



**ALBANY LEADERSHIP  
CHARTER SCHOOL FOR GIRLS**

**2021-22 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Carina D. Cook, Superintendent/CEO, and Darius Romero, Information Systems and Assessment Administrator prepared this 2021-22 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	Ex-Officio on All
Margaret Moree	Treasurer	Finance
Etwin Bowman	Trustee	Accountability
James Celestine	Trustee	
Eldon Harris	Trustee	
Arricka Harrison	Trustee	

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

## SCHOOL OVERVIEW

Albany Leadership Charter School for Girls (ALCS) was authorized to operate by the State University of New York Board of Trustees in 2009, and the school took a planning year during the 2009-2010 year while their brand-new facility was built. Albany Leadership welcomed young women in grades 9-10 for the 2010-2011 school year. Geographically encompassing Albany, Schenectady, and Rensselaer counties, ALCS primarily draws female scholars from the Albany City School District, and in the 12 years since its founding, has had an integral role in transforming the educational landscape of the Capital Region through its educational programming and impact on student achievement for a traditionally underserved population.

Albany Leadership served students in grades 6 and 9-12 during the 2021-2022 school year. Starting with the 2022-2023 school year, ALCS will fulfill its approved charter expansion, enrolling grades 6-12. For the past twelve years, our mission has been 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,” and we continue to operate with this mission at heart.

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

ALCS prides itself on being the first public, charter, female-only high school in New York State, and it considers this one of its primary distinctive qualities. According to the National Association for Single Sex Public Education (NASSPE), there are three major advantages for girls who are educated in a single gender school. These include expanded educational 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 is also implementing targeted content and skills programming every Wednesday for grades 7 and 8 this fall to further support students in closing learning gaps, while also 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 9<sup>th</sup> 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, based on the 2021-2022 grade 6 student outcomes in IXL and NWEA Map, ALCS established a Summer Bridge program in STEM to support further growth to meet our ambition goals. 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 starting with the summer of 2022.

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 C.L.E.A.R. Day Advisory periods, twice a month, for 57 minutes. In developing the program, we cross-walked the NYS SEL Benchmarks with the CASEL competencies and AVID standards, which results in a robust and comprehensive school wide program that supports SEL and college and career readiness across all contents and all facets of school life at ALCS, with a particular focus on equity, respect, tolerance, inclusion, and excellence. This program was further developed to support students during COVID-19, and the return to full time school during 2021-2022. Also, this past school year, members of the student support team and leadership from both the middle and high schools, participated in the Active Ingredients Project alongside our CSI team. Through this work, we are seeking 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, in addition to 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 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 2022, we have exceeded our CSI benchmark of a minimum of 75 percent of students will graduate within 4 years. The 2021 class had an 83 percent graduation rate and the 2022 class boasted an 89 percent graduation rate, despite the ongoing challenges 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.

### **2021-2022 ALCS COVID-19 STAY OPEN PLAN**

From the start of the pandemic and throughout, Albany Leadership has been committed to not only continuing to provide the highest quality academic programming, but we have also dedicated ourselves as a community to meet the needs of all, while maintaining the highest levels of engagement possible. The impact and effects of the pandemic have been far reaching and although 2021-2022 allowed us to return to some sense of normalcy with full time, in-person instruction, the impact continues as many still struggle with loss and mental health issues associated with or as a result of COVID-19. The uncertainty of the future continued to induce stress and anxiety for students, families, and staff alike. But it was the resolve and resiliency of our community that drove us ever forward, strengthening our commitment to our mission and our charter.

From the start of the 2021-2022 school year, all students at all grade levels returned to full-time, in-person learning. In our steadfast commitment to remaining open, we continued with the implementation of our safety protocols and mitigation strategies that proved effective in preventing community spread in our building throughout the pandemic. In addition, we continued to review

and follow all CDC, NYS Department of Health, and county health department guidance and mandates. Thus, as we planned for our full reopening and for all students to attend in person, we continued implementing the strategies below, and continued to review and update our safety and mitigation protocols, as necessary.

### **Multi-faceted Layered Approach to Safety:**

ALCS continued to follow and enforce a multi-faceted layered approach to safely keeping all students, staff, and visitors safe upon returning to in-person instruction for the 2021-2022 school year. Each safety strategy is a layer of protection and, collectively, has proven effective in preventing community spread in our school.

#### **1. Facial Coverings**

#### **2. Physical Distancing**

#### **3. Cleaning and Disinfecting**

#### **4. Healthy Hygiene**

#### **5. Ventilation**

#### **6. Vaccination when eligible**

#### **1. Facial coverings:**

Masking is a critical measure to contain the spread of COVID-19. When teachers, staff, and students consistently and correctly wear a mask, they protect others, as well as themselves.

- **Indoors:** Masking required indoors for all individuals age 2 years and older, including students, teachers, staff, and visitors, regardless of vaccination status.
  - Masks may be removed during meals while eating.
  - Consistent and correct mask use is especially important indoors and in crowded settings, when physical distancing cannot be maintained.
- **Outdoors:** Although masks are not required when outdoors, it is strongly encouraged if social distancing is not possible.
- **Transportation:** Students and staff must wear masks at all times when on school buses. Drivers must wear masks whenever students are on the bus.
- **Mask Breaks:** Mask breaks at the discretion of the staff. During mask breaks, appropriate physical distancing must be maintained and implemented during an activity that does not involve speaking.

#### **2. Physical Distancing:**

All students must maintain three feet social distance when possible. Staff must maintain six feet social distance from students when possible.

- **Cohorts/assigned seating:** Wherever possible, seats should be assigned and documented (including in classrooms, bus, during breakfast and lunch).

- **Sharing of School Resources:** Limit use of shared supplies to one group of students, clean between use; keep individual student belongings separated whenever possible.
- **Singing/ Instrumental:** Masks must be worn while singing. Physical distancing for these activities remains 3 ft when possible.

