



ALBANY LEADERSHIP

CHARTER SCHOOL FOR GIRLS

A 6–12 Academy of Excellence

**Albany Leadership
Charter School for Girls**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By Carina D. Cook

19 Hackett Blvd., Albany, NY 12208

518-694-5300

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Carina D. Cook, Superintendent/CEO, Crystal Martin, Director of Curriculum, Instruction, and Accountability, and Darius Romero, Information Systems and Assessment Administrator prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Elizabeth Robertson	Chair	Accountability, Finance
Margaret Moree	Secretary	Finance
Etwin Bowman		Accountability, Executive
Sojourner Brice		Accountability, Finance, Executive
James Celestine		Finance
Dale Getto		Accountability
Eldon Harris		Executive
Arricka Harrison		Accountability, Executive
Valerie Rhodes		Executive

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

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, 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 opportunity, custom-tailored learning and instruction and the exercising of greater autonomy. ALCS 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 in Grade 6 help our students close the education gaps that they come to us with, while establishing a solid foundation in literacy, writing, and numeracy. Starting in grade 9, 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. ALCS also implements targeted content and skills programming for grades 7 and 8 to further support students in closing learning gaps, while supporting the integration of essential encore courses such as music, art, career and technical education, and foreign language at the middle level. Targeted intervention is aligned with IXL and NWEA Map data.

The intentional concentration on literacy and mathematical skills at the middle level supports the goal of all students being at or above grade level in both areas by the time they enter 9th grade. Providing a considerable time investment in these two subjects allows us the opportunity to include writing and problem-solving opportunities alongside traditional core skill acquisition, such as reading fluency, reading comprehension and mathematics calculation. Introducing students to ALCS expectations and instructional rigor at the middle level also positively impacts student achievement at the high school and college and career readiness.

ALCS administers the IXL assessment and NWEA MAP Growth assessment three times each school year; in the fall, in the winter, and in the spring. NWEA MAP uses various algorithms to project a RIT score based on previous results. NWEA's RIT score measurement is imperfect, so a range of score results is reported for each student to reflect measurement error. A student is determined to have achieved the projected growth if her projected RIT score lies within the range of error for her Spring RIT score range. IXL provides the ability to provide NWEA skill alignment with recommended IXL skills for every student. This data is utilized to ensure that students are practicing their targeted skills based on the IXL diagnostic in the regular classroom and during scheduled intervention time.

In addition to summer academic programming for credit recovery at the high school, ALCS offers a Summer Bridge program in STEM to support further growth to meet our ambition goals for middle level scholars. The AVID Math and Science Summer Bridge Programs are designed to strengthen students' math and science skills and increase the number of students who enroll and succeed in Algebra 1. These middle school programs provide engaging, real-world science and math learning opportunities. This program is available for all students entering seventh and eighth grade.

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, along with instructional staff and leadership, can 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.

For the 2019-2020 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 is administered during our Advisory periods daily, for 30 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. This program was further developed to support students during COVID-19, and further enhanced by the Move This World SEL curriculum, which was implemented in both schools throughout the 2022-2023 school year. Also, starting with the 2021-2022 school year, members of the student support teams and leadership from both the middle and high schools participated in the Active Ingredients Project alongside our CSI team. Through this work, we continue to evaluate the impact of students' emotional regulation skills on academic success and achievement, as well as overall school culture. In addition, we seek to explicitly involve teachers and staff in the reflective process through training, professional development, and surveys in order to support students in increasing their emotional regulation and communication skills, while providing staff with opportunities to learn emotional regulation strategies along with students. Outcomes are measured through Panorama surveys, which provide perception data around emotional regulation. We believe that, for students to be able to fulfill their academic potential and ultimately persist through college, they must acquire and practice the necessary social-emotional skills, including emotional regulation, in order to navigate difficult and stress-inducing situations and build resilience. Perception data from Panorama surveys along with school culture data, academic growth and achievement data, and student engagement will demonstrate a correlation between increased positive emotional regulation responses and positive outcomes in these areas.

Throughout an ALCS student's school career, she 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. ALCS has offered its internship program since the 2018-2019 school year and, although COVID-19 negatively impacted our ability to place students, we continue to grow the program, as we aspire to build an accredited Business Pathway for graduation.

To further enhance our students' success, ALCS has built-in additional college preparation programming through Advancement Via Individual Determination (AVID®) for students in grades 6-12. 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.

Albany Leadership continues to also strengthen its partnerships with local colleges to offer expanded college the high school (CHS) coursework aligned to career pathways, allowing students to graduate from high school with upwards of 30+ college credits.

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.

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 high school (Grade 9) students. First-year students are located on the first floor of our high school building, where they have their

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 continues to mold and define Albany Leadership. Building leadership and the first-year academy team continuously work to further develop the program based upon identified areas in need of improvement to support students and staff in achieving academic and school culture goals.

ALCS continues to make great strides in overall school improvement and student achievement. We are excited to report that again in 2023, we have exceeded our CSI benchmark of a minimum of 75 percent of students will graduate within 4 years. The 2022 class had an 89 percent graduation rate and the 2023 class boasted a 90 percent graduation rate, despite the ongoing impacts of COVID-19. This is evidence that we have established and continue to build upon the program for success and achievement, as we strive for a 100 percent graduation rate.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	9	10	11	12	Total
2020-21	-	-	-	70	86	68	61	285
2021-22	46	-	-	85	75	74	46	326
2022-23	69	59	27	86	71	61	44	417

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS Day) in the 2022-23 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>)

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 30th
2020-21	2017-18	2017	73	3	70
2021-22	2018-19	2018	53	1	52
2022-23	2019-20	2019	53	2	51

2022-23 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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	71	8	79
2021-22	2018-19	2018	51	4	55
2022-23	2019-20	2019	51	4	55

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	72	6	78
2021-22	2017-18	2017	67	10	77
2022-23	2018-19	2018	50	4	54

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
College and Career Ready	-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
Leadership	-Complete 25 hrs. of Service Learning	-Complete 25 hrs. of Service Learning	-Complete 25 hrs. of Service Learning	-Complete 25 hrs. of Service Learning
Empowerment	-1 extra-curricular activity	-1 extra-curricular activity	-1 extra-curricular activity	-1 extra-curricular activity
Accountability	-Transcript Audit	-Transcript Audit	-Transcript Audit	-Transcript Audit
Resolve and Resiliency	-Amelioration	-Amelioration	-Amelioration	-Amelioration

