relies on a consultant to support the middle school principal. The school contracts with two external organizations to provide instructional coaching for the middle and high school programs. Coaches visit weekly to observe classrooms and provide feedback directly to teachers. Teachers value this support. However, the coaching model lacks structured collaboration with school leadership. Principals are accessible to instructional coaches, but the school does not formalize collaboration to align coaching feedback with instructional goals. Without clear coordination systems in place, coaching and support do not consistently advance schoolwide priorities.

The school provides a month-long professional development program in August that introduces pedagogical approaches focused on student learning. Leaders facilitate weekly professional development, where teachers collaborate in grade level and department teams to address instructional challenges, share strategies, and engage with coaches. These sessions include lesson observation debriefs and planning supports such as lesson chunking and vocabulary integration. Despite this, responses regarding the efficacy of weekly professional development sessions vary, signaling an opportunity to enhance how professional development addresses

teacher needs across grade levels and content areas. After the Institute’s visit, the school conducted a fall 2024 faculty survey with 28 respondents. The ratings identified differentiation and scaffolding, the use of assessment data, and the integration of artificial intelligence and technology as the top three areas where faculty desired more professional development.

AT RISK PROGRAM

International Leadership meets the needs of most at-risk students, but it must further develop its programming and systems to address all at-risk students’ needs comprehensively. International Leadership has compliant procedures to identify at-risk students, including students with disabilities, ELLs, and those struggling academically. The student intervention team (“SIT”) for both sites includes the principals, the director of parent and family engagement, school counselors, and the director of operations. This team identifies academically at-risk students, such as high school students earning below 80%, and assigns them to mandatory after-school tutoring sessions. In January, the school provides Regents exam preparation during a Saturday academy. However, the school lacks a formal process for referring and monitoring students requiring additional academic or non-academic support.

At the time of the visit, essential positions related to its at-risk programming and support were vacant. These included a special education coordinator and an ELL coordinator. At the time of the visit, the school’s special education teacher support services (“SETSS”) teacher was on leave. Without dedicated at-risk program leadership, teachers are responsible for designing differentiated lessons and ensuring that all students receive the necessary supports within the classroom environment. The school provides counseling services and contracts with district providers to deliver occupational, physical, and speech language therapies. The school offers some targeted professional development for at-risk populations. For example, an instructional coach delivered a training on strategies to support ELLs, and the school scheduled a fall professional development session with the Regional Bilingual Education Resource Network (“RBERN”). However, ongoing targeted professional development for differentiating instruction for ELLs and students with disabilities is insufficient.

The school currently lacks a defined ELL instructional model or program. To support ELLs, the school integrates Promethean boards for direct translation. Teachers occasionally use students’ home languages in instruction, which aligns with leaders’ efforts to enhance support for entering ELLs in the 9th grade. Leaders aim to reassign a teacher with an English to Speakers of Other Languages (“ESOL”) certification background to provide integrated and stand-alone English as a New Language (“ENL”) instruction. The school implements Achieve3000 and the ALEKS mathematics program during the intervention block to provide individualized, computer-adaptive instruction, but it does not provide sufficient differentiation within the classroom. The institute did not observe targeted language acquisition instruction or differentiated materials beyond translated content for ELLs.

The school creates individualized education program (“IEP”) at-a-glance guides for teachers that omit key information regarding student learning needs. Teachers who require specific guidance on supporting students with disabilities frequently cited nonexistent or vacant roles, such as the special education coordinator and SETSS teacher. From interviews during the visit, most teachers referenced providing testing accommodations, but only a few described implementing additional tailored supports. Most classrooms do not consistently apply differentiation or academic interventions tailored to student needs.

ORGANIZATIONAL CAPACITY

The school organization operates effectively in most areas to deliver its educational program but faces key challenges. During the current charter term, the school expanded its operational team creating a more robust administrative structure and hired additional personnel to strengthen the academic program. Although lower than anticipated enrollment has delayed the hiring of a CAO during this charter term, CEO and external consultant support addresses the role's responsibilities. The school has clearly defined leadership roles and responsibilities, enabling teachers to identify the appropriate staff member for support. International Leadership implements a clear and effective discipline system that ensures an orderly environment. Students consistently follow behavioral expectations, and the Institute observed minimal disruptions during the visit. The school reduced expulsions and out of school suspensions for three consecutive years during the current charter term, 2021-22 to 2023-24, demonstrating its capacity to maintain a supportive and structured learning environment.

