



**ALBANY LEADERSHIP
CHARTER SCHOOL FOR GIRLS**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2021

By Carina D. Cook, Principal/CEO

19 Hackett Blvd.
Albany, NY 12208

(518) 694-5300

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Carina D. Cook and Darius Romero, Information Systems and Assessment Administrator, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Elizabeth Robertson	Chair/Board President	Accountability, Finance
Margaret Moree	Secretary/Treasurer	Accountability, Finance
Sharon Bowles	Trustee	
Etwin Bowman	Trustee	Accountability
James J. Celestine	Trustee	
Eldon Harris	Trustee	
Arricka Harrison	Trustee	

Carina D. Cook has served as the school leader since August 17, 2018. Prior to assuming the school leader position, Ms. Cook served for two years as the school’s Director of Curriculum, Instruction & Assessment.

SCHOOL OVERVIEW

ALCS KEY DESIGN ELEMENTS

Albany Leadership Charter School for Girls (ALCS) possesses strategic design elements intended to result in greater student achievement and college and career readiness. These elements include single gender education, extended day and school year, college preparatory programming, a robust college in the high school program, character education through service learning, social-emotional learning, and AVID.

ALCS prides itself on being the first 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 opportunities, 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 that we cultivate great scholars and true leaders.

ALCS continuously strives to offer an academic program that incorporates unique opportunities and multi-level supports to our students. Double blocks of English Language Arts and Mathematics, starting in Grade 9, help our students close the education gaps that they often come to us with, while establishing a strong foundation in literacy, writing, and numeracy. Writing Foundations and Math Foundations, as courses supplemental to Regents and Regents-aligned classes at each grade level, are meant to not only provide the support for passing, but excelling, on Regents exams throughout each student's ALCS experience. Additional supports for remedial math and ELA skills exist in the form small-group Tier 2 and full-period Tier 3 MTSS classes.

Throughout an ALCS student's high school career, students will participate in college visits, attend college fairs, complete the college application process and apply for financial aid. ALCS emphasizes the attainability of college acceptance and graduation. To this end, ALCS offers extensive, high-quality College in the High School and Advanced Placement coursework with a commitment to expanding pathways to graduation through internship and work-based learning experiences. Our Career Pathway Exploration Internship Program helps students to understand the connections between high school, college, and careers. The program is meant to provide students with meaningful workplace experiences that give students an understanding of the skills and educational requirements needed for various careers, as well as to introduce students to positive role models in the field who will share their experience and professional expertise.

To further enhance our students' success, ALCS has built-in additional college preparation programming through Advancement Via Individual Determination (AVID®) for students in grades 9-12. The mission of AVID® is to ensure that all students participating in the program are capable of completing a college preparatory pathway by providing enhanced academic instruction, tutorial support, and motivational activities.

AVID® students:

- will succeed in a rigorous curriculum,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated and responsible participants and leaders in a democratic society.

Both the Career Exploration Internship Program and AVID® were piloted during the 2018-2019 school year and we continue to establish, develop, and maintain the high-quality standards the programs are grounded in.

In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALCS also underscores the importance of strong character through its core C.L.E.A.R. Values and commitment to service learning. ALCS'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. All ALCS students are required to complete a minimum of 100 hours of community service by graduation 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. For the 2020-2021 school year, ALCS developed an explicit social-emotional learning program (SEL) aligned with the New York State Social-Emotional Learning Benchmarks and The Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. This program was administered during our C.L.E.A.R. Day Advisory periods, twice a month, for 57 minutes. In developing the program, we cross-walked the NYS SEL Benchmarks with the CASEL competencies and AVID standards, which results in a robust and comprehensive school wide program that supports SEL and college and career readiness across all contents and all facets of school life at ALCS, with a particular focus on equity, respect, tolerance, inclusion, and excellence.

In our unwavering dedication to providing the necessary supports for our students, and to enhance and improve their experience and preparation, ALCS' First-Year Academy is a collaboration among all-stakeholders, with a targeted team approach for our incoming first-year (Grade 9) students. First-year students are located on the first floor of our building, where they have their lockers and, for most students, attend all of their classes. In addition to the smaller learning environment that the First-Year Academy provides, teachers, leadership, student support staff, and culture staff work as a team to build the academic, character, and community foundation that will mold and define the future of Albany Leadership, which began with the 2019 cohort.

To assist with meeting students' social/emotional needs, our SEL platform, Panorama, which was introduced in the 2018-19 school year, has now been fully implemented school-wide. Through this program, the Student Support Team is able to track targeted student interventions and supports and align those supports with academic and attendance needs. Panorama also helps support in the administration of student surveys, which are conducted three times a year, allowing real time responses and necessary program modifications as we continually strive to meet the needs of all students.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ALCS continues to make great strides in overall school improvement and student achievement. We are excited to report that again in 2021, we have exceeded our CSI benchmark of a minimum of 75 percent of students will graduate within 4 years. The 2020 class had a 91 percent graduation rate and the 2021 class boasted an 83 percent graduation rate. This is evidence that we have established and continue to build upon the program for success and advancement, as we strive for a 100 percent graduation rate.