### 3. Cleaning and Disinfecting

- **A routine disinfecting schedule should be established:**
  - Daily logs will be maintained by custodial staff.
  - High Touch surfaces will be prioritized and cleaned at least once a day.
  - Classroom spaces will be disinfected daily, unless there is a confirmed or suspected case of COVID-19, at which time a thorough cleaning and disinfection will take place immediately.
  - Teachers and students should clean desks with each cohort transition.
  - If a facility has had a sick person or someone who tested positive for COVID-19 within the last 24 hours, the space will be cleaned and disinfected.

### 4. Healthy Hygiene:

- **Hand washing:** Students and staff are recommended to exercise regular and effective hand hygiene, particularly upon arrival at school, before eating, before putting on and taking off masks, and before dismissal. Handwashing with soap and warm water for at least 20 seconds is best practice.
- **Respiratory Etiquette:** The COVID-19 virus spreads from person to person in droplets produced by coughs and sneezes. Therefore, it is important that students and staff cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using hands. Always perform appropriate hand hygiene after sneezing, coughing and handling dirty tissues.
- **Personal Protective Equipment**
  - ALCS will provide appropriate PPE to staff and students as appropriate, i.e., masks, gowns, gloves, hand sanitizer, etc.
  - ALCS will maintain an appropriate supply of PPE.
- **Health and Wellness Screening:**
  - ALCS will require students and staff to perform a temperature screening upon arrival at school.
  - Staff and students must monitor themselves for symptoms, stay home if feeling unwell, and reach out to their healthcare provider for testing and care.
  - Visitors to ALCS will be required to sign in and complete a health screening.

### 5. Ventilation and Fresh Air:

- ALCS will ensure that all HVAC systems are working to maximize ventilation and, when possible, windows and doors should be opened.

- During transportation, open or crack windows on buses and other forms of transportation, when possible.

### **6. Vaccination for Eligible Persons:**

- The CDC recommends that all teachers, staff and eligible students be fully vaccinated as soon as possible.
- ALCS will continue to promote and encourage vaccinations and seek to host vaccination clinics if possible.
- ALCS will provide the community with vaccination clinic information and post on all outlets.

### **Other:**

- **Managing Ill Students:**
  - ALCS will continue to utilize the isolation area protocol for symptomatic students based on our previously established system.
  - Well students needing medical attention will continue to report to the Health Office.
  - Ill students will be sent home immediately, and parents will be notified of the return to school policy based on NYS and Albany County Departments of Health isolation and quarantine guidance.
- **Contact Tracing and Quarantine Protocols:**
  - ALCS will continue to follow all recommended protocols from the CDC, NYS and Albany County Departments of Health.
- **COVID-19 Testing:**
  - ALCS will follow recommendations from the CDC and NYS and County Departments of Health regarding testing individuals as necessary.
- **Facilities Use:**
  - Facilities use will be limited to school-related groups and limited community use. Use by groups will be reviewed on an individual basis and approval will depend on current COVID-19 transmission rates in the community and social distancing capacity.
- **Visitors:**
  - Visitors or volunteers will be permitted on school campuses on a limited basis. Parents and guardians will report to the main office and will not be allowed beyond that point unless it is for the safety or well-being of their child. Essential visitors to facilities will be required to wear face coverings, will be restricted in their access to our school buildings and will be mandated to participate in the school's screening process. Building administrators will make the final determination if a visitor is deemed essential.
- **Food Service/Cafeterias:**
  - Face coverings must be worn by all food service staff keeping with current CDC guidelines
  - Sneeze guards, physical distancing and limited touch serving will be in place.
  - Sanitizing of all areas and equipment will be conducted daily.

- Students will sit at assigned desks during lunch to support contact tracing, if necessary.
- Each desk will be cleaned and disinfected after each group of students leave the cafeteria and before the next group arrives.
- Breakfast will be grab and go, and students will eat breakfast in classrooms.
- Disposable and compostable food service items (e.g., utensils, dishes, trays) and single serve food items will be used.
- **Hallway Lockers:**
  - ALCS will utilize staggered arrival and dismissal of students to reduce congestion in hallways and to allow students to access their lockers.
  - Students will not make locker stops during transitions, except before or after lunch.
- **Gym Locker Rooms:** Locker rooms will not be utilized until further notice. Decisions regarding a change to this policy will be based on CDC and health department guidance.
- **Field Trips:** Field trips may be limited due to policies and protocols in place in the larger community but will be considered and reviewed on an individual basis throughout the year.
- **Instructional Components:** The primary objective of the ALCS Stay Open Instructional Plan is to continue to provide in-person instruction for all students, five days per week with minimal disruption. Schools will follow regular schedules, with a staggered dismissal for grades 9-12.

**Plan for shift to Remote Instruction, if necessary:** Should the need occur, instruction will continue as remote synchronous instruction, and students will follow their regular class schedules and log into Big Blue Button and Schoology.

**Instruction for “Excluded” Students:** ALCS will provide two hours of remote tutoring each day for all students who are “excluded” from attending school in person due to COVID-19 isolation and/or quarantine protocols.

ALCS did not provide any other learning modalities for the 2021-2022 school year (i.e., hybrid or fully remote instruction).

