

**Albany Leadership Charter High
School for Girls**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Christina Roberts

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INTRODUCTION

Albany Leadership High School for Girls' (ALH) Principal, Christina Roberts, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Robertson	Chair/Board President
Margaret Moree	Secretary/Treasurer
James Vallee	Trustee/Member
Dr. Dan MacGregor	Trustee/Member
Rebekah Francis	Trustee/Member
Anzala Alozie	Trustee/Member

Christina Roberts has served as the school leader since December 2013.

INTRODUCTION

Albany Leadership Charter High School for Girls (ALH) was the first all-girls, public, charter high school in the city of Albany. Led by a dynamic team of leaders, ALH strives to be the premier college preparatory high school for young women in the Capital District. The school opened its doors in September 2010 to approximately 150 ninth and tenth grade scholars. Now in our eighth year, we are fully enrolled in grades nine through 12.

MISSION STATEMENT

The mission of Albany Leadership Charter High School for Girls is to prepare young women to graduate from high school with the academic and leadership skills necessary to succeed in college and the career of their choosing.

ALH KEY DESIGN ELEMENTS

Albany Leadership Charter High School for Girls (ALH) possesses strategic design elements intended to result in greater student achievement. These elements include: single gender education, extended day and year, college preparatory programming, and character education through service learning and advisory.

ALH prides itself on being the first and only public, charter, female only high school in New York State, and it considers this one of its primary distinctive qualities. According to the National Association for Single Sex Public Education (NASSPE), there are three major advantages for girls who are educated in a single gender school. These include expanded educational opportunity, custom-tailored learning and instruction and the exercising of greater autonomy. ALH seeks to maximize these benefits for our students in every aspect of our school in order to ensure we cultivate great scholars and true leaders.

ALH also recognizes the potential positive impact of greater instructional time and, therefore, has created an extended day and year. Our daily bell schedule provides our students with 61 more minutes per week in comparison to our local district school, and our 2017-18 calendar requires students to attend 6 more days. ALH believes this additional time is extremely valuable because it allows our girls even more opportunities to learn new material, review previous material, practice skills and improve performance.

ALH's extended day and year greatly contribute to our ability to prepare our future graduates for college. The sequencing of our academic program affords EVERY scholar the chance to graduate with an Advanced Regents Diploma. The "doubling up" of English Language Arts and Mathematics in the freshmen year helps our students to establish a strong foundation in literacy, writing and numeracy. An SAT preparation course is also built into students' daily schedules in their junior year. Throughout our girls' entire high school career, they also engage in a college readiness program that entails visiting colleges, attending college fairs, completing college applications and applying for financial aid. ALH emphasizes the attainability of college acceptance and graduation.

In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALH also underscores the importance of strong character through its core C.L.E.A.R. values, advisory days and service learning. ALH's C.L.E.A.R. values are: College and Career Readiness, Leadership, Empowerment, Accountability and Resolve and Resiliency, and these values are reinforced in every facet of school life from the classroom to the lunchroom to the hallway to the world. The school has developed and incorporated a C.L.E.A.R. Values Trajectory matrix that explicitly outlines the

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expected “evidence” of each value for each grade level and has established specific courses and programs that will ensure students can meet these expectations. ALH scholars also participate in a monthly advisory, that is solely and explicitly devoted to developing our girls’ character and further strengthen our core values. Lastly, all ALH students are required to complete a minimum of 96 hours of community service through our Service Learning Program. Through the fulfillment of this requirement, our graduates are able to fully ascertain that the mark of a true leader is service.

ALH has been steadily making progress since our Pre-Renewal Visit in January of 2014. We are excited to report that again in 2017, we have exceeded our CSI benchmark of a minimum of 75% of students will graduate within 4 years. This year’s 2017 class attained our highest rate ever at 80%. Though we have more progress to make, we believe we have established a foundation for continued success and advancement.

As we start the 2017-18 school year, we are modifying several components of the significant scheduling and programming changes first made in fall 2014.

- **Math.** Previously, the majority of ninth grade students were enrolled in both Common Core Algebra and a Math Foundations class, which provided two full periods of math instruction per day. These courses had previously been taught by two teachers, but this past school year, we tried assigning one teacher to one course and one teacher to the other. We will be changing the instructional schedule from one period per day of both Common Core Algebra and Math Foundations to one period per day of Common Core Algebra and one period of Math Foundations every other day. This will prevent math overload, and provide students with additional “outlets” and “non-traditional” courses to help break up the academic intensive day and will also provide students with the opportunity to enroll in an art elective, which satisfies part of a graduation requirement. It also enables students to complete an art sequence if they are interested in advancing in this subject. We are also returning to having two teachers teach both Common Core Algebra and Math Foundations to improve collaboration, planning and execution. This change will emphasize quality, not quantity.
- Ninth grade students were enrolled in a Critical Reading and Critical Writing class, which provided a double block of English Language Arts instruction per day. We have altered our ELA instruction slightly each year, but over the past three years, we have consistently heard from teachers and students that these double blocks were rather long and at times became counterproductive. We will be changing the instructional schedule from a double block every day to a double block every other day. This will also result in changing the course structure. Instead of taking a Critical Reading course and a Critical Writing Course, the majority of freshmen will take an ELA I class (that generally follows the EngageNY modules) one period per day, every day and supplement this with a Writing Foundations course every other day, which will focus on strengthening students’ knowledge and skills in grammar, mechanics and syntax. Teachers will also be able implement EngageNY modules with greater fidelity since the lessons are designed assuming a one period learning block. This change will avoid students experiencing “overkill” in one subject and will also provide students with the opportunity to take a Living Environment lab.
- ALH has never had a master schedule that incorporated lab periods for science courses. We have decided to prioritize this for the 2017-2018 school year in order to grant teachers more

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time to cover and spiral the content, while still satisfying all of the lab requirements. This should improve students' ability to learn more material faster and to review this material before the Regents exam, and thus have more opportunities to concentrate on areas of challenge.