2022-23 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>Sage Writing in Community/ Sage Intro to Literature</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>Sage 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>Earth Science</i> 1.0 credit	<i>Earth Science Honors</i> 1.0 credit	<i>Living Environment</i> 1.0 credit	<i>Living Environment 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>Global History & Geography I</i> 1. credit	<i>Global History & Geography I Honors</i> 1.0 credit	<i>Global History & Geography II</i> 1.0 credit	<i>Global History & Geography II Honors</i> 1.0 credit	<i>United States History</i> 1. credit	<i>United States History Honors</i> 1.0 credit	<i>Economics / Government</i> 1.0 credit	<i>Economics / Government</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/Health</i> 1.0 credit	<i>Physical Education</i> .5 credit	<i>Physical Education</i> .5 credit	<i>Physical Education/Health</i> 1.0 credit	<i>Physical Education/Health</i> 1.0 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>Sage Spanish 101/102</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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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 style="text-align: center;">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

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

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent promoted
2021	68	86%
2022	67	86%

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21	75	93%
2020	2021-22	76	47%
2021	2022-23	68	44%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Graduation Goal Measures 3 & 4 - 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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	78	65	83%
2018	2021-22	55	49	89%
2019	2022-23	55	50	90%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	78	72	92%
2017	2021-22	77	66	85%
2018	2022-23	55	50	90%

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	78	65	83%	678	79%
2018	2021-22	55	49	89%	672	82%
2019	2022-23	55	50	90%	--	--

¹ 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.

² 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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Graduation Goal Measure 6 - 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.

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.	Yes
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.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No
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.	Yes
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

EVALUATION OF THE GRADUATION GOAL

ALCS has been able to meet Measure 1 for eight consecutive years, with positive results from cohorting the 9th grades students within the First-Year Academy. However, ALCS has fallen short of Measure 2. The second-year cohort students continue to rebuild capacity, though many are eligible for Special Appeals to Graduate with a lower score – not included in the count of exemptions.

ALCS achieved the four-year graduation measure, but did not achieve the five-year measure, as 90% of the students in the 2018 cohort graduated within five years. 5 of the 55 students in that cohort are considered drops, with two of those enrolling in HSE programs.

Finally, with regards to the comparative measure, ALCS achieved this. The local school district consistently has a total cohort four-year graduation rate of about 75 to 80 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.

ADDITIONAL CONTEXT AND EVIDENCE

Students at ALCS are continuing to feel the effects of “return-to-testing.” In the past, ALCS has met Measure 2 easily. However, with the 2020 and 2021 cohorts, the return to testing in June 2022 affected their second- and first-year efforts at passing three regents exams by the end of the second year, respectively.

Also of note, the relatively small cohorts at ALCS do make it difficult to achieve the 95% five-year graduation metric. While ALCS believes that we can help all students succeed, some students opt to enroll in alternative HSE programs in order to enter the workforce early. ALCS encourages students to consider other routes, including state-approved HSE programs and alternative diploma programs at district schools. However, some students still believe in the marketing from so-called “online high school” programs that are not recognized in New York, and thus lead to a student being considered a drop out. In a cohort of 50, only a few students are required to reduce the maximum potential graduation rate to below 95 percent.

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.

ALCS is committed to ensuring that every student has the resources and support needed to achieve the graduation milestone. Our targeted instruction program has been specifically designed to address individual learning needs, promote engagement, and ultimately increase the graduation rate. The programming at ALCS goes beyond academics. We are dedicated to addressing social and emotional factors that can impact a student's journey. Counselors and student support staff are consistently available to assist students in overcoming personal challenges that may affect their academic performance. Students also have access to targeted Academic Advisory. Academic advising is between the student and an academic advisor of exploring the value of education, discussing educational and career plans, and making appropriate course selections and goals.

Each student's academic progress will be supported based on academic achievements, extracurricular involvement, personal growth, and challenges over the course of their high school journey. To support student graduation there will be an ongoing review of transcripts, report cards, and accomplishments to identify strengths and areas of improvement to gain a comprehensive understanding of each student's needs and growth.

GOAL 2: COLLEGE PREPARATION

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

Throughout an ALCS student's school career, she 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 6-12. 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.

Albany Leadership continues to also strengthen its partnerships with local colleges to offer expanded college the high school (CHS) coursework aligned to career pathways, allowing students to graduate from high school with upwards of 30+ college credits. Currently, ALCS partners with Hudson Valley Community College and Russell Sage College.

2022 - 2023 College Pathway Course List	
Albany Leadership Charter School for Girls partners with 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"> • SAGE WRT 101: Writing in Community • SAGE ENG 154: Introduction to Literature • SAGE PED 225: Concepts of Fitness and Wellness • SAGE SOC 101: Intro to Sociology • SAGE CRM 311: Criminology • AP English Language & Composition • AP United States History 	<ul style="list-style-type: none"> • HVCC ENTR 110: Intro to Entrepreneurship • HVCC MKTG 120: Principles of Marketing • SAGE BUS 110: Financial Literacy • SAGE MAT 113: Precalculus • AP Biology

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

College Preparation Goal Measure 1 - Absolute

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

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

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

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	50	9	18%
Passing a college level course	42	37	74%
Passing an AP exam with a score of 3 or higher	14	2	4%
Overall	50	38	76%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

³ Schools use any method listed above, 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2017	2020-21	65	29	44%
2018	2021-22	49	29	59%
2019	2022-23	50	37*	74%*

*Student-Reported College Acceptance Rate

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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.

SUMMARY OF THE COLLEGE PREPARATION GOAL

ALCS is continuing to prove effectiveness in preparing young women for college. 74 percent of ALCS’ 2023 graduates passed at least one college course before graduating.

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.	Yes
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.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

In 2023, 76 percent of the 4-year graduates demonstrated preparation for college. However, only 74 percent of students self-reported having been accepted into a college. The final matriculation numbers will be determined next summer using data from the National Student Clearinghouse to determine what actual percent of graduates enrolled in a 2- or 4- year program in the year after graduation.

ADDITIONAL CONTEXT AND EVIDENCE

ALCS continues to live by its mission statement: “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.”

While Albany Leadership is a college preparatory high school, we cannot ignore the cultural shifts surrounding post-secondary education. Though we counsel our students that the best long-term approaches to success are through college programs, some students still prefer other avenues, whether it is the military, registered apprenticeships, or entering the workforce outright. Following up with alumni who have not matriculated into a degree program would provide valuable insight for how ALCS can continue to meet its students’ needs.