### References:

- *Centers for Disease Control Guidance for COVID-19 Prevention in K-12 Schools*

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-guidance.html>

- *Centers for Disease Control Interim Public Health Recommendations for Fully Vaccinated People*

[https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated\\_archived.html](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated_archived.html)

- *American Academy of Pediatrics COVID-19 Guidance for Safe Schools*

<https://www.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools>

*NYS Department of Education Health and Safety Guide for the 2021-2022 School Year*

<http://www.nysed.gov/common/nysed/files/programs/back-school/nysed-health-and-safety-guide-for-the-2021-2022-school-year.pdf>

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	9	10	11	12	Total
2017-18	-	104	94	97	61	356
2018-19	-	90	91	85	87	353
2019-20	-	89	77	77	66	309
2020-21	-	70	86	68	61	285
2021-22	46	85	75	74	46	326

## 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 9<sup>th</sup> grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS Day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2019-20	2016-17	2016	71	1	70
2020-21	2017-18	2017	73	3	70
2021-22	2018-19	2018	53	1	52

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	72	6	78
2020-21	2017-18	2017	71	8	79
2021-22	2018-19	2018	51	4	55

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort’s Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	83	11	94
2020-21	2016-17	2016	72	6	78
2021-22	2017-18	2017	67	10	77

## 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 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> 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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

	<i>9<sup>th</sup> grade</i>	<i>9<sup>th</sup> Honors</i>	<i>10<sup>th</sup> grade</i>	<i>10<sup>th</sup> Honors</i>	<i>11<sup>th</sup> grade</i>	<i>11<sup>th</sup> Honors</i>	<i>12<sup>th</sup> grade</i>	<i>12<sup>th</sup> Honors</i>
<b>ELA</b>	<i>ELA I</i> 1.0 credit	<i>ELA I Honors</i> 1.0 credit	<i>ELA II</i> 1.0 credit	<i>ELA II Honors</i> 1.0 credit	<i>ELA III</i> 1.0 credit	<i>AP English Language</i> 1.0 credit	<i>ELA IV</i> 1.0 credit	<i>UHS Analytical Writing/ UHS Topics in English Studies</i> 1.0 credit
<b>ELA Block</b>	<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	
<b>Math</b>	<i>Algebra I</i> 1. credit	<i>Algebra I Honors</i> 1.0 credit	<i>Algebra 2A</i> 1.0 credit	<i>Algebra 2 Honors</i> 1.0 credit	<i>Algebra 2B</i> 1.0 credit	<i>Geometry</i> 1.0 credit	<i>Geometry</i> 1.0 credit	<i>HVCC Pre-Calculus</i> 1.0 credit
<b>Math Block</b>	<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	
<b>Science</b>	<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
<b>Social Studies</b>	<i>Global History &amp; Geography I</i> 1. credit	<i>Global History &amp; Geography I Honors</i> 1.0 credit	<i>Global History &amp; Geography II</i> 1.0 credit	<i>Global History &amp; 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
<b>Physical Education/ Health</b>	<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
<b>World Language</b>		<i>Spanish I</i> 1.0 credit	<i>Spanish I</i> 1.0 credit	<i>Spanish II</i> 1.0 credit		<i>Spanish III</i> 1.0 credit	<i>Spanish III</i> 1.0 credit	<i>HVCC Spanish 100/101</i> 1.0 credit
<b>Encore</b>	<i>First-Year Seminar/AVID 9</i> .5 credit	<i>Art/First-Year Seminar</i> 1.0 credit	<i>Consumer and Financial Management/AVID 10/ Art</i> .5 credit	<i>Consumer and Financial Management/Art</i> 1.0 credit	<i>Art/AVID 11</i> 1.0 credit	<i>Art</i> 0.5 credit	<i>AVID 12/Art</i> 1.5 credits	<i>HVCC Business Courses/Art</i> 1.0 Credits

### **Standards-Based Grading**

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

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

**Throughout the year, teachers will provide support to students based on targeted course standards through intervention periods, spiral review, and flex time (after school). Advanced students will be provided opportunities to enhance course grades by tutoring peers in structured learning environments and/or completing extension activities.**

#### **STANDARDS ARE:**

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

**GRADING Guidelines**

<b>Period of Progress (POP)</b>	<ul style="list-style-type: none"> <li>- <b>POP's</b> reflect cumulative standards covered throughout the year to date.</li> <li>- The <b>grade</b> at the end of the POP indicates the proficiency level that a student has demonstrated based on the standards assessed.</li> </ul>
<b>Score vs. Grade</b>	<ul style="list-style-type: none"> <li>- <b>Score:</b> Number score (1-5) assigned to each standard on a given assessment based on demonstrated level of proficiency.</li> <li>- <b>Grade:</b> Converted scores on all cumulative standards assessed throughout the year to date</li> </ul>
<b>Levels of Performance</b>	<ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>5 – Mastery 4 – Proficient 3 – Partially Proficient 2- Below 1 – Far Below</b></p>
<b>Amelioration</b>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>
<b>Body of Evidence</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> </ul>
<b>Current Learning Trend</b>	<ul style="list-style-type: none"> <li>- 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.</li> </ul>
<b>Interval Assessments</b>	<ul style="list-style-type: none"> <li>- <b>Interval Assessments</b> are cumulative and occur three times a year. These assessments are also scored by standard.</li> <li>- Students will track interval standard proficiency and receive a "<b>Regents Comparison Score</b>" so students can track minimum standard obtainment.</li> </ul>

**GRADING SCALE**

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

\*If a student receives a final grade of less than 70%, no credit unit will be granted for that course. If she fails any “core classes” (those required for graduation), she will be **REQUIRED** to attend summer school (so long as she fulfills the ALCS Summer School eligibility requirements); otherwise, she will likely repeat the course in the next year.

**RECEIVING CREDITS FOR A COURSE**

Credit units are granted once a student successfully completes that course with a “70” or higher. Partial credit units are not granted to a student who leaves ALCS midyear or who transfers to another class midyear; however, a student who transfers to another class or who leaves the charter school has already completed a course or has completed enough work to obtain a passing grade via the standards-based grading system, then a student may be awarded credit.

**COURSES WITH WEIGHTED CREDIT**

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

**PROMOTION POLICY**

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

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

### **SUMMER SCHOOL**

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

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

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

### Goal 1: Leading Indicator

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

### METHOD

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

### RESULTS AND EVALUATION

ALCS achieved this measure. More than 80 percent of students in both the 2020 and 2021 Cohorts earned enough credits to be promoted to the Grades 11 and 10, respectively, during the 2021-22 school year.