Since the onset of the pandemic, Albany Leadership Charter School for Girls has been committed to not only continuing to provide the highest quality academic programming, we have dedicated ourselves as a community to meet the needs of all, while maintaining the highest levels of engagement possible. The impact and effects of the pandemic have been far reaching and ongoing, with the uncertainty of the future continuing to bring stress and anxiety for students, families, and staff alike. But it is the resolve and resiliency of our community that drives us ever forward, strengthening our commitment to our mission and our charter.

Below are the learning modalities that ALCS adopted for the 2020-2021 school year. We offered students and families the opportunity to request a change in Learning Group each period of progress (every five weeks) through an online registration link. This learning model allowed us to utilize our existing facilities and classrooms with 50% or fewer students in attendance, which was aligned with our health and safety guidelines and procedures, as well as social distancing guidelines imposed by NYSED and NYSDOH.

ALCS shifted to “Asynchronous Wednesdays” mid-November in response to the strain and challenges of hybrid and remote instruction and learning.

Daily *Synchronous Learning Model

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Group Four (Fully Remote)				
	Group Three				
1	Group One	Group Two	Group One**	Group One	Group Two
2	Group One	Group Two	Group Two**	Group One	Group Two

Summary:

Three in-person groups, one remote:

Group One - General Education population, last name A-K

Group Two - General Education population, last name L-Z

Group Three - Special Populations (ENL, SWD) and students from families requesting daily in-school instruction (pending availability)

Group Four - Students from families requesting daily out-of-school instruction

****Groups One and Two will rotate attendance on Wednesdays.***

Group One and Group Two: In-person learning on two consistent days per week; synchronous remote learning for out-of-school days

Group Three: In-person learning daily, working with assigned co-teachers

Group Four: Synchronous remote learning, or ***asynchronous remote learning for certain approved classes

*Synchronous Learning - Synchronous learning refers to a learning in which a group of participants is engaged in learning at the same time, whether online or in-person.

***Asynchronous Learning – Asynchronous learning is learning where the instructor, the learner, and other participants are not engaged in the learning process at the same time.

ALCS established its SEL Team prior to the end of the 2019-2020 school year to ensure a foundation of support for both students and staff. Meetings continued throughout the school year and designated meeting roles were selected for each team member. As stated above, ALCS developed a Social Emotional Learning program (Making our Future CLEAR) targeted to each student's grade level. "Making Our Future CLEAR" is a program devoted to implementing a school-wide social-emotional learning program for our students. The curriculum is based on CASEL's five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The lessons and activities within our curriculum also directly correlate to the standards that New York State has developed. The end of the school year culminated in a final project that was designed to incorporate the five core SEL competencies.

In addition, staff received professional development on Adverse Childhood Experiences (ACEs) during the summer Professional Development session. Teachers and leaders also participated in an ACEs books study to gain a deeper understanding of how childhood trauma affects student development and how it manifests itself in the classroom and high school setting. A Universal Screening was conducted of all students during the first two weeks of school to gain a baseline understanding of students' social-emotional and behavioral needs. The results of this survey provided the opportunity to provide multi-tiered, targeted supports.

To ensure that MTSS was effectively targeted, ALCS conducted regular skill assessments using proprietary screening assessments provided by Renaissance Learning and Panorama. This data was then used to determine student ability and needs relative to their peers and grade-level expectations. Tier II and Tier III Interventions were provided to individual students based on relative need and availability (i.e. the student's schedule), while Tier I interventions occurred at the classroom level.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2016-17	102	121	71	52	346
2017-18	104	94	97	61	356
2018-19	90	91	85	87	353
2019-20	89	77	77	66	309
2020-21	70	86	68	61	285

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	92	9	83
2019-20	2016-17	2016	71	1	70
2020-21	2017-18	2017	73	3	70

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	82	11	93
2019-20	2016-17	2016	72	6	78
2020-21	2017-18	2017	71	8	79

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	63	3	66
2019-20	2015-16	2015	83	11	94
2020-21	2016-17	2016	72	6	78