- ALH instituted an Intro to Microsoft Word class three years ago and will be transforming this into an Intro to Google Classrooms course instead. This course can incorporate similar content as the Microsoft Word course, but in a different context. Also, because ALH has been gradually moving into a "Google Classroom" school, we believe exposing students to this content will expand their capacity to navigate and utilize the various aspects of Google Classrooms in all classes throughout their entire tenure at ALH. Moreover, it will be more advantageous for their post-secondary endeavors since many colleges and business incorporate the Google suite into their operations.
- ALH began with offering two college courses grew to offering five college courses in the 2016-17 school year. In the 2017-2018 school year, we are seeking to further expand these offerings. Because the Cohort 2014 seniors are the first set of seniors to complete our "new" academic programmatic structure, they are the first group to be positioned to have the most "open" schedule in their senior year to enable them to take a greater number of college courses, and thus earn more college credits in high school. [This calls for a summary sentence of some sort: In addition to the five approved course offerings, we have been approved for an additional 4 classes and are awaiting approval for six more. These courses span science, math and the liberal arts,]We have already been approved for an additional college English class, college Math class, college History class and Sociology. We are waiting for the approval on: Intro to African American History; Classism, Sexism and Racism; Personal Finance; Forensics; Sports Science and Physics. We have also added Advanced Placement Biology and Advanced Placement Computer Science. By offering these expanded course offerings, more students will have exposure to the rigor of college level coursework (in advance of attending college) and will also be able to earn anywhere from 3 to potentially 30 credits before graduating.
- ALH is modifying its lesson plan and unit plan templates, as well as the process of submission, review and feedback of teacher instructional plans. The templates will possess design elements that focus on *evidence* of effective instructional delivery and are explicitly connected to our 5D+ Evaluation Framework and Rubric. Teachers will be required to submit these plans on a recurring basis and be provided with verbal and written feedback regularly. With more consistent and effective instructional coaching, there should be better instruction taking place more frequently, which should result in improved student learning and outcomes.
- ALH is updating and restructuring our Data Cycle in order to provide teachers with more explicit support through the data analysis process in order to ensure the data analysis effectively informs instructional planning. Improved data driven instruction should also result in improved student learning and outcomes because teachers will be more strategic in sequencing, reviewing and reteaching content, which should result in greater student understanding and mastery.

INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2012-13	99	67	77	20	263
2013-14	125	108	82	57	372
2014-15	125	118	90	45	378
2015-16	142	80	75	66	363
2016-17	102	121	71	52	346

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 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 website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

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
2014-15	2011-12	2011	56	6	50
2015-16	2012-13	2012	69	2	67
2016-17	2013-14	2013	57	0	57

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also 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. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: 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 die.

HIGH SCHOOL COHORTS

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011	50	8	58
2015-16	2012-13	2012	68	11	79
2016-17	2013-14	2013	60	5	65

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010	5	4	9
2015-16	2011-12	2011	4	8	12
2016-17	2012-13	2012	5	11	16

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become college ready in English Language Arts by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in English necessary to graduate from high school by their 4th year at ALCHS.

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR 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 administered the Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents in Exam in English Language Arts (Common Core).³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

Shown in the table below, 40% of our 2013 grade 9 cohort received a college readiness score of 75.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam
by Fourth Year Accountability Cohort⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	50	46%
2012	67	58%
2013	57	40%

EVALUATION

Although the 2017 graduating class rate of attainment on the measure decreased to 40%, the Cohort 2013 graduates were the *first* cohort required to take the Common Core ELA exam. This was a more challenging exam with a higher required score to demonstrate mastery (79 vs 75). Therefore, the 2017 results should

³ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

⁴ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

now be considered the “baseline” from which to measure future growth and progress. Students do not take the ELA Regents until 11th grade, which allows time for students who may have entered below grade level to reach or exceed grade level mastery.

ADDITIONAL EVIDENCE

As 2017 should be considered an ELA Common Core Exam baseline for future years, it is important to note that the second group (2014 cohort) has already exceeded the first group. This mark of 38% can become even higher as our students retake the already passed Regents. 2014 Cohort is the first group to benefit from our 2014 ‘double blocking’ of ELA, and we are optimistic outcomes will continue to be improve in subsequent cohorts.

English Regents Passing Rate with a score of 75 or Level 4 (Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	82	17%	65	38%	65	35%
2014	95	--%	84	33%	80	38%
2015			107	--%	114	19%
2016					98	--%

Goal 1: Absolute Measure

Each year, 65 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 75 on the New York State Regents English exam OR 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

We are not able to receive 8th grade results from the school district. This measure cannot be evaluated.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

EVALUATION

We are not able to receive 8th grade results from the school district. This measure cannot be evaluated.