Percent of Students in First- and Second-Year Cohorts  
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	76	81%
2021	83	80%

### ADDITIONAL EVIDENCE

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Leading Indicator

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

### METHOD

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

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 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 2022, the 2020 cohort will have completed its second year.**

### RESULTS AND EVALUATION

ALCS fell short of achieving this measure. In August 2021, more than 75% of the students in the 2020 cohort had been exempted from at least two exams. However, the June 2022 Regents exams exposed the low standardized testing stamina in all students, their last formal testing being 2 to 3 years prior. Despite several practice tests throughout the year, many students demonstrated difficulty remaining on task, or even maintaining testing decorum.

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)
2018	2019-20	63	88%
2019	2020-21	75	93%
2020	2021-22	76	47%

### ADDITIONAL EVIDENCE

To date, only 27/83 (32%) of 2021 cohort have passed at least one Regents exam. It seems clear that New York State anticipated the lower pass rates in the next administrations of the Regents exams by implementing the Special Appeal to Graduate with a Lower Score on a Regents exam. When taking special appeal into consideration, 41/76 (53%) of the 2020 cohort have at least three, and 52/83 (62%) of the 2021 cohort have at least one exam.

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measures

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

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

## RESULTS AND EVALUATION

ALCS achieved the four-year measure but did not achieve the five-year measure. 87 percent of the 2018 Total Cohort graduated after 4 years and 85 percent of the 2017 Total Cohort did so after 5 years.

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

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	78	71	91%
2017	2020-21	78	65	83%
2018	2021-22	55	49	89%

### 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
2015	2019-20	94	83	88%
2016	2020-21	78	72	92%
2017	2021-22	77	66	85%

## ADDITIONAL EVIDENCE

ALCS anticipates achieving the four-year measure next year. In 2022, ten of the students in the 2019 cohort – nearly 15 percent - graduated a year early.

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

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

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

### RESULTS AND EVALUATION

ALCS achieved this measure. The local school district consistently has a total cohort four-year graduation rate of about 75 percent, while ALCS averages above 85 percent. ALCS attributes this greater graduation rate to its effective systems for identifying students for targeted interventions. ALCS can quickly deploy staff to provide interventions in ways that the local district may be unable to.

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	78	71	91%	722	71%
2017	2020-21	78	65	83%	678	79%
2018	2021-22	55	49	89%	--	--

### ADDITIONAL EVIDENCE

Both ALCS and the local school district serve a high number of students from economically disadvantaged backgrounds. When looking at those subgroups, the separation becomes amplified. ALCS graduated 89 percent of those economically disadvantaged students in the 2018 total cohort, while the local district, in the most recent data, only graduated 77 percent. ALCS is confident that its identification and intervention systems can better serve the local population, regardless of economic background, better than the district.

### Goal 1: Absolute Measure

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

### METHOD

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

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

### RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

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

ACTION PLAN

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

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

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

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

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

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

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

### Goal 2: Absolute Measure

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

### METHOD

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

2021 - 2022 College Pathway Course List	
Albany Leadership Charter School for Girls partners with SUNY Albany’s University in the High School (UHS) Program, Russel Sage College, and Hudson Valley Community College (HVCC) to offer college courses to our girls in the college pathway of our scholars’ choices.	
Liberal Arts/ Humanities Pathway	Business Administration Pathway
<i>Potential careers in this pathway may include, but aren’t limited to: Art History, Communications, Education, English, History, Journalism, Law, Media, Political Science, and Psychology</i>	<i>Potential careers in this pathway may include but aren’t limited to: Accounting, Advertising, Entrepreneurship/ Small Business, Financial Advising/ Consulting, Financial Analyst, Management, Marketing, and Sales, Health/Medical Administration</i>
<ul style="list-style-type: none"> <li>• UHS ENG 100Z: Intro to Analytical Writing</li> <li>• UHS ENG 106: Topics in English Studies</li> <li>• UHS HIS 158: The World in the 20th Century</li> <li>• UHS SOC 115: Intro to Sociology</li> <li>• UHS PSY 101: Intro to Psychology</li> <li>• UHS A SOC 203: Criminology</li> <li>• UHS R POS 100: Introduction to Political Science</li> <li>• HVCC SPAN 200: Spanish Language &amp; Culture III</li> <li>• AP English Language &amp; Composition</li> <li>• AP United States History</li> </ul>	<ul style="list-style-type: none"> <li>• HVCC ENTR 110: Intro to Entrepreneurship</li> <li>• HVCC MKTG 120: Principles of Marketing</li> <li>• HVCC MKTG 200: Advertising</li> <li>• HVCC MKTG 216: Small Business Management</li> <li>• HVCC ACTG 120: Personal Finance</li> <li>• HVCC BADM 200: Business Communications</li> <li>• HVCC MATH 170: Precalculus</li> <li>• AP Biology</li> </ul>

RESULTS AND EVALUATION

ALCS achieved this measure. 79 percent of graduates from the 2018 Total Cohort demonstrated college preparation by achieving at least 1 indicator.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	49	16	32%
Passing a college level course	43	38	79%
Passing an AP exam with a score of 3 or higher	20	0	0%
Overall	49	39	79%

ADDITIONAL EVIDENCE

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

### **Goal 2: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 2: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

### RESULTS AND EVALUATION

ALCS collects data on matriculation rates through the National Student Clearinghouse. NSLC provides this data for each cohort beginning in December of the matriculation year. For students matriculating for the first time in the Spring semester, data is not provided by the clearinghouse until April. While data on matriculation rates are available for 2016 and 2017 cohorts, the 2018 cohort data is not yet available.