ACTION PLAN

ALCS is committed to maintaining its college preparation effectiveness and recognizes the importance of providing students with a competitive edge and a head start on their higher education journey. We have partnered with Hudson Valley Community College and Sage to offer a selection of college-level courses that can be taken alongside their regular high school curriculum that are strategically aligned with college and career pathways. The college courses have been seamlessly integrated into our existing high school schedule, ensuring that students can participate without disrupting their regular studies. ALCS emphasizes a balanced workload and support system to help students succeed. 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.

ALCS also offers service-learning credit options for students as a structured educational experience that combines community service with academic instruction. Service learning deepens understanding of course content and enhances critical thinking skills. Having this opportunity fosters personal development, including increased self-awareness, empathy, and cultural competence while becoming more engaged citizens. This approach aims to provide students with opportunities to apply what they learn in the classroom to real-world situations, while also addressing community needs.

Albany Leadership Charter School for Girls is an AVID school. AVID, which stands for Advancement Via Individual Determination, is an internationally recognized college-readiness program designed to help students succeed in a rigorous academic setting and prepare for higher education. AVID supports students who have the potential to excel academically but may face challenges in realizing their full potential due to various social, economic, or academic factors. The program operates on the belief that all students can succeed with the right support and strategies.

As an AVID school, we establish a college-going culture by promoting a positive mindset towards post-secondary education and career opportunities. We facilitate visits to colleges, host guest speakers, and provide resources and information about the college application process, financial aid, and scholarships.

GOAL 3: 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 of high school at Albany Leadership Charter School for Girls.

BACKGROUND

ALCS recognizes the challenges that have impacted the organization and schools' success regarding ELA. To address these needs ALCS has ensured the continuation of ongoing differentiated professional learning among teachers that directly contributes to reaching the school's strategic goals. By continuously improving their teaching strategies and subject knowledge, teachers can enhance student learning outcomes, ensuring that young women graduate with the academic skills necessary for college and their chosen careers as well as support teacher retention.

Elementary and Middle ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
6	53	0	0	0	0	0	1	54
7	49	2	0	0	0	0	1	52
8	26	2	0	0	0	0	1	29
All	128	4	0	0	0	0	3	135

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	53	17	32%	0	--	--
7	49	11	22%	34	7	20%
8	26	3	11%	0	--	--
All	128	31	24%	34	7	20%

⁵ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS Day of the school year prior to the most recent exam administration.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students (2022)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7	20%	34	26%	509
All	20%	34	26%	509

⁶ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁷

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁸		Effect Size
		Actual	Predicted	
6	73.9%	25.0%	50.9%	-1.55
All	73.9%	25.0%	50.9%	-1.55

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

⁸ Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2022-23 school year using internal assessments.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP.

2022-23 NWEA MAP ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	65	39	No
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	45	48	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	39 ¹⁰	0	--	No

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section.

¹⁰ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 6 th through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹¹	2+ students	75%	27	14%	No
---	-------------	-----	----	-----	----

End of Year Performance on 2022-23 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹²	Number Tested	Percent Proficient	Number Tested
6	28%	35	--	--
7	13%	38	14%	27
8	4%	25	--	--
All	16%	98	14%	27

End of Year Growth on 2022-23 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	34	30
7	38	22
8	63	13
All	39	65

¹¹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

SUMMARY OF THE ELA GOAL

ALCS did not meet its goals for middle school ELA. 24% of tested students demonstrated proficiency, while only 20% of students enrolled in their second year demonstrated proficiency. Falling short of the 75% metric, this also falls short of the comparative Grade 7 results for the district in 2022, where 26% of their students demonstrated proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A
Growth	Each year, 75 percent of all sixth-grade middle school students will demonstrate a Conditional Growth Percentile of at least 50 between the first and last administrations of the NWEA MAP Reading assessment.	No

EVALUATION OF ELA GOAL

ALCS did not meet any of the state assessment metrics for middle school ELA. While having a relatively small cohort of students can result in large swings in results (at each grade level, one student accounts for more than 2% of the population), small class sizes and interventions were not enough on their own to demonstrate grade-level proficiency for 75% of our 2nd year students.

ALCS did not meet any of the internal testing measures. While this can include a combination of testing fatigue or inauthentic responses, it nevertheless demonstrates that students at ALCS are testing below the national norms.

Almost three-quarters of students began the year testing at “low achievement.” When compared to the all-students group, the students who started the year at low achievement achieved a greater median growth percentile. In this case, we can surmise that those students were prepared to catch up, even if they didn’t quite achieve grade-level proficiency by the end of the year.

Internal measure 3 cannot be accurately measured, since only 2 students in grades 6-8 are students with disabilities, and neither student was assessed in both Fall and Spring sessions.

Finally, it is important to note that, in ALCS’ second year of operation in middle years, only the grade 7 students can be considered students in their second year, potentially skewing data.

ADDITIONAL CONTEXT AND EVIDENCE

One note regarding the above internal data is that the participation rate in the year-end ELA NWEA testing was relatively low, at only about 75 percent of the student body. The participation rate for growth scores – Fall to Spring – was lower, at only about 55 percent. Students who were absent during the testing period were followed up with in order to take the test, but depending on the nature of the absence, sometimes excusing the student from testing was necessary to reduce learning loss. With the growing recognition of the need to strike a balance between assessment and actual learning in the classroom, ALCS has had to rethink some assessment practices to avoid hindering the learning process.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Additional ELA Measure 6 - Growth

Each year, 75 percent of all sixth-grade middle school students will demonstrate a Conditional Growth Percentile of at least 50 between the first and last administrations of the NWEA MAP Reading assessment.

METHOD

The school administered the NWEA MAP ELA assessment to students in grade 6 in the 2022-23 school year. Each student's conditional growth percentile has been determined by comparing their first score to their final score in spring 2023.

The table below summarizes participation information for this year's test administration. The table indicates total number of students tested, and the number of students for whom the conditional growth percentile was greater or equal to 50. Note that this table includes all students in grade 6, even if they have not enrolled in at least their second year (defined as enrolled by BEDS Day of the previous school year).

A conditional growth percentile of 50 was chosen as functionally equivalent to a Grade Equivalency score increase of 1.0, due to the NWEA MAP RIT scores being based on question difficulty rather than grade level.