International Leadership actively works to improve student recruitment and enrollment. Both school-based staff members and the board prioritize increasing enrollment and ensuring long-term sustainability. The school anticipates additional logistical challenges with the opening of its permanent middle school facility. The new location, while closer to the high school, is farther from the current temporary middle school facility. Leaders collaborate with families to develop transportation solutions and ensure a smooth transition for students who live near the current site. International Leadership has an opportunity to strengthen its recruitment and retention of ELLs and students with disabilities. While the school met its enrollment targets for all subgroups at the last renewal, it currently falls short of its targets for these populations.

BOARD OVERSIGHT & GOVERNANCE

With a largely new board in place, International Leadership's board is building its skills to provide effective oversight in achieving the school's Accountability Plan goals. International Leadership's board of trustees is rebuilding its governance capacity following multiple member transitions. Since the last renewal, the board experienced turnover including the resignation of the previous board chair and two members in spring 2024. The board demonstrates a strong commitment to the school community, with most members being current or former students' parents. Recognizing the need to strengthen its governance, the board plans to re-establish a committee structure and seek training from the Institute on governance and oversight best practices.

At the time of the visit, the board prioritized oversight of enrollment, budget management, and student recruitment. While the school has a strong academic performance history, the board focuses less on academic oversight. School leaders provide the board with financial reports and executive summaries, enabling the board to review the school's recruitment strategies and offer suggestions for improvement. The board understands the importance of increasing enrollment to sustain program expansion and enable planned hires, such as a CAO.

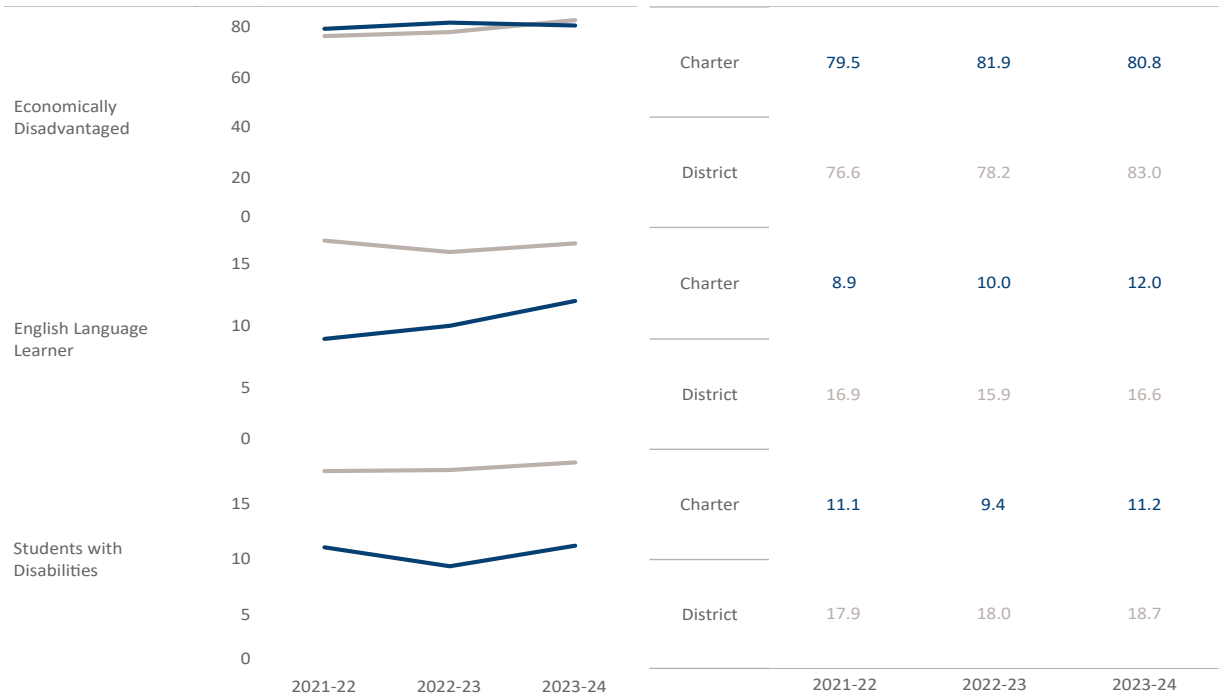
The board directly supervises the CEO and the chief officer of strategic partnerships. The board manages the chief officer of strategic partnerships to ensure alignment with its priorities and to avoid conflicts with personnel, as the role involves direct support for board strategy and external relations.