It should be noted that 84 percent of ALCS graduates from the 2018 cohort were accepted to 2- or 4-year colleges. This is reported in the data below.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)] *100
2016	2019-20	71	42	59%
2017	2020-21	65	29	44%
2018	2021-22	52	43	84%*

\*Reflects number of students accepted to a 2- or 4-year program in 2018 Total Cohort

### ADDITIONAL CONTEXT AND EVIDENCE

Though 80 percent of the Class of 2021 applied to and were accepted to 2- and 4-year degree programs, only 44% matriculated into programs, according to Clearinghouse data. ALCS anticipates that this number will increase for the Class of 2021 with the greater prevalence of COVID-19 vaccines and proposed federal student loan assistance.

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

ALCS is continuing to prove effectiveness in preparing young women for college. 77 percent of ALCS’ 2022 graduates passed at least one college course before graduating, and more than 80 percent of the graduating class was accepted into a 2- or 4-year college.

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

\*Counts students in the 2018 cohort accepted into a 2- or 4-year college program.

**ACTION PLAN**

ALCS is committed to maintaining its college preparation effectiveness. In constantly reviewing our college offerings, we anticipate that our offerings for the 2022-23 school year – and a strong partnership with the Sage Colleges, in particular – are more strategically aligned with college and career pathways. These opportunities for college credit and a continued initiative with the Career Pathway Exploration Internship Program will help ALCS grads develop as successful young adults in society.

## GOAL 3: ENGLISH LANGUAGE ARTS

### 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 at ALCS.

### BACKGROUND

Within the English Language Arts department at ALCS, courses in AP English Language, as well as dual credit courses in literature and composition are offered at the high school level. In the 2021-22 school year, students in grades 6 and 9 were offered double blocks of language arts instruction, while those beyond grade 9 were offered an extra half-unit of language arts instruction beyond the content course.

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 3: Absolute Measure

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.

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in grade 6 in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS Day of the previous school year).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	40	0	0	2	0	42
All	40	0	0	2	0	42

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

ALCS is in its first year of operating at the middle school level, so this metric does not directly apply.

#### Performance on 2021-22 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	25%	40	--%	--
All	25%	40	--%	--

#### **Goal 3: Absolute Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

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.

### METHOD

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.<sup>3</sup>

### RESULTS AND EVALUATION

ALCS is in its first year of operating at the middle school level, so this metric does not directly apply.

2021-22 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 <sup>nd</sup> Year		All District Students (2021)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	--%	--	--%	153
All	--%	--	--%	153

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

### **Goal 3: Comparative Measure**

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Growth Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP. The school administered the NWEA MAP assessments in the fall, winter, and spring. Growth was measured as the difference between each student’s first assessment, whether in the fall or winter, and the final assessment in the spring. Students who were unable to test in the spring were not counted in the data tables below.

NWEA

2021-22 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 3 <sup>rd</sup> through 8 <sup>th</sup> 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	30	27	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	26	41.5	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>4</sup>	--	--	--	N/A
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>5</sup>	2+ students	75%	0	--%	N/A

<sup>4</sup> 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

<sup>5</sup> <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Performance on 2021-22 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 <sup>6</sup>	Number Tested	Percent Proficient	Number Tested
6	0%	30	--%	--
All	0%	30	--%	--

### End of Year Growth on 2021-22 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	27	30
All	27	30

## ADDITIONAL CONTEXT AND EVIDENCE

NWEA testing in fall 2021, unfortunately, was not accomplished with fidelity. Of the 30 students who tested in spring 2022, only 14 had taken the assessment in the fall, leading to limited data throughout the year. In the winter testing session, all 14 re-tested, and the 16 additional students tested for the first time.

Data from IXL was used alongside the data available from NWEA testing. When reviewing IXL data for Language Arts, on average students entered sixth grade at a second-grade reading level. At present, students have shown an average monthly growth of fourteen points placing them at a fourth-grade reading level. If they were to continue to grow at the same average monthly rate, it is anticipated that they will be at or above grade level in reading by the end of grade 8, which is the expectation.

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<sup>6</sup> 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.

**Goal 3: Additional Measure**

Each year, 75 percent of all sixth-grade middle school students will demonstrate a Grade Equivalency score increase of at least 1.0 between the first and last reading benchmark exams.

**METHOD**

The school administered the NWEA MAP ELA assessment to students in grade 6 in the 2021-22 school year. Each student’s conditional growth percentile has been determined by comparing their first score to their final score in spring 2022.

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, 11 had conditional growth scores greater than or equal to 50.

End of Year Growth in 2021-22 NWEA MAP ELA Assessment  
By Percent of All Students meeting 50<sup>th</sup> percentils

Grades	Number Tested	Number meeting or exceeding 50 <sup>th</sup> percentile	Percent of students at least 50 <sup>th</sup> percentile
6	30	11	36%

**ADDITIONAL EVIDENCE**

As stated previously, data from IXL indicates that these students, who started the year at a second-grade reading level, attained on average a fourth-grade reading level by the end of the year. This better tracks with the expected growth of at least one grade level for the year, and the results from IXL assessments closely tracked with the outcomes of the 3-8 NYSTP.

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

ALCS is in its first year of operating Grade 6. As such, the standard goals cannot be assessed as written. However, in its Additional Measure, ALCS was unable to meet the target of 75%.

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.	N/A
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.	N/A
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.	N/A
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 Grade Equivalency score increase of at least 1.0 between the first and last reading benchmark exams.	Not Met

**ACTION PLAN**

ALCS is taking concrete steps to improve both the fidelity of the testing environment, as well as increase student proficiency levels.

The middle school principal has taken oversight of NWEA testing in grades 6-8 and is ensuring that all students enrolled are tested in each of the three testing sessions. For those students who require intervention, a dedicated intervention teacher will develop support plans in English language arts to support the students’ needs. Students in Grade 6 will continue to have a “triple-block” of integrated language arts and social studies instruction.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

**Goal 3: Absolute Measure**

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

**METHOD**

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

**RESULTS AND EVALUATION**

ALCS did not achieve this measure. Shown in the table below, 38% of the 2018 Accountability Cohort who had a *valid score* earned at least Performance Level 4 on the English Regents exam. The majority of the 21 students who had a score, it should be noted, took the exam in January of their second year, prior to receiving instruction based on the three-year curriculum, while students statewide typically take the exam at the end of their third year after receiving the three full years of instruction.