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) that equals or exceeds the 2016-17 English language arts AMO of **178**.

The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

The ALH Performance Index in ELA calculates to 131, short of meeting the target AMO of 178.

English Language Arts Performance Index
For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
57	12%	51%	23%	17%

$$\begin{array}{rcccccccc} \text{PI} & = & 51 & + & 23 & + & 17 & = & 91 \\ & & & & 23 & + & 17 & = & 40 \\ & & & & & & \text{APL} & = & 131 \end{array}$$

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

EVALUATION

ALH did not meet this measure, falling short of the Effective AMO of 152 for a cohort group of this size.

GOAL 1: COMPARATIVE MEASURE

Each year, the Performance Index in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

The ALH Performance Index of 131 is higher than that of the local district's in the most recent year available (2016).

English Regents Performance Index
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	132	53	115	524
2012	147	70	127	541
2013	131	57	N/A	N/A

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

ALH continues to outperform the district on the English Language Arts Regents year to year.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ⁵

The 2013 Accountability cohort were the first group evaluated using the New York State English Language Arts Common Core Regents establishing a baseline going forward. Although the percent scoring at 75 or better decreased slightly due to the differences in the exam, ALH continues to outperform the local district.

⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam OR 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.	Not Met
Absolute	Each year, 65 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 ready standard (currently scoring 75 on the New York State Regents English exam OR 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.	Cannot Evaluate
Absolute	Each year, the Performance Index on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Met
Comparative	Each year, the Performance Index in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the school district of comparison. (Using 2015-16 school district results.)	Met

ACTION PLAN

ALH has made significant increases in ELA performance since its first charter term, particularly with using effective comprehension and critical reading and writing across other disciplines. The attention of time and practice that we committed to improved ELA intervention and instruction in school year 2014 has paid dividends. Regents pass rates have increased, as have the college readiness results, albeit growth that is more modest. We would like to accelerate that growth in the early part of the next charter term so a 20% greater percentage of ALH students are able to achieve college readiness mastery of the Common Core ELA Exam with a score of 79.

We have altered our ELA instruction slightly each year, but over the past three years, we have consistently heard from teachers and students that these double blocks are too long and can become counterproductive. We will be changing the instructional schedule from a double block every day to a double block every other day. This will also result in changing the course structure. Instead of taking a Critical Reading Course and a Critical Writing Course, the majority of freshmen will take an ELA I class (that generally follows the EngageNY modules) one period per day, every day and supplement this with a Writing Foundations course every other day, which will focus on strengthening students' knowledge and skills in grammar, mechanics and syntax. Teachers will also be able to implement EngageNY modules with greater fidelity since the lessons are designed assuming a one period learning block. This change will avoid students experiencing "overkill" in one subject and will also provide students with the opportunity to take a Living Environment lab and an art class.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will become college ready in mathematics by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in mathematics necessary to graduate from high school by their 4th year at ALCHS.

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).⁶ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

Shown in the following table, we did not meet this measure. Although Math results increased again this year from 24% to 28%, we still have a significant portion of students passing the exams with scores higher than 65 and lower than 80.

⁶ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

HIGH SCHOOL GOALS: MATHEMATICS

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	50	23%
2012	67	24%
2013	57	28%

EVALUATION

A majority of students enter ninth grade at ALH below grade level (historically, 80+%). This is particularly challenging for math and science, which are the Regents exams taken in the first year of high school.

The challenge of students entering below grade level means that teachers must deliver both remediation for middle school standards in addition to covering the high school level material required to pass Regents exams. ALH continuously employs strategies designed to efficiently bring students to master grade level standards.

ADDITIONAL EVIDENCE

ALH will continue to emphasize core Math skills in early high school grades. The three classes that follow the 2013 cohort have time left to raise their cohort's college readiness percentage, but Math, more so than ELA, greets us with resistance from our students. Without having these students prior to ninth grade, we are seeking creative and adaptive ways to tackle this 9th grade entry challenge, and our Math action plans and our 2017 renewal submission cover those. It is also important to note that beginning with cohort 2014, Common Core readiness expectations are required for this class. This will reset the standard for future classes by making cohort 2014 the baseline.

Mathematics Regents Passing Rate with a score of 80 or Level 4(Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	82	21%	65	22%	65	26%
2014	95	5%	84	7%	80	11%
2015			107	11%	114	13%
2016					98	5%

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common

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

HIGH SCHOOL GOALS: MATHEMATICS

Core expectations on a Regents Common Core 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 meet the mathematics requirement for the college and career readiness standard.

RESULTS

We are not able to receive 8th grade results from the school district. This measure cannot be evaluated.

EVALUATION

We are not able to receive 8th grade results from the school district. This measure cannot be evaluated.

Goal 2: Absolute Measure

Each year, the Performance Index on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index that equals or exceeds 2016-17 mathematics AMO of **165**.

The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

HIGH SCHOOL GOALS: MATHEMATICS

RESULTS

ALH did not meet this measure, with our score of 119 falling short of the required 165.