PROMOTION POLICY

LEADERSHIP CULTURE & CLEAR VALUES MATRIX

ALCS 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 Grade	10 th Grade	11 th Grade	12 th Grade
<u>C</u> ollege Readiness	-Earned 5 credits -Passed 2 Regents - 1 CCR Regents	- Earned 11 credits -Passed 4 Regents - 2 CCR Regents	- Earned 16.5 credits -Passed 5 Regents - 3 CCR Regents	- Earned 22 credits -Completed 1+ college courses
<u>L</u> eadership	-Complete 25 hrs. of Service Learning	-Complete 50 hrs. of Service Learning	-Complete 75 hrs. of Service Learning	-Complete 100 hrs. of Service Learning
<u>E</u> mpowerment	-1 extra-curricular activity	-1 extra-curricular activity	-1 extra-curricular activity	-1 extra-curricular activity
<u>A</u> ccountability	-Transcript Audit	-Transcript Audit	-Transcript Audit	-Transcript Audit
<u>R</u> esolve and Resiliency	-Amelioration	-Amelioration	-Amelioration	-Amelioration

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	9 th grade	9 th Honors	10 th grade	10 th Honors	11 th grade	11 th Honors	12 th grade	12 th Honors
ELA	<i>ELA I</i> 1.0 credit	<i>ELA I Honors</i> 1.0 credit	<i>ELA II</i> 1.0 credit	<i>ELA II Honors</i> 1.0 credit	<i>ELA III</i> 1.0 credit	<i>AP English Language</i> 1.0 credit	<i>ELA IV</i> 1.0 credit	<i>UHS Analytical Writing/ UHS Topics in English Studies</i> 1.0 credit
ELA Block	<i>Writing Foundations I</i> 1.0 credit		<i>Writing Foundations II</i> .5 credit		<i>Writing Foundations III</i> .5 credit		<i>Writing Foundations IV</i> .5 credit	
Math	<i>Algebra I</i> 1. credit	<i>Algebra I Honors</i> 1.0 credit	<i>Algebra 2A</i> 1.0 credit	<i>Algebra 2 Honors</i> 1.0 credit	<i>Algebra 2B</i> 1.0 credit	<i>Geometry</i> 1.0 credit	<i>Geometry</i> 1.0 credit	<i>HVCC Pre-Calculus</i> 1.0 credit
Math Block	<i>Math Foundations I</i> 1. credit		<i>Math Foundations II</i> .5 credit		<i>Math Foundations III</i> .5 credit		<i>Math Foundations IV</i> .5 credit	
Science	<i>Living Environment</i> 1.0 credit	<i>Living Environment Honors</i> 1.0 credit	<i>Earth Science</i> 1.0 credit	<i>Earth Science Honors</i> 1.0 credit	<i>Core Chemistry or Environmental Studies</i> 1.0 credit	<i>Chemistry</i> 1.0 credit	<i>Core Chemistry or Environmental Studies</i> 1.0 credit	<i>AP Biology</i> 1.0 credit
Social Studies	<i>Economics/ Government</i> 1. credit	<i>Economics Honors/ Government Honors</i> 1.0 credit	<i>US History</i> 1.0 credit	<i>US History Honors</i> 1.0 credit	<i>Global History & Geography I</i> 1. credit	<i>Global History & Geography I Honors</i> 1.0 credit	<i>Global History & Geography I Honors</i> 1.0 credit	<i>UHS Psychology/ Sociology</i> 1.0 credit
Social Studies Block					<i>Global History & Geography II</i> 1.0 credit	<i>Global History & Geography II Honors/UHS The World in the 20th Century</i> 1.0 credit		
Physical Education/ Health	<i>Physical Education</i> .5 credit	<i>Physical Education/Health</i> 1.0 credit	<i>Physical Education/Health</i> 1.0 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit
World Language		<i>Spanish I</i> 1.0 credit	<i>Spanish I</i> 1.0 credit	<i>Spanish II</i> 1.0 credit		<i>Spanish III</i> 1.0 credit	<i>Spanish III</i> 1.0 credit	<i>HVCC Spanish 100/101</i> 1.0 credit
Encore	<i>First-Year Seminar/AVID 9</i> .5 credit	<i>Art/First-Year Seminar</i> 1.0 credit	<i>Consumer and Financial Management/AVID 10/ Art</i> .5 credit	<i>Consumer and Financial Management/Art</i> 1.0 credit	<i>Art/AVID 11</i> 1.0 credit	<i>Art</i> 0.5 credit	<i>AVID 12/Art</i> 1.5 credits	<i>HVCC Business Courses/Art</i> 1.0 Credits

Standards-Based Grading

ALCS has adopted a research driven, Standards Based Grading system, which is based on determining standards-aligned content knowledge and skill sets and measuring student proficiency therein.

Standards-Based Grading provides students with a score by standard for each assessment. Students will receive their overall course grades via eight Periods of Progress, or POPs, every five weeks. A final year long (Y1) grade will be calculated at the 8th POP.