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

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

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)
2016	2019-20	70	9	32	52%
2017	2020-21	70	26	16	36%
2018	2021-22	52	31	8	38%

<sup>7</sup> Based on the highest score for each student on the English Regents exam

## ADDITIONAL EVIDENCE

Nearly all students in the 2018 cohort had received an exemption in the English Language Arts regents exam in June 2021. Due to this, few students elected to re-take the assessment in order to demonstrate proficiency in the traditional sense.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2018	63	14%	61	14%	52	15%
2019	74	--%	75	10%	68	14%
2020			63	--%	76	11%
2021					83	--%

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Absolute Measure

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

### METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

ALCS achieved this measure. Shown in the table below, 85 percent of the 2018 Accountability Cohort who had a valid score earned at least Performance Level 3 on the English Regents exam.

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	70	9	61	100%
2017	2020-21	70	26	42	95%
2018	2021-22	52	31	18	85%

ADDITIONAL EVIDENCE

For most students in the 2019 cohort, the June 2022 ELA Regents exam is the first Regents exam they’ve had to take. While some – mainly those enrolled in ELA II Honors – did elect to take the English exam in June 2021 after Grade 10, most did not. As a result, many students had different expectations about the experience of the formal testing environment. A handful of students may take advantage of the special appeal process for the June 2022 Regents, but many will re-test in January 2023 to demonstrate proficiency in English Language Arts.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2018	63	33%	61	86%	52	98%
2019	74	--%	75	28%	68	52%
2020			63	--%	76	25%
2021					83	--%

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

### **Goal 3: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

ALCS continues to demonstrate that its students in the high school accountability cohort can at least partially demonstrate proficiency, between testing in the ELA Regents exam or earning exemptions through achievement in the course. Students in the upcoming years will need to re-learn what a formal testing environment is like and how to rebuild the stamina required for a three-hour high-stakes exam.

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

### ACTION PLAN

In an effort to help the 2022 and future cohorts transition to high school academics, ALCS has added an additional staff member in the English department and increased the number of sections in Grade 9 from 4 to 6. The increase in sections means smaller class sizes and more individual attention between teachers and students.

The measured goals for high school English Language Arts come about after the third and fourth years of high school, though, so careful analysis of progress through administration of the NWEA assessments in Grades 9 and 10 will help inform the required tiers of intervention support.

## GOAL 4: MATHEMATICS

### 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 at ALCS.

### BACKGROUND

Within the Mathematics department at ALCS, dual credit courses in precalculus and mathematics for finance are offered at the high school level. In the 2021-22 school year, students in grades 6 and 9 were offered double blocks of mathematics instruction, while those beyond grade 9 were offered an extra half-unit of mathematics instruction beyond the content course.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 4: Absolute Measure

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.

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in grade 6 in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS Day of the previous school year).

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>8</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
6	40	0	0	2	0	42
All	40	0	0	2	0	42

<sup>8</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

ALCS is in its first year of operating at the middle school level, so this metric does not directly apply.

#### Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	2%	40	--%	--
All	2%	40	--%	--

#### **Goal 4: Absolute Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Comparative Measure

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.

### METHOD

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.<sup>9</sup>

### RESULTS AND EVALUATION

ALCS is in its first year of operating at the middle school level, so this metric does not directly apply.

2021-22 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 <sup>nd</sup> Year		All District Students (2021)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	--	--%	--%	196
All	--	--%	--%	196

### Goal 4: Comparative Measure

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. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

<sup>9</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

### Goal 4: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

### INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP. The school administered the NWEA MAP assessments in the fall, winter, and spring. Growth was measured as the difference between each student's first assessment, whether in the fall or winter, and the final assessment in the spring. Students who were unable to test in the spring were not counted in the data tables below.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### NWEA

#### 2021-22 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 3 <sup>rd</sup> through 8 <sup>th</sup> 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	32	42	No
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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	32	42	No
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>10</sup>	--	--	--	N/A
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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. <sup>11</sup>	2+ students	75%	0	--%	N/A

<sup>10</sup> 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

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### End of Year Performance on 2021-22 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 <sup>12</sup>	Number Tested	Percent Proficient	Number Tested
6	0	32	--%	--
All	0	32	--%	--

### End of Year Growth on 2021-22 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	42	32
All	42	32

### ADDITIONAL CONTEXT AND EVIDENCE

NWEA testing in fall 2021, unfortunately, was not accomplished with fidelity. Of the 32 students who tested in spring 2022, only 4 had taken the assessment in the fall, leading to limited data throughout the year. In the winter testing session, 3 re-tested, and the 28 additional students tested for the first time.

Data from IXL was used alongside the data available from NWEA testing. When reviewing IXL data for Math, students entered 6<sup>th</sup> grade at a third-grade math level. At present, students have shown an average monthly growth of 6 points placing them at a fourth-grade math level. In order for these students to be at or above grade level in reading by the end of 8<sup>th</sup> Grade, Albany Leadership is putting additional supports and resources in place to facilitate more accelerated growth over the next two years.

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<sup>12</sup> 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.

**Goal 3: Additional Measure**

Each year, 75 percent of all sixth-grade middle school students will demonstrate a Grade Equivalency score increase of at least 1.0 between the first and last mathematics benchmark exams.

**METHOD**

The school administered the NWEA MAP mathematics assessment to students in grade 6 in the 2021-22 school year. Each student’s conditional growth percentile has been determined by comparing their first score to their final score in spring 2022.