RESULTS AND EVALUATION

ALCS did not meet the measure. Of the 30 students tested, 10 had conditional growth scores greater than or equal to 50.

End of Year Growth in 2022-23 NWEA MAP ELA Assessment
By Percent of All Students meeting 50th percentile

Grades	Number Tested	Number meeting or exceeding 50 th percentile	Percent of students at least 50 th percentile
6	30	10	33%

ELA ACTION PLAN

The 2023-2024 school year will be a transition year to move into the TLAC Reading Reconsidered curriculum. Reading Reconsidered uses an approach emphasizing culturally relevant texts to maximize student engagement. Additionally, this curriculum emphasizes rigor, critical thinking, and deep comprehension through evidence-based strategies. This shift away from ENGAGE NY ELA curriculum relieves teachers from the need to create their content to meet the requirements of updated standards, as the Reading Reconsidered curriculum is a fully supportive curriculum where the work of creating the content, scope and sequence, and formative assessments are entirely included. Additionally, the new curriculum aligns with the NYS Next Generation ELA Standards goals by emphasizing text complexity, evidence-based responses, close reading, and vocabulary development to better prepare students for the NYS ELA assessments and meet their individual growth goals.

A comprehensive assessment plan is also being implemented to enhance student achievement. By integrating the NWEA and internal assessments into a structured approach, educators will participate in data analysis sessions to identify strengths and areas for improvement. Through regular assessment cycles, educators will tailor differentiated instruction and interventions based on assessment insights, aiding students in meeting their growth goals and increasing overall ELA proficiency.

Other improvements to the instructional program include increased educator support and professional development. ALCS will implement a cohesive coaching cycle and real-time coaching to provide feedback and support to educators through shared goals and action planning. This will help support student and school-wide growth. Additionally, new teachers will participate in “The New Teacher Academy,” designed and led by the instructional team to help support novice teachers and those new to ALCS. This program aims to help teachers navigate the initial challenges of their profession, establish a positive classroom culture, and build meaningful connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

ALCS offers specialized training sessions during professional development designed to familiarize teachers with the new curriculum, instructional strategies, and assessment methods. ALCS is committed to providing a wide range of high-quality and ongoing continuous learning opportunities while supporting teachers with best practice by staying updated with the latest pedagogical approaches. The ALCS leadership team has adopted a feedback mechanism within the cohesive coaching cycle to gather teacher thoughts, concerns, and suggestions, allowing the instructional team to refine and enhance support initiatives.

ALCS facilitates opportunities for teachers to engage in collaborative networks, both within the school and with educators from other schools. Teachers are also offered the opportunity and time to join Professional Learning Communities. This will encourage the sharing of best practices and the exchange of innovative ideas. ALCS recognizes that each classroom and teacher may have unique needs. The leadership team creates customized support plans tailored to each teacher's specific needs that support their individual growth plan.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.¹³

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁴

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)
2017	2020-21	70	26	16	36%
2018	2021-22	52	31	8	38%
2019	2022-23	51	11	10	25%

¹³ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹⁴ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 2 - 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.

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.

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)
2017	2020-21	70	26	42	95%
2018	2021-22	52	31	18	85%
2019	2022-23	51	11	28	70%

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 5 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 7 - Growth

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.

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.

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

High School ELA Measure 8 - Growth

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.

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.

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

Strictly speaking, ALCS did not meet the absolute measures for High School ELA. Of the students who had any valid score, only 70 percent achieved a “passing score.” However, 76 percent of students earned either a passing score or an exemption, and an additional 20+ percent of students were eligible for a Special Appeal to graduate with a lower score, due to the return from COVID protocols.

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.	No
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.	No
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

EVALUATION OF HIGH SCHOOL ELA GOAL

Of 51 students in the 2019 accountability cohort, 11 were exempted with no valid score, 28 attained a Level 3, and 11 were eligible for Special Appeal to Graduate with a lower score.

ADDITIONAL CONTEXT AND EVIDENCE

As noted above, only 70 percent of 2019 accountability cohort students with any valid score earned a Level 3 score or above. However, that calculation does not consider the “return-to-testing” factor that most 2019 cohort students faced with the ELA exam in June 2022. While the Special Appeals to Graduate doesn’t indicate strict proficiency in the subject matter, it does take into account other methods of assessing learning achievement – specifically the classroom efforts and achievements of students. When taking those – and exemptions – into account, more than 98 percent of students in the accountability cohort demonstrated proficiency in one way or another. With diverse assessment methods considered, ALCS continues to make efforts towards capturing a comprehensive view of student progress by fostering a growth-oriented learning environment in which students can use the amelioration process to take ownership of their learning while guided with appropriate supports.

ACTION PLAN

ALCS is in the beginning stages of a three-year curriculum roll-out for High School ELA starting with grade 9. *SAVVAS myPerspectives* is a powerful English language arts curriculum for Grades 9–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered learning, teacher-inspired classroom. This dynamic Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks.

Along with the NYS regents, a comprehensive assessment plan is also being implemented to enhance student achievement. By integrating the NWEA and internal assessments into a structured approach, educators will participate in data analysis sessions to identify strengths and areas for improvement. Through regular assessment cycles, educators will tailor differentiated instruction and interventions based on assessment insights, aiding students in meeting their growth goals and increasing overall ELA proficiency.

Other improvements to the instructional program include increased educator support and professional development. ALCS will implement a cohesive coaching cycle and real-time coaching to provide feedback and support to educators through shared goals and action planning. This will help support student and school-wide growth. Additionally, new teachers will participate in “The New Teacher Academy,” designed and led by the instructional team to help support novice teachers and those new to ALCS. This program aims to help teachers navigate the initial challenges of their profession, establish a positive classroom culture, and build meaningful connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

ALCS offers specialized training sessions during professional development designed to familiarize teachers with the new curriculum, instructional strategies, and assessment methods. ALCS is committed to providing a wide range of high-quality and ongoing continuous learning opportunities while supporting teachers with best practice by staying updated with the latest pedagogical approaches. The ALCS leadership team has adopted a feedback mechanism within the cohesive coaching cycle to gather teacher thoughts, concerns, and suggestions, allowing the instructional team to refine and enhance support initiatives.

ALCS facilitates opportunities for teachers to engage in collaborative networks, both within the school and with educators from other schools. Teachers are also offered the opportunity and time to join Professional Learning Communities. This will encourage the sharing of best practices and the exchange of innovative ideas. ALCS recognizes that each classroom and teacher may have unique needs. The leadership team creates customized support plans tailored to each teacher's specific needs that support their individual growth plan.