Throughout the year, teachers will provide support to students based on targeted course standards through intervention periods, spiral review, and flex time (after school). Advanced students will be provided 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 top-performing countries to prepare all students for success in our global economy and society

GRADING Guidelines

Period of Progress (POP)	<ul style="list-style-type: none"> - POP's reflect cumulative standards covered throughout the year to date. - The grade at the end of the POP indicates the proficiency level that a student has demonstrated based on the standards assessed.
Score vs. Grade	<ul style="list-style-type: none"> - Score: Number score (1-5) assigned to each standard on a given assessment based on demonstrated level of proficiency. - Grade: Converted scores on all cumulative standards assessed throughout the year to date
Levels of Performance	<ul style="list-style-type: none"> - In the standards-based grading system, a standard score, and subsequent POP grade, represents the proficiency level based on student demonstration of understanding of the knowledge, skills, and concepts in the subject area, as well as the student's ability to apply that understanding to a variety of tasks. <p>5 – Mastery 4 – Proficient 3 – Partially Proficient 2- Below 1 – Far Below</p>
Amelioration	<ul style="list-style-type: none"> - Students will track their own progress on each standard assessed for their courses; thus, students will know which standards they have mastered and which standards they need to improve knowledge and understanding of. Teachers will provide amelioration opportunities during class and flex time; scores will be updated accordingly.
Body of Evidence	<ul style="list-style-type: none"> - POP grades are based on a preponderance of evidence, typically 3-5 pieces of standards-aligned assessments, during the POP or cumulatively throughout the year. - If there is not sufficient evidence for making a decision about a standard score, the student will receive an "INC" as a placeholder. For example, a student who has not submitted any assessments, or a student enrolled 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"> - Interval Assessments are cumulative and occur three times a year. These assessments are also scored by standard. - Students will track interval standard proficiency and receive a "Regents Comparison Score" so students can track minimum standard obtainment.

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	PARTIALLY PROFICIENT
70-72	2.0	PARTIALLY PROFICIENT
69 and Below	0	BELOW/FAR BELOW

*If a student 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 attend summer school (so long as she fulfills the ALCS Summer School eligibility requirements); otherwise, she will likely 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 “70” or higher. Partial credit units are not granted to a student who leaves ALCS midyear or who transfers to another class midyear; however, a student who transfers to another class or who leaves the charter school has already completed a course or has completed enough work to obtain a passing grade via the standards-based grading system, then a student may be awarded credit.

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, ALCS will offer limited Summer Credit Recovery Courses for those students who have failed courses and need to recover credit. Should ALCS 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 ALCS' program or another school's summer program. ALCS reserves the right to enroll students based on individual needs and circumstances.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

ALCS achieved this measure. More than 90 percent of students in both the 2019 and 2020 Cohorts earned enough credits to be promoted to the next grade during the 2020-21 school year.

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

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	75	96%
2020	63	92%

ADDITIONAL EVIDENCE

ALCS has achieved this measure six years in a row and has seen positive results from cohorting the 9th grade students within the First-Year Academy.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Leading Indicator

Each year, 75 percent of students in the second-year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

ALCS achieved this measure. As a result of the 2021 Regents exam cancellations, 97% of the students in the second-year cohort received at least one exemption from a Regents exam, and many received multiple exemptions. When coupled with the exams that students passed or were exempted from previously, 93% of the cohort has passed or been exempted from at least three exams.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	92	38%
2018	2019-20	63	88%
2019	2020-21	75	93%

ADDITIONAL EVIDENCE

ALCS anticipates achieving this measure in the 2021-2022 school year. Over 75% of students in the 2020 Cohort to date have passed or been exempted from at least two exams.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort and 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

ALCS achieved the four-year measure but did not achieve the five-year measure. 82 percent of the 2017 Total Cohort graduated after 4 years and 92 percent of the 2016 Total Cohort did so after 5 years.

With regards to the 2017 Total Cohort, eight students dropped out or enrolled in HSE programs prior to their senior year. Many resources and efforts were made to encourage students to re-enroll with ALCS or to enroll in a local alternative high school program.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	93	88%
2016	2019-20	78	91%
2017	2020-21	78	83%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	66	93%
2015	2019-20	94	88%
2016	2020-21	78	92%

ADDITIONAL EVIDENCE

ALCS anticipates achieving the four-year measure next year. In 2021, six of the students in the 2018 cohort – nearly 10 percent - graduated a year early.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciaj/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

ALCS achieved this measure. The local school district consistently has a total cohort four-year graduation rate of about 70 percent, while ALCS averages above 85 percent. ALCS attributes this greater graduation rate to its effective systems for identifying students for targeted interventions. ALCS can quickly deploy staff to provide interventions in ways that the local district may be unable to.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	93	88%	704	68%
2016	2019-20	78	91%	722	71%
2017	2020-21	78	83%	--	--