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 2021-22 NWEA MAP ELA Assessment

By Percent of All Students meeting 50<sup>th</sup> percentils

Grades	Number Tested	Number meeting or exceeding 50 <sup>th</sup> percentile	Percent of students at least 50 <sup>th</sup> percentile
6	32	14	43%

**ADDITIONAL EVIDENCE**

As stated previously, data from IXL indicates that these students, who started the year at a third-grade reading level, attained on average a fourth-grade reading level by the end of the year. This better tracks with the expected growth of at least one grade level for the year, and the results from IXL assessments closely tracked with the outcomes of the 3-8 NYSTP.

**SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL**

ALCS is in its first year of operating Grade 6. As such, the standard goals cannot be assessed as written. However, in its Additional Measure, ALCS was unable to meet the target of 75%.

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.	N/A
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.	N/A
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.	N/A
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 Grade Equivalency score increase of at least 1.0 between the first and last math benchmark exams.	Not Met

**ACTION PLAN**

Albany Leadership is implementing a Summer Bridge program in STEM to support further growth to meet the goal of all students being at or above grade level by the end of eighth grade. The AVID Math and Science Summer Bridge Programs are designed to strengthen students' math and science skills and to 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 will be available for all students entering seventh and eighth grade during summer of 2022.

ALCS is taking similar steps as with English Language Arts to improve both the fidelity of the testing environment, as well as increase student proficiency levels.

The middle school principal has taken oversight of NWEA testing in grades 6-8 and is ensuring that all students enrolled are tested in each of the three testing sessions. 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.

## HIGH SCHOOL MATHEMATICS

### **Goal 4: Absolute Measure**

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

### **METHOD**

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

ALCS did not achieve this measure. 18 percent of the 2018 Accountability Cohort who had a valid score scored at least Level 4 on one or more mathematics Regents exams.

Most students enter Grade 9 at ALCS below grade level (historically, 80+ percent). This is particularly challenging for math and science, which are the Regents exams taken in the first year of high school.

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

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	70	8	10	16%
2017	2020-21	70	22	6	12%
2018	2021-22	52	4	9	18%

ADDITIONAL EVIDENCE

Nearly all students in the 2018 cohort who hadn't already demonstrated at least partial proficiency had received an exemption in the Algebra I regents exam in June 2020. Due to this, few students elected to re-take the assessment in order to demonstrate proficiency in the traditional sense. For at least the next two years, that trend is expected to continue as cohorts who received exemptions for Algebra rise through their senior year and beyond.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4*
2018	63	12%	61	14%	52	17%
2019	74	6%	75	6%	68	7%
2020			63	--%	76	--%
2021					83	1%

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Absolute Measure

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

### METHOD

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

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.**

### RESULTS AND EVALUATION

72 percent of the 2018 Accountability Cohort who had a valid score took and passed a math Regents exam. The timing of cancellations affected the outcome of this measure, as the 2018 cohort only had one test cycle to demonstrate proficiency in math.

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	70	8	65	90%
2017	2020-21	70	22	48	100%
2018	2021-22	52	4	35	72%

## ADDITIONAL EVIDENCE

When taking exemptions into account, nearly 100% of students in the 2018 and 2019 cohorts combined have demonstrated proficiency in math.

The 2021 cohort will require special attention in the coming years. The shift back to fully in-person teaching, along with the re-introduction of formal testing protocols, may have contributed to the low passing rate in algebra for our first-year students.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2018	63	95%	61	98%	52	100%
2019	74	98%	75	97%	68	98%
2020			63	93%	76	78%
2021					83	25%

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

### **Goal 4: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

As in ELA, ALCS uses internal benchmarks and nationally norm-referenced assessments outside of the Regents exams in order to help guide data-driven decision making. Though not necessarily able to demonstrate through the Regents exams, the 2018 cohort has continued to make progress in mathematics as evidenced in passing courses in Geometry and Algebra 2, and by continuing to grow through grade-level equivalencies through NWEA testing.

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

\*Includes exam exemptions.

### ACTION PLAN

ALCS continues to refine its mathematics strategies to bring students up to grade level. According to data from STAR testing, prior to this year's implementation of NWEA MAP, more than 70 percent of the 2018 cohort students entered ALCS at least 1 grade level below proficiency, with many 2 or 3 grade levels below proficiency. However, ALCS' multi-tiered systems of support targeted those students most in need.

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

## GOAL 5: SCIENCE

### 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 at ALCS.

### BACKGROUND

Students at ALCS are expected to take Earth Science and Living Environment in their first two years. Beyond that, students may elect to take either Regents Chemistry, Non-Regents Core Chemistry, or Environmental Science in their third year. Students who have completed Regents Chemistry may continue on to AP Biology in their senior year, or junior year if they completed a commencement-level science course in grade 8.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

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

### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry exams. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

RESULTS AND EVALUATION

50 percent of the 2018 Accountability Cohort who had a valid score took and passed a science Regents exam. The timing of cancellations affected the outcome of this measure, as the 2018 cohort only had one test cycle to demonstrate proficiency in science.

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

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>13</sup>

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)
2016	2019-20	70	13	56	98%
2017	2020-21	70	29	41	100%
2018	2021-22	52	6	23	50%

ADDITIONAL EVIDENCE

When taking exemptions into account, 100% of students in both the 2018 and 2019 cohorts have demonstrated proficiency in science.

The 2021 cohort will require special attention, as noted previously, since their first attempts at a Regents exam after a period without formal standardized tests exposed the lack of testing stamina.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2018	63	92%	61	96%	52	100%
2019	74	95%	75	97%	68	100%
2020			63	96%	76	82%
2021					83	21%

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

<sup>13</sup> Based on the highest score for each student on any science Regents exam

### Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

When considering course satisfaction during the COVID public health event as a method for demonstrating proficiency in science, ALCS achieved its high school science absolute goal for the 2018 accountability cohort.

### ACTION PLAN

As stated previously, ALCS students in the 2021 cohort will require extra support in all areas of Regents testing, including science. Several students in the cohort were not able to participate in testing due to their insufficient completion of laboratory requirements.