Mathematics Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
57	7%	63%	23%	5%

$$\begin{array}{rcccccccl}
 \text{PI} & = & 63 & + & 23 & + & 5 & = & 91 \\
 & & & & 23 & + & 5 & = & \underline{28} \\
 & & & & & & \text{APL} & = & 119
 \end{array}$$

EVALUATION

Although our students are clearly meeting the graduation requirements for successfully passing Math Regents, they are short on foundational skills that allow us time to get them from average scores in the 70's to above 80. Our Math action plans and our 2017 renewal submission cover ideas for continued development of our math blocking in early years. From 2010 through 2017, we have been successful with Math to a point of meeting graduation requirements but not college readiness.

Goal 2: Comparative Measure

Each year, the Performance Index in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

ALH has exceeded the Performance Index of the district.

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District⁸

Cohort	Charter School	School District
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⁸ See page 39 above for an explanation of the APL.

HIGH SCHOOL GOALS: MATHEMATICS

	PI	Cohort Size	PI	Cohort Size
2011	109	53	107	524
2012	116	70	99	541
2013	119	57	N/A	N/A

EVALUATION

Consistent with so many of our other measures, ALH student outcomes exceed the district's. This is also true with graduation rate. It is important to note that these core measures such as PI and graduation rate remind us that our students are in fact benefitting from their charter school setting compared with where they would have gone to school. However, we temper that with the reality that we have much room to grow with college readiness measures, particularly in Math and Science.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ⁹

The percentage of ALH students passing a math Regents with a score of 80+ continues to grow year over year, although we have not yet reached the goal of 75 percent. The Performance Index in 2017 is also greater than that of 2016. ALH continues to outperform the local Albany City School District in mathematics. It is also an important reminder that the Albany School District is a relatively diverse school (is your point ethnic diversity or larger denominator for competency diversity – I think this statement begs a variety of different interpretations not all of which are relevant), and ALH is not. ALH is largely a school of African-American females. Although we are already exceeding the local district's graduation rate on a yearly basis, the margin would be even larger if compared to only Albany High's population of African-American females.

Type	Measures	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Cannot be evaluated
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Met
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students	Met

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	from the school district of comparison. (Using 2015-16 school district results.)	
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ACTION PLAN

The majority of ninth grade students were enrolled in both Common Core Algebra and a Math Foundations class, which provided two full periods of math instruction per day. These courses had previously been taught by two teachers, but this past school year, we tried assigning one teacher to one course and one teacher to the other. We will be changing the instructional schedule from one period per day of both Common Core Algebra and Math Foundations to one period per day of Common Core Algebra and one period of Math Foundations every other day. This will prevent math overload, and provide students with additional “outlets” and “non-traditional” courses to help break up the academic intensive day and will also provide students with the opportunity to enroll in an art elective, which satisfies part of a graduation requirement. It also enables students to complete an art sequence if they are interested in advancing in this subject. We are also returning to having two teachers teach both Common Core Algebra and Math Foundations to improve collaboration, planning and execution. This structure change reflects our observation that the intense emphasis of Math time was leading to a diminishing return. The change in structure will emphasize quality, not quantity.

GOAL 3: SCIENCE

Goal 3: Science

Students will become college ready in science by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in science necessary to graduate from high school by their 4th year at ALCHS.

Goal 3: 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.

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, Earth Science and Chemistry. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS

87 percent of the 2013 cohort passed a science Regents exam by the end of their fourth year in high school.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	50	90%
2012	67	91%
2013	57	87%

EVALUATION

ALH achieved this science measure.

ADDITIONAL EVIDENCE

ALH continues to meet this measure year over year.

¹⁰ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	82	85%	65	83%	65	80%
2014	95	72%	84	65%	80	75%
2015			107	77%	114	75%
2016					98	59%

Goal 3: Comparative Measure

Each year, the percent to 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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

The ALH 2013 Total Cohort had 80 percent of students pass a science Regents compared to Albany City School District's 62 percent of the 2012 Total Cohort.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	78%	63	63%	646
2012	74%	87	62%	660
2013	80%	65	N/A	N/A

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

ALH outperforms the local district year over year in science.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

Students will become college ready in social studies by attaining at or above grade level proficiency on state and national tests and obtaining the regents or advanced regents credits in social studies necessary to graduate from high school by their 4th year at ALCHS.

Goal 4: 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 the past, in order to graduate, students had to pass both of these Regents exams with a score of 65 or higher. NYSED has recently changed this requirement and allowed for a “Multiple Pathways” to graduation with a “4+1” exception, which allows students to substitute one of the social studies exams with an additional math or science. This measure requires students in each Accountability Cohort to pass at least one exam by the completion of their fourth year in the cohort (although ALH urges students to pass *both* exams to demonstrate ambition and integrity) . 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.

RESULTS

80 percent of the 2013 Accountability Cohort passed the U.S. History Regents by the end of their fourth year of high school.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	58	79%
2012	67	84%
2013	57	80%

EVALUATION

ALH achieved this measure.

¹¹ Based on the highest score for each student on a science Regents exam

ADDITIONAL EVIDENCE

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	82	--	65	68%	65	72%
2014	95	--	84	54%	80	63%
2015			107	--	114	55%
2016					98	--

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

72 percent of the 2013 Total Cohort passed the U.S. History Regents with a 65 or better versus 58 percent of the local district’s total cohort.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	65%	63	59%	646
2012	66%	87	58%	660
2013	72%	65	N/A	N/A

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

Year over year, ALH continues to outperform the local district on this social studies Regents exam.