ADDITIONAL EVIDENCE

Both ALCS and the local school district serve a high number of students from economically disadvantaged backgrounds. When looking at those subgroups, the separation becomes amplified. ALCS graduated 84 percent of those economically disadvantaged students in the 2017 total cohort, while the local district, in the most recent data, only graduated 69 percent. ALCS is confident that its identification and intervention systems can better serve the local population, regardless of economic background, better than the district.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

ALCS does not currently offer alternative assessments for the 4+1 pathway.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Albany Leadership Charter School for Girls is making progress toward meeting all the graduation goals. The four-year graduation rate is consistently greater than 75% and, according to the most recent data, we continue to outperform the local district’s graduation rates.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

ALCS continues to proactively address potential dropouts and steer them toward alternative high school settings as opposed to unapproved high school equivalencies. These plans include more focused efforts from the Student Support Team and increased contacts with Home School Coordinators to assess potential blocks to a student’s education. Keeping students from dropping out or seeking HSE will help in reducing the number of high school non-completers remaining on our Total Cohort, so that by the time they finish their 4th year, we can strive to have 100 percent of our students graduating high school ready for college and careers.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

The foundation of a college and career readiness program begins with the program’s mission and purpose. It is based on what all students should know, understand, and be able to do because of a successful, effective program.

Albany Leadership Charter School for Girls is dedicated to promoting College and Career Readiness by preparing our graduates to successfully transition into postsecondary opportunities. Students will acquire the skills, knowledge, and attitudes needed to reach their full academic potential and be successful in life.

School Counselors conduct planned activities outside the classroom to promote academic, career or personal/social development, such as college and career fairs, post-secondary site visits, and student team building/leadership workshops.

Albany Leadership Charter School for Girls has also built relationships with SUNY Albany, Hudson Valley Community College, as well as the Sage Colleges through their College in the High School program which provides access to college level classes in the high school setting.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Earning a Regents diploma with advanced designation; or,
- Passing a college level course offered at a college or university or through a school partnership with a college or university; or,
- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

2020 - 2021 College Pathway Course List	
Albany Leadership Charter School for Girls partners with SUNY Albany’s University in the High School (UHS) Program, Russel Sage College, and Hudson Valley Community College (HVCC) to offer college courses to our girls in the college pathway of our scholars’ choices.	
Liberal Arts/ Humanities Pathway	Business Administration Pathway
<i>Potential careers in this pathway may include, but aren’t limited to: Art History, Communications, Education, English, History, Journalism, Law, Media, Political Science, and Psychology</i>	<i>Potential careers in this pathway may include but aren’t limited to: Accounting, Advertising, Entrepreneurship/ Small Business, Financial Advising/ Consulting, Financial Analyst, Management, Marketing, and Sales, Health/Medical Administration</i>
<ul style="list-style-type: none"> • HVCC SPAN 100/101: Spanish Language & Culture I/II • UHS ENG 100Z: Intro to Analytical Writing • UHS ENG 106: Topics in English Studies • UHS HIS 158: World in the 20th Century • UHS PSY 101: Intro to Psychology • UHS SOC 115: Intro to Sociology • Sage PED 225 Concepts of Fitness & Wellness 	<ul style="list-style-type: none"> • HVCC BADM 200: Business Communications • HVCC ENTR 110: Intro to Entrepreneurship • HVCC MATH 170: Pre-Calculus • Sage BUS 209 Mathematics for Finance

RESULTS AND EVALUATION

ALCS achieved this measure. 84 percent of graduates from the 2017 Total Cohort demonstrated college preparation by achieving at least 1 indicator.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	65	19	29%
Passing a college level course	56	55	84%
Passing an AP exam with a score of 3 or higher	15	3	20%
Overall	65	55	84%

ADDITIONAL EVIDENCE

Every graduate who demonstrated college preparation did so by passing a college-level course. ALCS will continue to push its third- and fourth-year students to take and succeed in college-level courses.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

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

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

ALCS collects data on matriculation rates through the National Student Clearinghouse. NSLC provides this data for each cohort beginning in December of the matriculation year. For students matriculating for the first time in the Spring semester, data is not provided by the clearinghouse until April. While data on matriculation rates are available for 2015 and 2016 cohorts, the 2017 cohort data is not yet available.

It should be noted that 80 percent of ALCS graduates from the 2017 cohort were accepted to 2- or 4-year colleges. This is reported in the data below.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	82	58	70%
2016	2019-20	71	42	59%
2017	2020-21	65	52*	80%*

*Reflects number of students accepted to a 2- or 4-year program in 2017 Total Cohort

ADDITIONAL EVIDENCE

Though 88 percent of the Class of 2020 applied to and were accepted to 2- and 4-year degree programs, only 59% matriculated into programs, according to Clearinghouse data. ALCS anticipates that this number will increase for the Class of 2021 with the greater prevalence of COVID-19 vaccines.