GOAL 4: 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 of high school at Albany Leadership Charter School for Girls.

BACKGROUND

ALCS recognizes the importance of reflective practice regarding teaching and learning outcomes with all content areas. Regarding mathematics, the deliberate and thoughtful rollout of a new curriculum over the next 3 years, starting this upcoming 2023-2024 school year, will help foster effective and meaningful learning experiences for students at ALCS. In grades 6-12 ALCS has partnered with SAVVAS Learning Company to purchase the enVisions math curriculum in grades 6-8, as well as Algebra, Geometry, Algebra for the high school. A measured and gradual introduction of new educational content allows educators to ensure that each element is well-prepared, relevant, and aligned with educational goals. This approach offers teachers the time to master new concepts, adapt teaching methodologies, and develop resources that enhance student engagement and comprehension while supporting an appropriate professional development timeline for teachers.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
6	34	2	0	0	17	0	1	0	54
7	45	6	0	0	0	0	1	0	52
8	25	2	1	0	0	0	1	0	29
All	104	10	1	0	17	0	3	0	135

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	34	3	8%	0	--	--
7	45	7	15%	30	3	10%
8	25	1	4%	0	--	--
All	104	11	10%	30	3	10%

Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2022-23 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students (2022)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7	10%	30	10%	421
All	10%	30	10%	421

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
6	73.9%	2.5%	30.3%	-1.50
All	73.9%	2.5%	30.3%	-1.50

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS INTERNAL EXAM RESULTS

It remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2022-23 school year using internal assessments.

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP.

2022-23 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 6 th through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	89	40	No
Measure 2: Each year, the school's median growth percentile of all 6 th through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	75	35	No
Measure 3: Each year, the median growth percentile of 6 th through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁵	40 ¹⁶	2	14	No

¹⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section.

¹⁶ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Each year, 75% of 6 th through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ¹⁷	2+ students	75%	26	7%	No
---	-------------	-----	----	----	----

End of Year Performance on 2022-23 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁸	Number Tested	Percent Proficient	Number Tested
6	16%	42	--	--
7	8%	36	7%	26
8	0%	19	--	--
All	10%	97	7%	26

End of Year Growth on 2022-23 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	32	41
7	47	31
8	40	17
All	40	89

¹⁷ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁸ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

SUMMARY OF THE MATHEMATICS GOAL

ALCS did not meet its goals for middle school mathematics. 10% of students, both schoolwide and only 2nd year students, demonstrated proficiency. Falling short of the 75% metric, this also only matches, not exceeds, the comparative Grade 7 results for the district in 2022, where 10% of their students also demonstrated proficiency.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A
Growth	Each year, 75 percent of all sixth-grade middle school students will demonstrate a Conditional Growth Percentile of at least 50 between the first and last administrations of the NWEA MAP Math K-12 assessment.	No

EVALUATION OF THE MATHEMATICS GOAL

ALCS did not meet any of the state assessment metrics for middle school math. While having a relatively small cohort of students can result in large swings in results (at each grade level, one student accounts for more than 2% of the population), small class sizes and interventions were not enough on their own to demonstrate grade-level proficiency for 75% of our 2nd year students.

ALCS did not meet any of the internal testing measures. While this can include a combination of testing fatigue or inauthentic responses, it nevertheless demonstrates that students at ALCS are testing below the national norms.

About three-quarters of students began the year testing at “low achievement.” When compared to the all-students group, the students who started the year at low achievement achieved a lower median growth percentile. In this case, we can surmise that those students did not come into the year with the requisite knowledge or understanding in order to grow into new mathematical concepts.

Internal measure 3 cannot be accurately measured, since only 2 students in grades 6-8 are students with disabilities. The small “n” means that the achievement of those two students is simply splitting the average, not taking into account the different growth each one achieved.

Finally, it is important to note that, in ALCS’ second year of operation in middle years, only the grade 7 students can be considered students in their second year, potentially skewing data.

ADDITIONAL CONTEXT AND EVIDENCE

With regards to the students enrolled in their second year, it would be important to note that of last year’s grade 6 students, only 2 percent tested at proficiency. During the 22-23 school year, the percentage of students testing at proficiency grew from 2 percent to 10 percent.

One note regarding the above internal data is that the participation rate in the mathematics NWEA testing was relatively low, at only about 75 percent of the student body. Students who were absent during the testing period were followed up with in order to take the test, but depending on the nature of the absence, sometimes excusing the student from testing was necessary to reduce learning loss. By reducing the emphasis on excessive testing and refocusing on holistic learning experiences, ALCS aims to create an environment that nurtures curiosity, critical thinking, and a passion for lifelong learning. This approach equips students with the skills and knowledge they need to thrive and keeps them in the classroom during critical instruction.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Additional Math Measure 6 - Growth

Each year, 75 percent of all sixth-grade middle school students will demonstrate a Conditional Growth Percentile of at least 50 between the first and last administrations of the NWEA MAP Math K-12 assessment.

METHOD

The school administered the NWEA MAP mathematics assessment to students in grade 6 in the 2022-23 school year. Each student's conditional growth percentile has been determined by comparing their first score to their final score in spring 2023.

The table below summarizes participation information for this year's test administration. The table indicates total number of students tested, and the number of students for whom the conditional growth percentile was greater or equal to 50. Note that this table includes all students in grade 6, even if they have not enrolled in at least their second year (defined as enrolled by BEDS Day of the previous school year).

A conditional growth percentile of 50 was chosen as functionally equivalent to a Grade Equivalency score increase of 1.0, due to the NWEA MAP RIT scores being based on question difficulty rather than grade level.

RESULTS AND EVALUATION

ALCS did not meet the measure. Of the 32 students tested, 11 had conditional growth scores greater than or equal to 50.

End of Year Growth in 2022-23 NWEA MAP Mathematics Assessment
By Percent of All Students meeting 50th percentile

Grades	Number Tested	Number meeting or exceeding 50 th percentile	Percent of students at least 50 th percentile
6	41	11	26%

MATHEMATICS ACTION PLAN

The academic year of 2023-2024 represents a pivotal period as we transition toward a new mathematics curriculum tailored for students in grades 6-12. Specifically, we are introducing the Savvas enVision Mathematics 6-8 program in middle grades, an all-encompassing mathematical education initiative meticulously designed to cater to the needs of students in the middle school grades to prepare them to seamlessly transition their knowledge and skills to high school.