Goal 4: Absolute Measure

SOCIAL STUDIES

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

77 percent of the 2013 Accountability Cohort passed the Global History Regents exam.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	50	74%
2012	67	84%
2013	57	77%

EVALUATION

ALH achieved this measure.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	82	67%	65	74%	65	69%
2014	95	--	84	6%	80	65%
2015			107	--	114	2% ¹³
2016					98	--

Goal 4: 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.

¹² Based on the highest score for each student on a science Regents exam

¹³ ALH students do not take Global Regents until end of junior year.

SOCIAL STUDIES

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

69 percent of the 2013 Total Cohort passed the Global History Regents, 22 points greater than the local district's performance.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	59%	63	55%	646
2012	68%	87	53%	660
2013	69%	65	N/A	N/A

EVALUATION

ALH achieved this measure.

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

RESULTS

Albany Leadership Charter High School for Girls continues to be on the Focus List. Due to some inaccurate data reporting, ALH was placed on a Local Assistance Plan List for 2015-16 and moved to the Focus List in February, 2016. ALH has since corrected known inaccuracies.

EVALUATION

ALH did not achieve this measure.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Focus School
2016-17	Focus School

GOAL 6: HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students at ALCHS will become college ready and career ready by graduating from high school with an advanced Regents or Regents diploma.

Goal 6: Absolute Measure

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 high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Albany Leadership Charter High School for Girls

LEADERSHIP CULTURE & CLEAR VALUES MATRIX

ALH works to instill leadership qualities in each of our students. Throughout their high school career, students will be exposed to age-appropriate activities and be asked to meet specific expectations that will help them to learn these skills and prepare them to graduate with the leadership skills necessary to go on to the college and career of their choosing.

	9 th	10 th	11 th	12 th
C	<ul style="list-style-type: none"> -Earned min 5 credits -Passed 2 Regents (at least 1 ccr) -MaiaLearning Workshops (FS) 	<ul style="list-style-type: none"> - Earned min 11 credits -Passed 4 Regents (at least 2 ccr) -MaiaLearning Workshops (CED) 	<ul style="list-style-type: none"> - Earned min 16.5 credits -Passed 5 Regents (at least 3 ccr) -MaiaLearning Workshops (SAT Prep) 	<ul style="list-style-type: none"> - Earned min 22 credits -Completed min 1 college course credit -MaiaLearning Workshops (SS)

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

L	<ul style="list-style-type: none"> -Complete Value of Service Learning Workshops -Mentorship (Mentee) -Leadership Class 	<ul style="list-style-type: none"> -Complete .5 credits of SL - Mentorship (Mentee) -Leadership Class 	<ul style="list-style-type: none"> -Complete .75 credits of SL -Mentorship (Mentor/Mentee) -TA 	<ul style="list-style-type: none"> -Complete 1 credit of SL -Mentorship (Mentor/Mentee) -TA
E	<ul style="list-style-type: none"> -Presentation (FS / ELA) -Goal Setting -1 extra-curricular activity -1 Community Connection -Social Justice Issue (Advisory): Choose and research and create awareness brochures/handouts to be displayed in the school or at school events 	<ul style="list-style-type: none"> -Presentation (CED / ELA) - Goal-Setting (ADV) -1 extra-Curricular activity -2 Community Connections -Social Justice Issue (Advisory): Q & A's with professional in "chosen" field. Choose service project to assist this cause. Choose "dress down for a cause" 	<ul style="list-style-type: none"> -Presentation (SAT Prep/ELA) -Goal-Setting (ADV) -1 extra-curricular activity -3 Community Connections -Social Justice Issue: Create educational presentation for assembly (possibly to freshman) 	<ul style="list-style-type: none"> -Capstone Presentation (committee) -Goal-Setting (ADV) -1 extra-curricular activity -4 Community Connections -Social Justice Issue: Create educational presentation for middle school / elementary school
A	<ul style="list-style-type: none"> -Transcript Audit -CLEAR Values Audit 	<ul style="list-style-type: none"> -Transcript Audit -CLEAR Values Audit 	<ul style="list-style-type: none"> -Transcript Audit -CLEAR Values Audit 	<ul style="list-style-type: none"> -Transcript Audit -CLEAR Values Audit
R	<ul style="list-style-type: none"> -Amelioration -Reflection 	<ul style="list-style-type: none"> -Amelioration -Reflection 	<ul style="list-style-type: none"> -Amelioration -Reflection 	<ul style="list-style-type: none"> -Amelioration -Reflection

