

INSTRUCTIONS / NOTES FOR 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Due to the extraordinary circumstances associated with the transition to remote learning and cancellation of state exams in 2019-20, the SUNY Charter Schools Institute (the “Institute”) has made substantial changes to the required reporting as part of the Accountability Plan Progress Report (“APPR”). Although the cancellation of the New York State 3rd – 8th grade exams poses challenges to traditional accountability reporting in 2019-20, schools must report on student achievement and progress towards goal attainment. The required goals and measures included in schools’ Accountability Plans have not changed but the calculations of the typical required elementary and middle school metrics are paused for 2019-20.
2. In the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method under each goal area. In addition to narrative, schools should provide tabulated achievement or growth results if available under the “Results and Evaluation” section of each goal area.
3. The deadline for submission of the APPR is September 15, 2020. As a result of the unique challenges and uncertainty facing schools as they transition into 2020-21, the Institute may modify the deadline 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. **Text Highlighted in Green = a sample entry that may be modified.** Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
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.



Academic Leadership Charter School

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 11, 2020

By : Leena Varghese

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Leena Varghese, Principal prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James Sander	Chair
Christopher Brignola	Vice-Chair
Lucas Doe	Treasurer
Mark Keye	Secretary
Robert Ansbro	Member

Norma Hurwitz has served as the **Executive Director** since **2009**

Leena Varghese has served as the **Principal** since **2012**

SCHOOL OVERVIEW

“With the leadership of the School Board, its administration, teachers and support staff, Academic Leadership Charter School’s mission is to develop in students the ability to exceed NYS performance standards in all major academic areas in a safe and nurturing environment. In partnership with parents and the community, our students will be empowered to become leaders and take an active role in their learning while exhibiting good character.”

Academic Leadership Charter School has set very high academic performance goals for our students and has striven to meet those goals by providing a strong and differentiated instructional program. Our main goal and focus is to provide our students with a quality educational program that helps them to develop and demonstrate College and Career Readiness by meeting or exceeding NYS Common Core Standards through a strong curriculum.

It is our belief that all students can achieve academic success in a nurturing and academically rigorous environment. Our students have outperformed schools in CSD 7, our peer schools, and students city-wide¹. During our initial charter period, we also saw an improvement for individual students from year to year. Our instructional program focuses on Literacy across the content areas in all grades and this has proven to be successful for all of our students, including our struggling population.

As we transitioned to remote learning in March of 2020, we ensured our academic program was implemented to the highest standards possible. Our teachers continued to provide live lessons daily in all subject areas. Our entire school community worked together to provide our students with devices and to troubleshoot tech issues as well as providing parents and students with support navigating technology. We continued to assess students via work samples, participation and quizzes/assessments.

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16														
2016-17														
2017-18	55	50	51	55	47	58	49	49	83	0	0	0	0	549
2018-19	88	76	55	57	55	49	53	40	39	0	0	0	0	521
2019-20	71	106	83	60	58	56	75	53	40	0	0	0	0	602

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

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

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

All students at Academic Leadership Charter School will become proficient in English Language Arts

BACKGROUND

Our Literacy program is designed to help students become fluent readers and critical thinkers. We follow an interdisciplinary approach that is content based and allows for language development and vocabulary expansion. Every day, students read and analyze stories and other rich texts, such as magazine articles and poetry. Fiction and non-fiction stories are analyzed by students based on weekly themes and story genres which enable mastery of that particular weekly topic; character study, mysteries, plays, multicultural stories, myths, fables, legends and novels.

We offer four periods of Literacy instruction daily, employing a balanced literacy program offering a mini lesson followed by a workshop period when the classroom teacher and the associate teacher initially work with at-risk, Special education, or ELL students. Once these students have demonstrated mastery, they proceed to work independently. The classroom teacher then reviews work with the group of on or above level students. Each of the aforementioned groups participate in small group workshop sessions with the classroom teacher, associate, or one of the instructional support teachers for 15-20 minutes sessions daily during the activity portion of the lesson.

The first two periods consist of our core reading program, SRA Imagine It! for grades K-6 which allows students to read a variety of texts and build necessary reading comprehension skills. For grades 7- 8, we use novels and Pearson's Literature reading anthologies. The third period is devoted to supplemental fiction texts that are teacher selected and theme based. The fourth period focuses on writing and responding to literature.

It is important that our students have a love for reading by providing meaningful topical material tailored to students' social and cognitive developmental and interest level, engaging texts, and the opportunity for all students to be active participants in every lesson, regardless of their ability level. To assist with providing best differentiated lessons in ELA, each classroom has created an ELA chart that outlines each comprehension skill, strategy, and elements of figurative language. This system of tracking identifies each student's strengths where students are provided more challenging activities, and weaknesses which requires re-teaching. The ELA chart is updated within each six-week period to support most updated differentiated groups.

In addition to rich fiction texts, we use have a variety of non-fiction texts incorporated in our curriculum. From their early years, ALCS students receive a content rich curriculum with social studies and science being taught daily and one period a day devoted to each of those subjects. In addition, during our literacy block, content is reinforced. Teachers have students read and discuss newspaper articles to remain aware of current events. Students examine articles from various newspapers on the same topic, to analyze how each has a point of view and bias and each journalist chooses to write what he or she wants readers to walk away with.

Each lesson is highly interactive and teachers facilitate rich discussions, analysis, and application of what is learned. Instead of teachers simply monitoring and ensuring that each student is on task during independent activities, our teachers use this time to re-teach and provide greater scaffolding to students who need it most.

Every Monday, we hold professional development sessions to help teachers become well versed with our ELA curriculum. School administrators also co-teach with teachers to provide additional support. We assess students every six-weeks using a Mock assessment, modeled after the state's ELA exam, to track student mastery and progress.