SUMMARY OF THE COLLEGE PREPARATION GOAL

ALCS is continuing to prove effectiveness in preparing young women for college. 85 percent of ALCS’ 2021 graduates passed at least one college course before graduating, and more than 80 percent of the graduating class was accepted into a 2- or 4-year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ACTION PLAN

ALCS is committed to maintaining its college preparation effectiveness. In constantly reviewing our college offerings, we anticipate that our offerings for the 2021-22 school year are more strategically aligned with college and career pathways. These opportunities for college credit and a continued initiative with the Career Pathway Exploration Internship Program will help ALCS grads develop as successful young adults in society.

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

ALCS did not achieve this measure. Shown in the table below, 36% of the 2017 Accountability Cohort who had a *valid score* earned at least Performance Level 4 on the English Regents exam. The majority of the 44 students who had a score, it should be noted, took the exam at the end of their second year prior to receiving instruction based on the three-year curriculum, while students statewide typically take the exam at the end of their third year after receiving the three full years of instruction.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	31	37%
2016	2019-20	70	9	32	52%
2017	2020-21	70	26	16	36%

ADDITIONAL EVIDENCE

In light of the public health exemptions, the upcoming 2018 cohort is demonstrating strong performance towards the target values. As of August 2021, 41 students of the 65 in the cohort have been exempted from the ELA exam with no passing score. Of the 24 who are left, 18 took and passed the exam, 9 of them with a level 4 or 5. While, numerically, that calculates to about 37 percent, similar to the 2017 cohort, it is important to note that the 18 students who took and received a passing grade on the exam did so in January of their second year. It follows that their performance would be strong if they had tested in June of their third year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2017	90	10%	79	20%	70	22%
2018	76	--%	63	14%	61	14%
2019			74	--%	75	10%
2020					63	--%

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

*Percent Level 4 indicates the percent of all students in the accountability cohort who have achieved Level 4

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

ALCS achieved this measure. Shown in the table below, 95 percent of the 2017 Accountability Cohort who had a valid score earned at least Performance Level 3 on the English Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	76	91%
2016	2019-20	70	9	61	100%
2017	2020-21	70	26	42	95%

ADDITIONAL EVIDENCE

As noted previously, 18 students in the 2018 cohort took and passed the ELA exam in January of their second year. According to the calculations above, that would demonstrate 75% of all students demonstrating Level 3, if they were to be counted today. ALCS is confident that the six students who were not eligible for an exemption will demonstrate at least partial proficiency by the end of their fourth year.

Including exemptions for next year's cohort, though, calculates to 86 percent of the cohort scoring at least level 3.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	37%	79	91%	70	95%
2018	76	--%	63	33%	61	86%
2019			74	--%	75	28%
2020					63	--%

*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

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

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

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

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With regards to the explicit measures of the High School English Language Arts goal, ALCS met one measure and did not meet the other. Of the 26 students who were exempted from the ELA exam with no valid passing score, it's difficult to determine which students would have earned a Level 4. Similarly, of the students who did take the exam and passed, it's difficult to determine how many of them would have improved their level upon taking it at the end of their third year, which is typical for students at ALCS, as the majority enter 9th grade far below grade level.

ALCS uses internal benchmarks and nationally norm-referenced assessments outside of the Regents exams in order to help guide data-driven decision making. Despite the Regents exam cancellations and shifts in learning models, ALCS students have continued to model longitudinal growth over the past several years to the point that we are confident they are leaving our school ready for college and careers.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

ALCS is committed to developing its students with or without the standardized results of the English Language Arts test. ALCS is shifting its norm-referenced assessments from STAR to NWEA MAP Growth in an effort to further understand the needs for each individual student in grades 6-12. Along with this, ALCS continues to use internal benchmark assessments aligned with the state learning standards in the style of the Regents exams to predict the growth and performance of students on the ELA exam.

As the upcoming 2018 cohort only has a small number of students who have taken the exam to demonstrate proficiency, ALCS is using the benchmark and norm-referenced assessments together to help guide the next steps for these students, as well as those in the younger grades. ALCS' tiered intervention strategies help target those students most in need of remedial help within weeks of enrollment, and longitudinal data from STAR testing has shown as many as six grade-equivalency points of growth within the 2017 cohort's reading level.

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

ALCS did not achieve this measure. 12 percent of the 2017 Accountability Cohort who had a valid score scored at least Level 4 on one or more mathematics Regents exams.