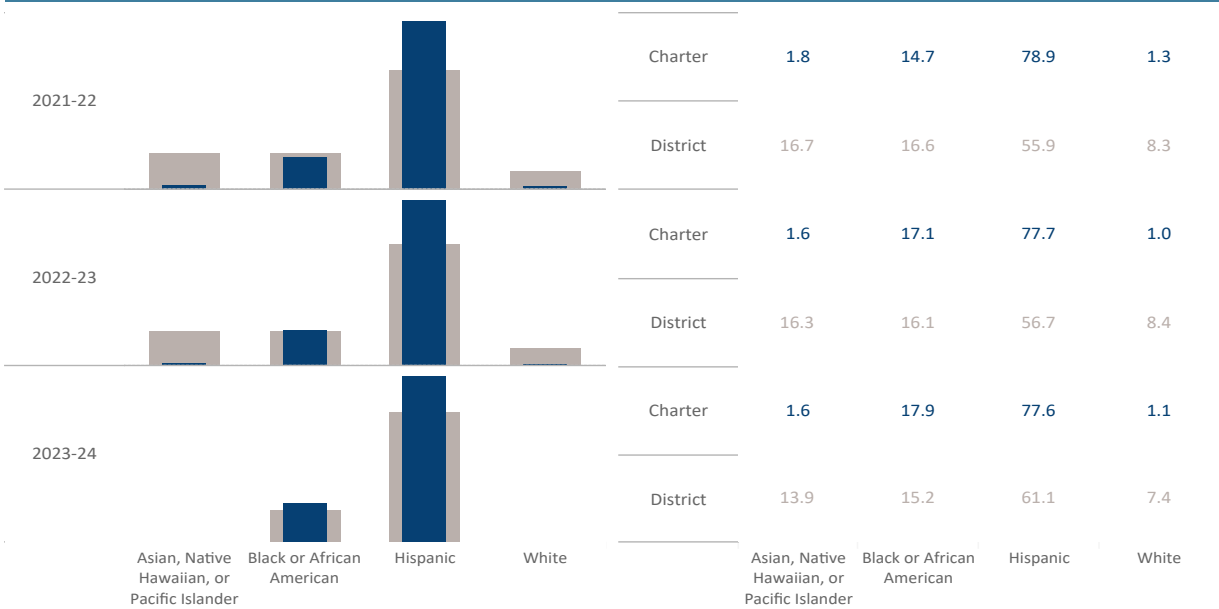
International Leadership Charter High School

Bronx CSD 10

Student Demographics: Sub populations



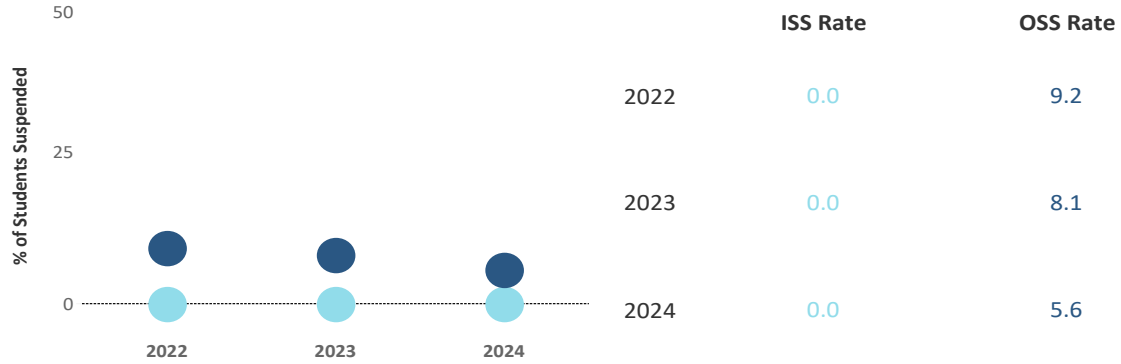
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



International Leadership Charter High School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

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

	2022	2023	2024
2021-22			
2022-23	83.9	5	4
2023-24	64.2	2	
	87.6		

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



FISCAL BENCHMARKS SUMMARY



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	-

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

INDICATORS	EVIDENT?
<p>The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.</p>	<p>MAY 2024</p>

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	N/A
Grant expenditure reports.	N/A

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+



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