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ACADEMIC PROGRAM

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Language Arts	ELA I/Writing Foundations (ELA 9Honors)	ELA II- American Literature (Honors)	ELA III- Global Literature (AP English Literature)	ELA IV (SCC) (UHS)
Social Studies	Government/ Economics	US History (Honors)	Global Studies 1 Global Studies 2 (Honors)	AP/UHS
Math	Algebra/ Math Foundations (Geometry)	Geometry (Algebra 2 Trig)	Algebra2Trig or Algebra2TrigEA (Pre-Calc)	Pre-Calc or Algebra2TrigEB or College Algebra (SCC) (Calculus)
Science	Living Environment	Earth Science	Chemistry Core Chemistry	Physics AP/College Level Science
Foreign Language	(Spanish 1 or 2- Honors Only)	Spanish 1 or 2 (Spanish 3)	Spanish 2 or 3 (HVCC Spanish)	Spanish 3 (HVCC Spanish)
Physical Education/Health	PE	PE/Health	PE	PE
Enrichment	Freshmen Seminar/Intro to Google Classrooms Studio Art 1	Arts and Career Exploration and Development	SAT Prep	Arts/ HVCC Business or Computer/ Senior Seminar
School Theme	“My Role”	“My Role in the Community”	“My Role in the Global Society”	“My Role as a Transformative Leader”
Credits Earned	7	7.5	7.5	4.5-7.5

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Standards-Referenced Grading

ALH has adopted a Standards-Referenced Grading system, which entails determining set content knowledge and skillsets (that are aligned to standards) and measuring student proficiency.

Standard Referenced Grading provides students with a score by standard for each assignment. Students will receive their overall course grades via eight **Periods of Progress**, or **POPs**, every five weeks. A final year one grade will be calculated at the 8th POP.

Throughout the year, teachers will provide support to struggling students based on targeted course standards during intervention periods and flex time. Advanced students will be provided with opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.

STANDARDS ARE:

- Aligned to each course
- Research & evidence based
- Clear, understandable, & consistent
- Aligned with college & career expectations
- Based on rigorous content & the application of knowledge through higher-order thinking skills
- Built upon the strengths and lessons of current state standards
- Informed by other top-performing countries to prepare all students for success in our global economy and society

GRADING Guidelines

Score vs. Grade	<ul style="list-style-type: none">- Score: Number score given to each standard on a given assessment- Grade: Number or letter given on the POP as the performance summary
Period of Progress (POP)	<ul style="list-style-type: none">- POP's reflect cumulative standards covered during the time period.- The grade at the end of the POP indicates the degree to which the student demonstrated proficiency on the standards assessed.
Levels of Performance	<ul style="list-style-type: none">- In standards-referenced system, a standard score and subsequent POP grade represents the level of understanding the students has of the knowledge, skills, and concepts in the subject area and the student's ability to apply that understanding to a variety of tasks.- The 5 level standard score reflects a student's high quality work and deeper understanding of a subject and does not reflect completing traditional extra credit or the simple compliance of turning in work.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

	5 – Exceeds 4 – Meets 3 – Approaching 2- Below 1 – Far Below
Body of Evidence	<ul style="list-style-type: none"> - The POP grades are based on a preponderance of evidence, typically 3-5 pieces of standards-aligned assessments, during the POP. - If there is not sufficient evidence for making a decision about a standard score, the student will receive a “1” as a placeholder. For example, a student who has not submitted assessments or a student that started late in the POP.
Current Learning Trend	<ul style="list-style-type: none"> - Averaging by standard is the default grade in the system; however, teachers will use the student’s more recent, most consistent level of performance to determine a student’s POP grade. Teacher comments will support grades.
Interval Assessments	<ul style="list-style-type: none"> - Mock Regents are cumulative and occur three times throughout the school year. These assessments will also be scored by standard like any other assessment. - Students will track Mock Regents standard proficiency and receive a “Regents Comparison Score” so students can track minimum standard obtainment.
Amelioration	<ul style="list-style-type: none"> - Students will track their progress on each standard assessed for their courses; thus, students will know the standards they have mastered and the standards they need to work on. Teachers will assign and/ or schedule amelioration opportunities either during class or at Flex time. - Via amelioration, students will be given the opportunity to re-learn and prove their proficiency in the given standard(s); scores will be updated accordingly.

GRADING SCALE

GRADES EARNED	GPA VALUE (UNWEIGHTED)	ACHIEVEMENT LEVEL
89-95	4.0	MASTERY
86-88	3.7	MASTERY
83-85	3.3	PROFICIENT
79-82	3.0	PROFICIENT
76-78	2.7	PROFICIENT
73-75	2.3	BASIC
70-72	2.0	BASIC
69 and Below	0	REMEDIAL

*If your daughter receives a final grade of less than 70%, no credit unit will be granted for that course. If she fails any “core classes” (those required for graduation), she will be **REQUIRED** to

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

attend summer school (so long as she fulfills the ALH Summer School eligibility requirements); otherwise, she will likely have to repeat the course in the next year.

RECEIVING CREDITS FOR A COURSE

Credit units are granted once a student successfully completes that course with a “C” or higher. Partial credit units are not granted to a student who leaves ALH midyear or who transfers to another class midyear.

COURSES WITH WEIGHTED CREDIT

A student who chooses to take an Honors or Advanced Placement (AP) level course will be weighted in recognition of the extra effort needed to meet their requirements. Consequently, Honors courses will receive an additional 0.2 GPA points, and AP and college courses will receive an additional 0.5 GPA points.