Identification and intervention for these students are required in order to support them in being able to test in the January Regents period. Already, 17 students either retook or earned enough lab minutes to take the Earth Science exam in August. For those students who have already tested but did not achieve a passing score, structured academic support is available to provide extra help, along with opportunities for amelioration and reassessment. Additionally, some students who passed the Earth Science course but did not pass the Regents exam are re-focusing their efforts into Living Environment, a different content area that may appeal to different learners.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

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

### Goal 6: Absolute Measure

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

## METHOD

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

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

## RESULTS

The U.S. History Regents exam hasn’t been administered since June 2019, well before the 2018 Cohort students would have been expected to sit for it. As a result, no student in the 2018 cohort has a valid score.

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)
2016	2019-20	70	18	48	92%
2017	2020-21	70	39	28	90%
2018	2021-22	52	52	0	--%

**EVALUATION**

This measure cannot be directly evaluated, since no student in the 2018 cohort has been able to sit for the U.S. History exam. It should be noted, though, that every student in the cohort demonstrated proficiency in the class and was therefore exempted from the U.S. History exam.

**ADDITIONAL EVIDENCE**

Similar to the 2018 cohort, zero students in the 2019 cohort have had the opportunity to take the U.S. History exam. Despite 92 percent of the 2019 cohort having earned an exemption, current results would show 0% “passing among students with [a] valid score.”

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2018	63	87%	61	93%	52	100%
2019	74	--%	75	77%	68	92%
2020			63	--	76	2%
2021					83	1%

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

**Goal 6: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Absolute Measure

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

### METHOD

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

**Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

### RESULTS

50 percent of the 2018 Accountability Cohort who had a valid score, or 2 out of 4, took and passed the Global History Regents exam.

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	70	18	51	98%
2017	2020-21	70	54	11	68%
2018	2021-22	52	48	2	50%

### EVALUATION

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

92 percent of the students in the 2018 cohort received an exemption from the Global History exam. When included with the 2 students who took and passed the exam, 96 percent of students demonstrated some level of proficiency in the area of Global History.

## ADDITIONAL EVIDENCE

ALCS is currently realigning the social studies sequence to match with the traditional New York State sequence. As a result, both the 2019 and 2020 cohort students sat for the Global II examination in June 2022.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing*
2018	63	6%	61	88%	52	96%
2019	74	--%	75	20%	68	58%
2020			63	--%	76	44%
2021					83	--%

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

### Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

## SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

When accounting for exemptions, ALCS met both social studies absolute goals.

## ACTION PLAN

Instruction in Social Studies and the humanities has historically been a strong suit for ALCS. The school endeavors to maintain student excellence and help other academic areas achieve similar rates of success by using the social studies department's methods and materials within staff professional development. This includes the layout of unit and lesson plans, as well as usage of the learning management system.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

**Goal 7: Absolute Measure**

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

### METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

### RESULTS AND EVALUATION

For the 2021-22 school year, ALCS remained in Good Standing.

### ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

## APPENDIX A: OPTIONAL GOALS

### Goal I: OPTIONAL NON-ACADEMIC STUDENT GOAL

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

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

### METHOD

The Student Satisfaction Survey was distributed to students in Spring 2022 with results collected through the Panorama Social Emotional Learning platform. Staff regularly followed up with students who did not start or complete the survey through email and phone calls.

### RESULTS

ALCS achieved this measure. 95 percent of enrolled students in June 2022 responded to the student Satisfaction Survey.

#### 2021-22 Student Satisfaction Survey Response Rate

Number of Responses	Number of Students	Response Rate
294	310	95%

#### 2021-22 Student Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I am respected by ALCS’s faculty and staff.	83%
ALCS teachers support me when I am having difficulty.	74%
The instruction I receive challenges me to be college ready and grow academically.	74%
Counselors at my school are available at convenient times/make time to see me.	73%
Bullying is not an issue for me at ALCS.	71%

### EVALUATION

Students at ALCS reported overall lower satisfaction with the school's learning environment, staff, and handling of discipline and bullying than in years past. Some of this could be attributed to the fuller learning environment and having all students present in the building, or it could be attributed to a shift in the response choices; while options were scaled from Strongly Agree to Strongly Disagree, no "neutral" option was provided. In either case, follow-up talks between students and staff will help shed light on the reasons why more students reported dissatisfaction with the school.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal II: OPTIONAL ORGANIZATIONAL GOAL

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

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

### METHOD

The Family Satisfaction Survey was distributed as a Google Form to each family through their contact information as part of the re-enrollment interest form. Responses were recorded in a Google Sheet. Families who did not respond were tracked and contacted by the Advancement department to deliver their responses orally.

### RESULTS

ALCS achieved this measure.

#### 2021-22 Family Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
278	316	87%

#### 2021-2022 Family Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I believe ALCS is preparing my child to be successful in college and the career of her choosing.	97%
I am comfortable discussing an issue or concern with the leadership team.	97%
I am overall satisfied with ALCS as a school.	96%
Counselors at ALCS are available at convenient times/ make time to see me.	95%
I would recommend this school to other families.	95%

### EVALUATION

Of the 316 families sending their students to ALCS, 87 percent of them responded to the Family Satisfaction Survey. 96 percent of those who responded indicated that they were “overall satisfied with ALCS as a school.”

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

The Staff Satisfaction Survey was distributed to the faculty and staff through the Panorama survey platform.

### RESULTS

ALCS achieved this measure.

#### 2021-2022 Staff Satisfaction Survey Response Rate

Number of Responses	Number of Staff	Response Rate
53	53	100%

#### 2021-22 Staff Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
I feel respected by ALCS administration.	92%
ALCS administrators make themselves available to me and provide feedback on my performance.	92%
I am comfortable discussing an issue or concern with the leadership team.	88%
I would recommend this school to other individuals I know who were seeking employment.	88%

### EVALUATION

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The board completes this process annually.

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

Audit will be completed and submitted by November 1, 2022.