Most students enter Grade 9 at ALCS below grade level (historically, 80+ percent). 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 remediation for middle school standards in addition to covering the high school level material required to pass Regents exams. ALCS continuously employs strategies designed to efficiently bring students to master grade level standards.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	20	24%
2016	2019-20	70	8	10	16%
2017	2020-21	70	22	6	12%

ADDITIONAL EVIDENCE

As with English Language Arts, the upcoming 2018 cohort is demonstrating growth in mathematics. 22 students were exempted from the Math exams with no valid score, but of the 43 students who did take it, nine have already performed at a level 4 or above. While 20 percent is still short of the stated measure, ALCS will continue to assess growth and learning in mathematics to prepare our students for future college and career readiness.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2017	90	5%	79	6%	70	8%
2018	76	11%	63	12%	61	14%
2019			74	6%	75	6%
2020					63	--%

*Percent Level 4 indicates the percent of all students in the accountability cohort who have achieved Level 4

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

ALCS achieved this measure. Shown in the table below, 100 percent of the 2017 Accountability Cohort who had a valid score earned at least Performance Level 3 on a math Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	78	93%
2016	2019-20	70	8	65	90%
2017	2020-21	70	22	48	100%

ADDITIONAL EVIDENCE

Of the 43 students in the upcoming 2018 cohort who have not been exempted from the mathematics exam without a valid score, 41 have taken and passed it at a Level 3 or above. By a strict value calculation, our measure above would be 98 percent for next year's cohort if it were taken today. However, interventions are in place for the other two who have yet to demonstrate proficiency in mathematics. ALCS believes that, including exemptions, 100 percent of next year's cohort can achieve at least Level 3.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	65%	79	96%	70	98%
2018	76	53%	63	95%	61	98%
2019			74	98%	75	97%
2020					63	93%

*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

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

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

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

Goal 4: Comparative Measure

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

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

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

With regards to the explicit measures of the High School Mathematics goal, ALCS met one measure and did not meet the other.

As in ELA, ALCS uses internal benchmarks and nationally norm-referenced assessments outside of the Regents exams in order to help guide data-driven decision making. Though not necessarily able to demonstrate through the Regents exams, the 2017 cohort has continued to make progress in mathematics as evidenced in passing courses in Geometry, and Algebra 2, and by continuing to grow through grade-level equivalencies through STAR testing.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

ALCS continues to refine its mathematics strategies to bring students up to grade level. According to data from STAR testing, more than 70 percent of the 2017 cohort students entered ALCS at least 1 grade level below proficiency, with many 2 or 3 grade levels below proficiency. However, ALCS' multi-tiered systems of support targeted those students most in need. Senior cohort data show that students demonstrated growth up to seven grade-equivalency points.

Strategies being employed in the coming year include more targeted Tier 2 and Tier 3 interventions, foundational math courses to scaffold students to basic grade-level abilities, and an increased availability of academic support during student lunch for extra help.

GOAL 5: SCIENCE

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

ALCS achieved this measure. 100 percent of the 2017 Accountability Cohort who had a valid score passed a science Regents exam by the end of their fourth year in high school. In other words, every student either passed a science exam or received an exemption.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	76	89%
2016	2019-20	70	13	56	98%
2017	2020-21	70	29	41	100%

ADDITIONAL EVIDENCE

ALCS' most commonly taken Science exams continue to be Living Environment and Earth Science. In the 2017 cohort, 82 percent of students passed or were exempted from the Living Environment exam, and 90 percent of students passed or were exempted from the Earth Science exam.

The 2018 cohort has similarly made progress in science. Excluding students who are exempted with no valid passing score, 89 percent have passed a science exam. Including those students who have been exempted, 96 percent have met the measure.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	54%	79	97%	70	97%
2018	76	38%	63	92%	61	96%
2019			74	95%	75	97%
2020					63	96%

*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

Goal 5: Comparative Measure

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

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

GOAL 6: SOCIAL STUDIES

Goal 6: 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 ALCS.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

90 percent of the 2017 Accountability Cohort who had a valid score took and passed the U.S. History Regents by the end of their fourth year of high school.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	74	89%
2016	2019-20	70	18	48	92%
2017	2020-21	70	39	28	90%

EVALUATION

ALCS’ programming has held US History in the second year of the social studies sequence. Though most students weren’t affected by the Regents exam cancellations, a good portion were not able to re-take the exam by the time cancellations led to those students’ exemptions.

ADDITIONAL EVIDENCE

As of today, zero students in the 2018 cohort have been able to take the US History exam. According to the calculation above, that would show 0% “passing among students with [a] valid score,” despite the fact that 93 percent of students in the cohort to date have earned an exemption.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	28%	79	79%	70	94%
2018	76	--%	63	87%	61	93%
2019			74	--%	75	77%
2020					63	--

*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 *or* received an exemption

Goal 6: 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.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

68 percent of the 2017 Accountability Cohort who had a valid score took and passed the Global History Regents exam.

Any student who passed the course but was exempted because she did not pass or take the exam is counted in Column (b).