Within the framework of Savvas enVision Mathematics 6-8, students will have access to an array of educational resources and innovative features aimed at facilitating their mathematical comprehension and mastery. These include interactive instructional modules, rigorous assessment tools, purposeful practice activities, and educational games. It is important to emphasize that this program is thoughtfully aligned with the Next Generation Learning Standards, thereby ensuring that our curriculum remains contemporary and in tune with evolving educational benchmarks. Moreover, the integration of multimedia elements, such as videos, animations, and real-world illustrations, is intended to foster engagement and motivation among our student body.

Furthermore, the program goes a step further by providing resources designed to bolster teacher support for students requiring additional assistance in mathematics. This encompasses students with Individualized Education Programs (IEPs), those under Section 504 plans, and those receiving English as a New Language (ENL) support. The readily accessible resources, including eBooks, mathematical aids, and multimedia educational materials, are pivotal in ensuring equitable access to quality education for all students.

Our objective with the introduction of Savvas Realize enVision Mathematics 6-8 is to deliver a comprehensive and engaging mathematics curriculum that lays a robust foundation of mathematical knowledge and skills. Our aim is to better prepare students for the New York State Math assessments while facilitating their individual growth goals, ultimately positioning them at or above grade level by the culmination of the eighth grade. This strategic initiative also aligns with our overarching ambition of increasing the enrollment and success rates of students in Algebra 1, thereby enhancing their academic journey and future prospects.

For those students who require intervention, a dedicated intervention teacher will develop support plans in mathematics to support the students' needs. Sixth grade students will have intervention time built into their day in both Math and ELA. As all students will receive this intervention, this time will also provide students who are above grade level to focus on extension work.

Other improvements to the instructional program include increased educator support and professional development. ALCS will implement a cohesive coaching cycle and real-time coaching to provide feedback and support to educators through shared goals and action planning. This will help support student and school-wide growth. Additionally, new teachers will participate in “The New Teacher Academy,” designed and led by the instructional team to help support novice teachers and those new to ALCS. This program aims to help teachers navigate the initial challenges of their profession, establish a positive classroom culture, and build meaningful connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

ALCS offers specialized training sessions during professional development designed to familiarize teachers with the new curriculum, instructional strategies, and assessment methods. ALCS is committed to providing a wide range of high-quality and ongoing continuous learning opportunities while supporting teachers with best practice by staying updated with the latest pedagogical approaches. The ALCS leadership team has adopted a feedback mechanism within the cohesive coaching cycle to gather teacher thoughts, concerns, and suggestions, allowing the instructional team to refine and enhance support initiatives.

ALCS facilitates opportunities for teachers to engage in collaborative networks, both within the school and with educators from other schools. Teachers are also offered the opportunity and time to join Professional Learning Communities. This will encourage the sharing of best practices and the exchange of innovative ideas. ALCS recognizes that each classroom and teacher may have unique needs. The leadership team creates customized support plans tailored to each teacher's specific needs that support their individual growth plan.

High School Mathematics

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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)
2017	2020-21	70	22	6	12%
2018	2021-22	52	4	9	18%
2019	2022-23	51	28	5	21%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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)
2017	2020-21	70	22	48	100%
2018	2021-22	52	4	35	72%
2019	2022-23	51	28	14	60%

High School Math Measure 3 - Absolute

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 5 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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.

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.

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

High School Math Measure 8 - Growth

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.

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

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

Strictly speaking, ALCS did not meet the absolute measures for High School Mathematics. Of the students who had any valid score, only 60 percent achieved a “passing score.” However, 98 percent of students earned an exemption, and 100 percent of students earned an exemption or a passing score.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
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.	No
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

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Of 51 students in the 2019 accountability cohort, 28 were exempted with no valid score. 50 students were exempted, overall, so 22 students attempted additional mathematics exams in addition to the exempted exam. The one student who was not exempted earned a Level 3.

ADDITIONAL CONTEXT AND EVIDENCE

As noted above, only 60 percent of 2019 accountability cohort students with any valid score earned a Level 3 score or above. However, that calculation does not take into account that students enrolled in the mathematics sequence take multiple tests but are only required to pass one. Because most of the students in the 2019 cohort were exempt from their first two years of mathematics exams, most continued to take the exams when testing returned in 2022. However, the “return-to-testing” effect was demonstrated in those students, achieving passing scores at lower rates than expected. Yet, despite earning exemptions earlier, they continue to be counted against the measure. When taking all students earning exemptions into account, every student in the accountability cohort demonstrated proficiency in mathematics, either through a Regents exam or through alternative, internal means.

ACTION PLAN

The academic year 2023-2024 is a turning point as we introduce a new math curriculum tailored for grades 6-12. Specifically, for grades 9-12, we're launching the Savvas enVision Mathematics A|G|A program. This educational initiative is designed to meet the diverse needs of our students and equip them with essential skills for their college and career journeys. Within the Savvas enVision Mathematics A|G|A program, students will have access to a variety of educational resources and features to enhance their understanding and knowledge of Algebra I, Geometry, and Algebra II. These resources include interactive modules, challenging assessments, purposeful practice activities, and engaging educational games. It's important to note that this program aligns with the Next Generation Learning Standards, ensuring that our curriculum remains up to date. We've also incorporated multimedia elements like videos, animations, and real-world examples to keep students engaged and motivated.

Savvas enVision Mathematics A|G|A empowers educators with tools to monitor and adjust instruction based on each student's progress and abilities. This data-driven approach allows us to personalize learning experiences to meet students' diverse needs effectively.

The program supports educators in assisting students who need extra help in math, including those with Individualized Education Programs (IEPs), those under Section 504 plans, and English Language Learners. These accessible resources, such as eBooks, math aids, and multimedia materials, ensure that all students have equal access to a high-quality education.

Our main goal with Savvas enVision Mathematics A|G|A is to provide a comprehensive and engaging math curriculum that builds a strong foundation of math knowledge and skills. This curriculum aims to better prepare students for the New York State Regents examinations while fostering their individual growth goals. Additionally, the program is designed to enable students to earn Regents diploma credits, supporting their path to academic achievement and success.

For those students who require intervention, a dedicated intervention teacher will develop support plans in mathematics to support the students' needs. Sixth grade students will have intervention time built into their day in both Math and ELA. As all students will receive this intervention, this time will also provide students who are above grade level to focus on extension work.