METHOD

Students were assessed using internally developed assessments. Our School uses MOCK ELA assessments for grades 1-8 which are modeled after NYS Standardized exams and Six-Week assessments for grade K which assess what is learned each six-weeks. In addition, we use student writing samples, quizzes, and projects to assess student growth and mastery.

RESULTS AND EVALUATION

Our school met its ELA goals for 2019-2020 school year. Although it was difficult to assess mastery this school year due to school closure and remote learning taking place, students performed well on internal assessments. Student classwork and participation also show great progress.

ADDITIONAL EVIDENCE

Goal 1: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
 METHOD:
 RESULTS AND EVALUATION:
 ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

ACTION PLAN

Our school will continue to offer vigorous instruction to ensure students continue to meet and or excel our goals. We will continue to provide students with the supports they need and we will assess our efficiency using quizzes, work samples and interim-assessments.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

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

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

BACKGROUND

Our mathematics program is designed to help students master basic numerical skills while allowing them to think more critically, solve word problems, and gain necessary skills for

their future. We have a spiraled approach to Mathematics, with each lesson beginning with a ten-minute warm-up activity to review arithmetic operations and fundamentals for each algorithm. Each period contains two mini lessons which focus on different math strands. During each lesson, based on how well students have mastered the day's concepts, they either receive further review or participate in an independent activity offering greater challenge. Mathematics is taught for two 45-minute periods daily, allowing ample time for students to master their grade's curriculum while being exposed to concepts of the next grade. Math charts which display each mathematics strand and common core standard will be aligned to each student identifying mastery and needs of improvement which will guide teachers to best differentiate instruction.

For grades K-5, ALCS employs the TERC Investigations in Number, Data and Space. For grades 6-8, we use Connected Mathematics Project. For all grades, in addition to our core Mathematics programs, We also purchase supplemental workbooks from Coach, Test Ready, Progress NY, and Finish Line to enhance our Mathematics curriculum. Having as many resources as possible will allow teachers to teach topics in a variety of ways.

Teachers create math binders which combine all resources, organized by topic. . This makes lesson planning more manageable and allows for more strategic planning as activities at various levels are easily available to differentiate instruction. Each classroom has a math center with worksheets organized by topic, manipulatives, and computers for student use. This allows students to reinforce topics where students need additional support after each lesson. If a student finishes an activity early, they go to the math center to work at applying understanding or tackling an area where further practice is warranted. Teachers maintain math charts that track progress by strands/skills and show where students need additional support. Students are made aware of their progress as they have their individual math charts in their notebooks and teachers hold conversations with them. This enables students to become active participants in their learning. They know what topics they need to work on and can go to the math center and practice those topics further.

METHOD

For the 2019-2020 school year, our school used Mock assessments to monitor student mastery. Mock assessments are modeled after NYS assessments and administered to students in grades 1-8. Kindergarten students took six-week assessments which assessed materials they learned every six-week period. We also used quizzes, classwork and participation as methods of assessment.

RESULTS AND EVALUATION

Our students met our mathematics goals for the school year. We used our six-week, mock assessments and quizzes as a baseline for student mastery.

ADDITIONAL EVIDENCE

Goal 2: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
METHOD:
RESULTS AND EVALUATION:
ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Goal Met

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit gra

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

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

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

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Write the school's Accountability Plan science goal here.

BACKGROUND

Our instructional program, which offers Science daily from Kindergarten through 8th grade, has allowed our children to develop strong skills and collect a body of knowledge. We focus on a variety of units each school year and students are assessed every six-weeks. We combined literacy and hands-on experiments within our science program

METHOD

We used our six-week assessments and projects to determine proficiency.

RESULTS AND EVALUATION

Our Six-week assessments and projects show that students have met their science goal.

ADDITIONAL EVIDENCE

Narrative discussing year-to-year trends during the current Accountability Period. This discussion shows how the school is making progress towards, or maintaining, a high level of performance. The school can use a supplemental table for this section on performance disaggregated by number of years in the school.

Goal 3: Optional Measure
[Include additional measures that are part of the Accountability Plan.]
 METHOD:
 RESULTS AND EVALUATION:
 ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Our Six-week assessments and projects show that students have met their science goal.

ACTION PLANW

We will continue to provide rigorous instruction in science. We will continue to provide instruction daily in science.

GOAL 4: ESSA

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

Goal 7: Absolute Measure

Under the state’s ESSA accountability 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

Our school has met its goal and is in good standing.

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
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

APPENDIX A: OPTIONAL GOALS

N/A

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Write the school's goal here.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

RESULTS

Provide a narrative of parents' responses.

2019-20 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

2019-20 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%
[List Item Here]	%

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EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September

METHOD

Provide a narrative explaining how students are tracked year to year

RESULTS

Present a narrative describing number of students in various categories and the retention rate.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
[#]	[#]	[#]	[%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

ADDITIONAL EVIDENCE

Year	Retention Rate
2017-18	[%]
2018-19	[%]
2019-20	[%]

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

RESULTS

Provide a narrative describing the year's attendance rate.

2019-20 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Overall	[%]

EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	[%]
2018-19	[%]
2019-20	[%]

APPENDIX B: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure (national norm-referenced assessment)

Each year, on a national norm-referenced assessment, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2018-19 and 2019-20. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

RESULTS

Cohort Growth on [XXX] Test from Spring 2019 to Spring 2020

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2018-19	Target	2019-20	
A					YES/NO
B					YES/NO
C					YES/NO

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All					YES/NO
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EVALUATION

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

ADDITIONAL EVIDENCE

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2017-18	
2018-19	
2019-20	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2016-17	[?/?]		
2017-18	[?/?]		
2018-19	[?/?]		
2019-20	[?/?]		