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	83	0	73	87%
2016	2019-20	70	18	51	98%
2017	2020-21	70	54	11	68%

EVALUATION

According to the calculation above, the school did not meet the measure. However, since Global History is typically set in the third year of the social studies sequence at ALCS, it can be inferred that most students would not have had the ability to take the exam due to exam cancellations.

77 percent of the students in the 2017 cohort received an exemption from the Global History exam. When included with the 11 students who took and passed the exam, 92 percent of students demonstrated some level of proficiency in the area of Global History.

ADDITIONAL EVIDENCE

While 86 percent of the students in the 2018 cohort have received an exemption from the Global History exam, two of the 65 students in the cohort had the opportunity to take the exam prior to the end of their second year. Both of those students passed the exam.

According to the calculation above, though, the 2018 cohort would show only 22 percent of students passing among those “with a valid score,” despite seven of the students having no score at all. ALCS believes that the measure more indicative of students making progress in Global History is that which includes those students with exemptions, amounting to 88 percent of the students in the 2018 cohort.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2017	90	3%	79	77%	70	91%
2018	76	1%	63	6%	61	88%
2019			74	--%	75	20%
2020					63	--%

*Percent Passing indicates the percent of all students in the accountability cohort who have achieved Level 3 or received an exemption

Goal 6: Comparative Measure

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

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

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability 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

For the 2020-21 school year, ALCS remained in Good Standing.

ADDITIONAL EVIDENCE

ALCS has continually demonstrated good standing in the expanded accountability metrics under ESSA. ALCS does not anticipate a TSI or CSI designation in the coming years.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

APPENDIX A: OPTIONAL GOALS

Goal I: OPTIONAL NON-ACADEMIC STUDENT GOAL

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.

Each year 95 percent of students will complete a student survey and participate in the school’s continuous improvement process.

METHOD

The Student Satisfaction Survey was distributed to students in Spring 2021 with results collected through the Panorama Social Emotional Learning platform. Staff regularly followed up with students who did not start or complete the survey through email and phone calls.

RESULTS

ALCS did not achieve this measure. 81 percent of enrolled students in June 2021 responded to the Student Satisfaction Survey. This was directly attributed to by the fact that nearly half of students participated in fully remote learning.

2020-21 Student Satisfaction Survey Response Rate

Number of Responses	Number of Students	Response Rate
234	289	81%

2020-21 Student Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am respected by ALCS’s faculty and staff.	96%
ALCS teachers support me when I am having difficulty.	91%
Counselors at ALCS are available at convenient times/ make time to see me.	88%
ALCS has a positive learning environment.	86%
Bullying is not an issue for me at ALCS.	86%

EVALUATION

ALCS recognizes that reliable collection of the Student Satisfaction Survey is crucial in the school's continuous improvement process and anticipates that fully in-person instruction in the 2021-2022 school year will facilitate a more complete survey process. Overall results of the 81 percent of student responses demonstrate general student satisfaction.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal II: OPTIONAL ORGANIZATIONAL 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 percent of ALCS families will participate in the school's continuous improvement process by completing a school satisfaction survey and 90 percent of the participants will be satisfied with the school.

METHOD

The Family Satisfaction Survey was distributed as a Google Form to each family through their contact information. Responses were recorded in a Google Sheet. Families who did not respond were tracked and called by the Director of Advancement to deliver their responses orally.

RESULTS

ALCS achieved this measure.

2020-21 Family Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
246	289	85%

2020-2021 Family Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am overall satisfied with ALCS as a school.	97%
I am comfortable discussing an issue or concern with faculty or staff.	97%
ALCS has a positive learning environment.	96%
ALCS's faculty and staff are respectful.	96%
Questions or concerns regarding the code of conduct are handled in a supportive manner.	94%
If I have a concern, it is addressed appropriately and resolved.	93%

EVALUATION

Of the 289 families sending their students to ALCS, 85 percent of them responded to the Family Satisfaction Survey. 97 percent of those who responded indicated that they were “overall satisfied with ALCS as a school.”

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

The Staff Satisfaction Survey was distributed to the faculty and staff through a digital survey platform. Responses were recorded and aggregated by department/team.

RESULTS

ALCS achieved this measure.

2020-2021 Staff Satisfaction Survey Response Rate

Number of Responses	Number of Staff	Response Rate
62	62	100%

2020-21 Staff Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
When I raise a concern, I generally receive a response in a timely manner from an admin.	94%
ALCS admins make themselves available to me & provide feedback on my performance.	90%
I would recommend this school to other teachers I know who were seeking employment.	81%

EVALUATION

Overall results of the staff responses demonstrate general staff satisfaction, with the most favorable response items relating to feedback and support from school administration.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The board completes this process annually.

Each year, ALCS 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, 2021.