Other improvements to the instruction program include increased educator support and professional development. ALCS will implement a cohesive coaching cycle and real-time coaching to provide feedback and support to educators through shared goals and action planning. This will help support student and school-wide growth. Additionally, new teachers will participate in "The New Teacher Academy," designed and led by the instructional team to help support novice teachers and those new to ALCS. This program aims to help teachers navigate the initial challenges of their profession, establish a positive classroom culture, and build meaningful connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

ALCS offers specialized training sessions during professional development designed to familiarize teachers with the new curriculum, instructional strategies, and assessment methods. ALCS is committed to providing a wide range of high-quality and ongoing continuous learning opportunities while supporting teachers with best practice by staying updated with the latest pedagogical approaches. The ALCS leadership team has adopted a feedback mechanism within the cohesive coaching cycle to gather teacher thoughts, concerns, and suggestions, allowing the instructional team to refine and enhance support initiatives.

ALCS facilitates opportunities for teachers to engage in collaborative networks, both within the school and with educators from other schools. Teachers are also offered the opportunity and time to join Professional Learning Communities. This will encourage the sharing of best practices and the exchange of innovative ideas. ALCS recognizes that each classroom and teacher may have unique needs. The leadership team creates customized support plans tailored to each teacher's specific needs that support their individual growth plan.

GOAL 5: 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 of high school at Albany Leadership Charter School for Girls.

BACKGROUND

In the pursuit of excellence in science education, ALCS recognized the need to adopt a holistic approach that encompasses curriculum design, instructional strategies, and assessment methodologies. In grades 6-8 will be implementing a new science curriculum, Savvas Elevate Science Life and Savvas Elevate Science Physical. To properly prepare students with the necessary knowledge, students in grades 6 and 7 will be learning life science while grade 8 students will work with physical science this upcoming 2023-2024 academic school year. To support this comprehensive framework, ALCS aimed to enhance the learning experience and nurture a culture of scientific inquiry within our educational community with the implementation plan allowing for high school Earth Science credit to be achieved in middle school by 2024-2025. The science programming is meticulously designed to align with Next Generation Science Standards, ensuring that students are exposed to a rigorous and comprehensive scientific foundation. The promotion of inquiry-based learning within the science curriculum empowers students to ask questions, conduct experiments, and draw conclusions, thereby cultivating critical thinking and problem-solving skills. ALCS leverages technology to enhance instruction, utilizing simulations, virtual labs, and interactive multimedia resources to augment the learning experience.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	0	--	--
All	0	--	--

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2022-23 State Science Exam
Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students (2022)		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
8	0	--	--	274	32	11%
All	0	--	--	274	32	11%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The E/M science measures are not applicable to ALCS, as no eighth-grade students have been enrolled at ALCS for two years.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

As part of our strategic three-year curriculum roll out, grades 6-8 will be implementing a new science curriculum, Savvas Elevate Science Life and Savvas Elevate Science Physical. To properly prepare students with the necessary knowledge, students in grades 6 and 7 will be learning life science while grade 8 students will work with physical science this upcoming 2023-2024 academic school year. This education initiative is designed to comprehensively address the educational needs of our students, equipping them with the essential skills required to thrive in their chosen college and career paths.

Savvas Elevate Science is a rigorously designed, standards-aligned program that engages and challenges students with diverse instructional resources and assessment tools. Its technology integration, cross-curricular connections, inclusivity, and research-based approach uphold high academic standards, preparing students for the NYS Assessment in 8th grade and the Regents in high school. Moreover, the program provides resources intended to strengthen teachers' abilities to assist students requiring additional support in science, including those with Individualized Education Programs (IEPs), under Section 504 plans, or receiving English as a New Language (ENL) support. These accessible resources, encompassing eBooks, scientific aids, and multimedia educational materials, ensure equitable access to high-quality science education for all students. To maintain high student achievement, we implement a comprehensive assessment plan that combines NWEA and internal assessments to inform tailored instruction and interventions for student growth and content proficiency.

Other improvements to the instruction program include increased educator support and professional development. ALCS will implement a cohesive coaching cycle and real-time coaching to provide feedback and support to educators through shared goals and action planning. This will help support student and school-wide growth. Additionally, new teachers will participate in “The New Teacher Academy,” designed and led by the instructional team to help support novice teachers and those new to ALCS. This program aims to help teachers navigate the initial challenges of their profession, establish a

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

positive classroom culture, and build meaningful connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

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. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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)
2017	2020-21	70	29	41	100%
2018	2021-22	52	6	23	50%
2019	2022-23	51	33	9	50%

High School Science Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Strictly speaking, ALCS did not meet the absolute measures for High School Science. Of the students who had any valid score, only 50 percent achieved a “passing score.” However, 98 percent of students earned an exemption, and 100 percent of students earned an exemption or a passing score.

Type	Measure	Outcome
Absolute	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.	No
Comparative	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.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Of 51 students in the 2019 accountability cohort, 33 were exempted with no valid score. 50 students were exempted, overall, so 17 students attempted additional science exams in addition to the exempted exam. The one student who was not exempted earned a Level 3.

ADDITIONAL CONTEXT AND EVIDENCE

As noted above, only 50 percent of 2019 accountability cohort students with any valid score earned a Level 3 score or above. However, much like mathematics, that calculation does not take into account that students enrolled in the science sequence take multiple tests but are only required to pass one. Because most of the students in the 2019 cohort were exempt from their first two years of science exams, most continued to take the exams when testing returned in 2022. However, the “return-to-testing” effect was demonstrated in those students, achieving passing scores at lower rates than expected. Yet, despite earning exemptions earlier, they continue to be counted against the measure. When taking all students earning exemptions into account, every student in the accountability cohort demonstrated proficiency in science, either through a Regents exam or through alternative, internal means.

ACTION PLAN

To start our strategic three-year curriculum roll-out in the high school, this 2023-2024 school year, we will be implementing a new science program to our freshman students, Savvas Earth Science, which will align with our middle grade's science curriculum as well. This education initiative is designed to comprehensively address the educational needs of our students, equipping them with the essential skills required to thrive in their chosen college and career paths.

Savvas Earth Science offers a rigorous curriculum, delving deep into geological, meteorological, and environmental concepts to foster critical thinking and a robust understanding of Earth's processes. Aligned with educational standards, it prepares freshman students for advanced science courses and standardized exams like the Next Generation Regents. In addition, it supports educators in assisting students with diverse needs, including those with IEPs, 504 plans, or ENL support, through accessible resources. To maintain high student achievement, we implement a comprehensive assessment plan, combining NWEA and internal assessments to inform tailored instruction and interventions for student growth and content proficiency.