PROMOTION POLICY

Students need a certain number of credit units before they can advance to the next grade level. The minimum credit units needed to advance per grade level are listed below:

Grade 9	5 units
Grade 10	11 units
Grade 11	16.5 units
Grade 12	22 units

SUMMER SCHOOL

In July of each year, ALH will offer limited Summer Credit Recovery Courses for those students who have failed courses and need to recover credit. Should ALH not offer a course a student needs, credits from other accredited area schools will be accepted. Students will receive credit only if they receive a passing grade. This applies to students who attend either ALH’s program or another school’s summer program.

RESULTS

Greater than 75 percent in both the 2015 and 2016 Cohorts earned enough credits to be promoted to the next grade during the 2016-17 school year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	114	78%
2016	98	80%

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

ALH has achieved this measure two years in a row.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 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 cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

RESULTS

55 percent of students in the 2015 cohort passed three regents exams by the completion of the second year in the cohort.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	88	51%
2014	84	71%
2015	114	55%

EVALUATION

ALH fell short of achieving this measure. The 2014 Cohort made significant gains, but the 2015 Cohort lost some of these gains. ALH recognizes that these students are our responsibility and we continue to adjust programming accordingly to ensure greater success for subsequent underclassmen in this area. We continue our efforts to ensure that Cohort 2014 and Cohort 2015 are still poised to graduate within four years.

Goal 6: Absolute Measure

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 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts,

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.¹⁴ Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

78 percent of the 2013 Total Cohort graduated after 4 years and 81 percent of the 2012 Total Cohort did so after 5 years. (ALH anticipates that the 2014 Total Cohort graduation rate will be the highest in the school's history- in the mid 80%.)

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	63	63%
2012	79	81%
2013	65	78%

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	71	73%
2011	58	83%
2012	80	81%

EVALUATION

Albany Leadership High achieved the four-year graduation outcome, but fell short of the 5 year outcome.

Goal 6: 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

¹⁴ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

of comparison¹⁵. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

The 4-year graduation rate of ALH far exceeded the local district, 78 percent to their 58 percent.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	63	63%	646	53%
2012	76	76%	660	58%
2013	65	78%	N/A	N/A

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

ALH consistently has a higher four year graduation rate than the local school district.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Albany Leadership Charter High School for Girls is making progress toward meeting all of the graduation goals. The four year graduation rate is greater than 75% and we consistently outperform the Albany City School District's graduation rates.

Type	Measure	Outcome
Absolute	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
Absolute	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.	Not Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Partially Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth	Met

¹⁵ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

	year will exceed that of the Total Graduation Cohort from the school district of comparison.	
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ACTION PLAN

Action plans within each academic area detailed in this report reflect ALH's overall action plan to ensure we attain each of the graduation metrics.

GOAL 7: COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Students at ALH will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school based measures.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessments. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

Eighty 10th grade students sat for the PSAT during the 2016-17 school year. The average score on the Reading & Writing section was 416 vs 484 overall in NYS. The ALH average math score was 412 vs 485 in NYS. The PSAT metric will always be an ambitious goal for ALH given that, historically, 80+% of ALH students enter high school below grade level in reading and math and then sit for the PSAT with only about one year of ALH instruction, thereby limiting the impact ALH has on improving this performance measure. Nevertheless, ALH is confident that the first year of high school instruction does result in higher student performance in comparison to what students would likely have scored without the benefits of our additional ELA and math programming.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Evidence-Based Reading & Writing		Mathematics	
			School	New York State	School	New York State
2014-15	112	86	34	40	34	42
2015-16	80	54	413	453	415	460
2016-17	121	80	416	484	412	485

EVALUATION

ALH did not achieve this measure.

Goal 7: Comparative Measure

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

RESULTS

Forty-five 12th grade students took the SAT test in 2016-17. Although the average scores in reading increased by almost 50 points, and math increased more than 30 points this year, results are still below the mean New York State scores.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2014-15	62	57	431	489	447	502
2015-16	83	50	383	482	399	495
2016-17	52	45	435	530	430	528

EVALUATION

ALH did not achieve this measure; however, we not only improved student performance from last year, we also increased the percentage of students who *sat* for the SAT from 60% to 87%. Because ALH has sought to improve student performance on the SATs, we continue to seek ways to improve our SAT Preparation. As a result, we have incorporated new software and a modified approach to the instructional methodology that we anticipate will result in continued and greater progress.

Goal 7: Comparative

The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score meeting the college and career readiness standard on a math Regents exam AND an English Regents exam, will exceed the statewide average.

METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score meeting the college and career readiness standard on a math Regents exam and on an English Regents exam. The Regents view these data as an important indicator of future student success.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Students who graduate high school – but do so with scores below the college and career readiness standard – are likely to require remediation in college.

RESULTS

19 percent of graduates achieved the APM, scoring greater than 75 on the ELA Regents and 80 on a math Regents.

Percent of Graduates Meeting the Aspirational Performance Measure¹⁶

Cohort	Charter School	Statewide ¹⁷
2011	10%	40.0
2012	28%	N/A
2013	19%	N/A

EVALUATION

NYSED no longer calculates the statewide Aspirational Performance Measure. It should also be noted the 2013 Cohort was the first required to take the more rigorous Common Core ELA exam (which also required a higher score for APM designation), which would likely result in a smaller percentage of students achieving this metric for the most recent cohort.

Goal 7: Comparative

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the district of comparison.

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

RESULTS

25 percent of the 2013 Cohort graduates received a Regents Diploma with Advanced Designation. The local district's 2012 Cohort had just 10% graduate with the designation.