Other improvements to the instruction program include increased educator support and professional development. ALCS will implement a cohesive coaching cycle and real-time coaching to provide feedback and support to educators through shared goals and action planning. This will help support student and school-wide growth. Additionally, new teachers will participate in "The New Teacher Academy," designed and led by the instructional team to help support novice teachers and those new to ALCS. This program aims to help teachers navigate the initial challenges of their profession, establish a positive classroom culture, and build meaningful connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

ALCS offers specialized training sessions during professional development designed to familiarize teachers with the new curriculum, instructional strategies, and assessment methods. ALCS is committed to providing a wide range of high-quality and ongoing continuous learning opportunities while supporting teachers with best practice by staying updated with the latest pedagogical approaches. The ALCS leadership team has adopted a feedback mechanism within the cohesive coaching cycle to gather teacher thoughts, concerns, and suggestions, allowing the instructional team to refine and enhance support initiatives.

ALCS facilitates opportunities for teachers to engage in collaborative networks, both within the school and with educators from other schools. Teachers are also offered the opportunity and time to join Professional Learning Communities. This will encourage the sharing of best practices and the exchange of innovative ideas. ALCS recognizes that each classroom and teacher may have unique needs. The leadership team creates customized support plans tailored to each teacher's specific needs that support their individual growth plan.

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 of high school at Albany Leadership Charter School for Girls.

BACKGROUND

In review of NWEA results, Internal examinations, and NYS regents data, ALCS continues to use New Visions for curriculum and instruction. To support the refinement process of teaching and learning each year, ALCS has implemented unit and lesson internalization as a part of planning and preparation practices. The unit preparation process is designed to guide teachers to a deep understanding of the content, structure, goals, and the overarching scope of the unit materials. This process allows teachers to effectively plan, refine, deliver instruction, design appropriate assessments, differentiate instruction to meet the needs of diverse learners, and make instructional decisions based on a clear understanding of the unit's objectives. Unit internalization empowers teachers to confidently guide students through the learning process, provide meaningful and engaging experiences, and promote student achievement and mastery of the content. Ultimately, it enhances teachers' instructional expertise and contributes to more effective and impactful teaching practices. Teachers complete the process at least 4 weeks before beginning a new unit in which they have the continuous support of instructional coaches.

Social Studies Measure 1 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	70	39	28	90%
2018	2021-22	52	52	0	--%
2019	2022-23	51	47	1	25%

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 2 - Comparative

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 Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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.

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	70	54	11	68%
2018	2021-22	52	48	2	50%
2019	2022-23	51	12	20	51%

Social Studies Measure 4 - Comparative

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 Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

Strictly speaking, ALCS did not meet the absolute measures for Social Studies. Of the students who had any valid score, only 25 percent achieved a “passing score” in US History, and only 51 percent did so for Global History. However, 98 percent of students earned an exemption, and 100 percent of students earned an exemption or a passing score.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Of 51 students in the 2019 accountability cohort, 25 were exempted with no valid score. 50 students were exempted, overall, so 25 students attempted the additional social studies exam in addition to the exempted exam. The one student who was not exempted earned a Level 4.

ADDITIONAL CONTEXT AND EVIDENCE

As noted above, only about 50 percent of 2019 accountability cohort students with any valid score earned a Level 3 score or above. However, much like mathematics and science, that calculation does not take into account that students enrolled in the social studies sequence take multiple tests but are only required to pass one. The 2019 cohort was the last cohort to follow our old social studies sequence of Econ/Gov, US History, Global. Most of the cohort was exempted from the US History exam in June 2021. Those who transferred from other schools, being exempt from Global in June 2021, were exempted also from US History in June 2022 upon the state cancellation of the US History exam. Because of this, most students earned a Social Studies exam exemption, with only a few needing to take the exam later after recovering the US History credit.

The relatively small “n” in valid test scores skews the data. In the context of exemptions, 100 percent of students in the accountability cohort demonstrated proficiency through state or local measures.

ACTION PLAN

Social Studies instruction at ALCS and the humanities has historically been a strength of the program. The school plans to continue the use of the current New Visions curriculum that is in place.

To maintain high student achievement in this area, a comprehensive assessment plan is being implemented. By integrating the NWEA and internal assessments into a structured approach, educators will participate in data analysis sessions to identify strengths and areas for improvement. Through regular assessment cycles, educators will tailor differentiated instruction and interventions based on assessment insights, aiding students in meeting their growth goals and increasing overall content proficiency.

Other improvements to the instruction program include increased educator support and professional development. ALCS will implement a cohesive coaching cycle and real-time coaching to provide feedback and support to educators through shared goals and action planning. This will help support student and school-wide growth. Additionally, new teachers will participate in “The New Teacher Academy,” designed and led by the instructional team to help support novice teachers and those new to ALCS. This program aims to help teachers navigate the initial challenges of their profession, establish a positive classroom culture, and build meaningful connections with their students, resulting in teacher retention and progress toward school-wide initiatives.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Comprehensive Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The ESSA Accountability Profiles at ALCS attempted to appeal the decision on the preliminary determination of a school in need of Comprehensive Support and Improvement. The original appeal was based on gaps in equity of comparable data when determining the calculation of the school's performance against accountability indicators that resulted in ALCS not meeting the interim targets/state average/standard and/or long-term goal.

The measurement indicators and subgroups for the determination were for all students within the Weighted Average Achievement/Level and Core Subject Performance/Level. The determination of ESSAs measured performance and progress is a result of several reasons. Based on the accountability measures for the middle school, the 2021-2022 school year was the *first* year of actualization and the school was in operation with only one grade level, sixth grade, being tested. This is a small sample size with a student cohort of 40 to conclude comparable data for identifying the whole school student population of approximately 350. Additionally, this was the first time any of these students had taken a NYS assessment since third grade due to COVID. Considering loss of learning, measured student data and academic progress for a proportionally small subgroup, this was an impacting factor for ALCS and its determination.

Students at ALCS did achieve learning growth through the year. NWEA and IXL data indicated that, by Spring 2022, Grade 6 students had reached fourth grade reading and math levels through intensive intervention and systems of support. In what is sure to be a multi-year process of growth to counteract the multi-year loss of learning, ALCS anticipates that this class of students will be at or above grade level by the end of Grade 8.