Percent of Graduates with a Regents Diploma with Advanced Designation¹⁸

Cohort	Charter School	School District ¹⁹
2011	12%	14%

¹⁶ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁷ Statewide results for the 2013 cohort are not yet available.

¹⁸ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁹ District results for the 2013 cohort are not yet available.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

2012	21%	10%
2013	25%	N/A

EVALUATION

ALH achieved this measure.

Goal 7: Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

METHOD

Students are offered the chance to earn college credit in their junior and senior years. (This has been significantly expanded for the 2017-2018 school year ALH has been approved for several more college credit bearing courses.)

RESULTS

47 percent of the ALH 2017 graduates passed the equivalent of a college level course, which was a modest increase from last year. ALH anticipates this percent will increase for ALH 2018 graduates because they will be the first cohort to benefit from the major academic programmatic structure changes that were made, intended to benefit students not only with better academic preparation but also greater openings in their senior year schedules to take college courses.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent of a College Level Course ²⁰
2011	38	34%
2012	58	45%
2013	51	47%

EVALUATION

Although this number is steadily rising, ALH did not achieve this measure. ALH anticipates that the 2014 cohort will have the highest percentage of students to pass at least one college level course. There are currently (70%) of 2014 Cohort students who are enrolled in at least one college level course and could potentially meet this requirement.

²⁰ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Goal 7: Absolute

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

METHOD

We have an ALH network keeping in touch with our graduates. However, we are working to gain access to the NCAA database to confirm matriculation numbers.

RESULTS

We are attempting to gain better access to our graduates (through the National Student Clearinghouse database) and will update CSI when we have been able to do so.

EVALUATION

Although ALH did not meet this measure, we are making progress. Unfortunately, many of our students do face personal challenges (beyond academic ones) that often interfere with them matriculating in that first year (fiscal issues, conflicting familial obligations, etc.). However, ALH continues to strive toward improving supports for students in the college application, acceptance and enrollment process, strengthening our partnership with Albany Promise who has an equal dedication to improving this metric for all students in the City of Albany.

SUMMARY OF THE COLLEGE PREPARATION GOAL

The average SAT scores increased in both Reading and Math, but are still lower than the statewide average. ALH has increased its scores on par with NYS's increase, which would suggest that we are keeping up with NYS's average growth. The PSAT scores remain a challenge and we continue to look at ways to provide increased opportunities and experiences to our scholars that will improve the likelihood they will attend college and if so, be successful when they matriculate. Many of our students arrive at our school in need of much remediation in basic skills which we provide to them. Although, the school did not meet some of the College Prep outcomes, the students are progressing through the high school program where there are many other ways we are readying them to make realistic decisions about their future and how to get there academically and financially.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Not Met
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Met
	The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement	Not Met

HIGH SCHOOL GOALS: COLLEGE PREPARATION

	(AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	
	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

ACTION PLAN

Action plans in each of the academic areas reflect the overall action plan to improve, attain and exceed our college preparation metrics. ALH is also introducing Maia Learning in the 2017-2018 school year, which will be replacing our Naviance platform. Maia Learning includes access to the Clearinghouse data (which will enable us to capture accurate college matriculation data), as well as stores cumulative student data that will support the entire college application, acceptance and enrollment process for students. ALH has tailored the Maia Learning program to ensure students have a comprehensive and robust college exploration process in grades 9-11, as well as a thorough and explicit set of steps for grade 12 in the college application, acceptance and enrollment process.

APPENDIX A: ADDITIONAL GOALS

Optional Goal 1: The administration will use data effectively to maintain a productive, satisfying and high achieving school culture by actively engaging students in the school's continuous improvement process.

Measure: Each year 95% of students will complete a student survey and participate in the school's continuous improvement process.

METHOD

An Anonymous survey is distributed to all students.

RESULTS

96 percent of students completed a survey in 2016-17. 77 percent expressed satisfaction in the school.

EVALUATION

ALH did achieve this measure.

GOAL II: OPTIONAL ORGANIZATIONAL GOAL

Goal: The administration will use data effectively to maintain a productive, satisfying and high achieving school climate by implementing evaluation tools on an annual basis as part of the school's continuous improvement process.

Each year, at least 85% of ALH families will participate in the school's continuous improvement process by completing a school satisfaction survey and 90% of the participants will be satisfied with the school.

METHOD

An Anonymous survey is distributed to all families.

RESULTS

88 percent of families completed a survey in 2016-17. 87 percent expressed satisfaction in the school.

EVALUATION

ALH did achieve this measure.

Each year, 100% of the ALH staff will complete a school and leadership satisfaction survey to be used by the board of trustees for continuous improvement.

METHOD

An Anonymous survey is distributed to all staff.

APPENDIX A: ADDITIONAL GOALS

RESULTS

88 percent of staff completed a survey in 2016-17. 73 percent expressed satisfaction in the school.

EVALUATION

ALH did not achieve this measure.

Each year, the ALH Board of Trustees will complete a self-evaluation and use the information to inform board training objectives.

The board completed this process.

Each year, ALH will maintain sound fiscal practices and remain in financial good standing as measured by an annual audit conducted by an external accounting firm.

Audit will be completed and submitted by November 1, 2017.