



Albany Leadership Charter School for Girls

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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The Executive Team including Neal Currie, Interim CEO, Darius Romero, Information Systems and Assessment Administrator with support from Jen Pasek, Consultant, prepared this 2023-24 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)
Sojourner Brice	Chair	Accountability, Finance, Executive
Margaret Moree	Secretary	Finance
Etwin Bowman	Trustee	Accountability, Executive
James Celestine	Trustee	Finance
Dale Getto	Trustee	Accountability
Eldon Harris	Trustee	Executive
Arricka Harrison	Trustee	Accountability, Executive
Valerie Rhodes	Trustee	Executive
Elizabeth Robertson	Trustee; former Chair	
Tamara Coston	Trustee	

S. Neal Currie has served as Interim CEO since 2024.

SCHOOL OVERVIEW

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

ALCS prides itself on being the first public, charter, female-only high school in New York State, and it considers this one of its primary distinctive qualities. After operating as a successful high school since the fall of 2010, the stakeholders built on that model by expanding to serve middle school grades. Beginning with sixth grade in 2021-22, the middle school grew to full capacity by adding grades each year. According to the National Association for Single Sex Public Education (NASSPE), there are three major advantages for girls who are educated in a single gender school. These include expanded educational opportunity, custom-tailored learning and instruction and the exercising of greater autonomy. ALCS seeks to maximize these benefits for our students in every aspect of our school in order to ensure that we cultivate great scholars and true leaders.

ALCS continuously strives to offer an academic program that incorporates unique opportunities and multi-level supports to our students. Double blocks of English Language Arts and Mathematics in Grade 6 help our students close the education gaps that they come to us with, while establishing a solid foundation in literacy, writing, and numeracy. Starting in grade 9, Writing Foundations and Math Foundations, as courses supplemental to Regents and Regents-aligned classes at each grade level, are meant to not only provide the support for passing, but excelling, on Regents exams throughout each student's ALCS experience. Additional supports for remedial math and ELA skills exist in the form small- group Tier 2 and full-period Tier 3 MTSS classes. ALCS also implements targeted content and skills programming for grades 7 and 8 to further support students in closing learning gaps, while supporting the integration of essential encore courses such as music, art, career and technical education, and foreign language at the middle level. Targeted intervention is aligned with IXL and NWEA Map data.

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

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

utilized to ensure that students are practicing their targeted skills based on the IXL diagnostic in the regular classroom and during scheduled intervention time.

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

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

In recent years, ALCS has developed an explicit social-emotional learning program (SEL) aligned with the New York State Social-Emotional Learning Benchmarks and The Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies. This program is administered during our Advisory periods daily, for 30 minutes. In developing the program, we cross-walked the NYS SEL Benchmarks with the CASEL competencies and AVID standards, which results in a robust and comprehensive school wide program that supports SEL and college and career readiness across all contents and all facets of school life at ALCS, with a particular focus on equity, respect, tolerance, inclusion, and excellence. Move This World SEL curriculum was implemented in both schools throughout the 2022-2023 school year and continues today .

The student support team continues to evaluate the impact of students' emotional regulation skills on academic success and achievement, as well as overall school culture. In addition, we seek to explicitly involve teachers and staff in the reflective process through training, professional development, and surveys in order to support students in increasing their emotional regulation and communication skills, while providing staff with opportunities to learn emotional regulation strategies along with students. 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.

There were some changes at ALCS in in the past year:

- The middle school operated at full capacity in 2023-24
- New Leadership in both buildings
- Central Office staff moved back into the High School Building in July 2024, which allows for increased collaboration
- Strengthened board engagement to align the board's vision of a 6-12 academy model with the practical programming aspects by grade
- New sports - Last year was the first year of flag football!

- Continued implementation as we transition to new curricular materials in most academic subjects

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

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

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22							46	-	-	85	75	74	46	326
2022-23							69	59	27	86	71	61	44	417
2023-24							68	56	58	49	65	61	34	391

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons:

<http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2021-22	2018-19	2018	53	1	52
2022-23	2019-20	2019	53	2	51
2023-24	2020-21	2020	37	1 ¹	37

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	51	4	55
2022-23	2019-20	2019	51	4	55
2023-24	2020-21	2020	36	3	39

¹ Did not leave for acceptable reason

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	67	10	77
2022-23	2018-19	2018	50	4	54
2023-24	2019-20	2019	50	4	54

PROMOTION POLICY

GRADING SCALE

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

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

RECEIVING CREDITS FOR A COURSE

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

COURSES WITH WEIGHTED CREDIT

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

PROMOTION POLICY

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

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

SUMMER SCHOOL

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

GOAL 1: HIGH SCHOOL GRADUATION

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

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First- and Second-Year Cohorts
Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	62	76%
2023	42	81%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second-year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	76	47%
2021	2022-23	68	44%
2022	2023-24	62	26%

Graduation Goal Measures 3 & 4 - Absolute

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

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years²

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	55	49	89%
2019	2022-23	55	50	90%
2020	2023-24	39	26	67%

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
2017	2021-22	77	66	85%
2018	2022-23	55	50	90%
2019	2023-24	54	50	93%

Graduation Goal Measure 5 - Comparative Measure

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

² These data reflect August graduation rates.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District³

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	55	49	89%	672	82%
2019	2022-23	55	50	90%	723	77%
2020	2023-24	39	26	67%	--	--

Graduation Goal Measure 6 - Absolute Measure

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

All students who graduated received a diploma without needing to utilize the 4+1 pathway.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved one of the five metrics within the graduation goal. Many first- and second-year students (81% and 76% respectively) earned the required number of credits to advance to the next grade level. 67 percent of students in their fourth year of high school graduated with a diploma. In addition, 93% of the 2019 Cohort students have now graduated with a diploma after five years.

26 percent of the 2022 high school cohort passed at least three Regents exams by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams and it has not determined who graduates on time in the past.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	No

³ 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	No
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	No
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

We plan to utilize the following strategies to assist our scholars to graduate in four years:

- Expansion of AVID programming in Middle School
- Increased rigor in MS classes via WICOR strategies
- Increased identification and targeted counseling regarding potential dropouts with predictive analysis
- New for 2024-25 is our newly approved Seal of Civic Readiness alternate +1 pathway to graduation

In addition, we have some school wide initiatives that we are focusing on in 2024-25 and beyond. By improving programming at all grade levels, the students benefit and successfully move toward the goal of graduation and college readiness.

- School Culture ReBoot- rejuvenate the culture within our school based on our core foundational principles. (Sisterhood, Service, Scholarship and Leadership) through a series of activities and programmatic changes like implementation of Sister Circles, AVID Advisory Curriculum.
- Arc of the Year academic and cultural monitoring program
 - Identify academic and cultural goals for different phases of the year with corresponding professional development
- Regular Fidelity Checks for Grading and Stack Audits of student work-consistency, standard alignment and assignment quality
- Re-establish Distributive Leadership Among School Teams:
 - Regular Grade Level Team Meetings run by Grade Leaders: Reinforce collaboration between grades and between grades.
 - Content Team Meetings: to ensure vertical curriculum alignment across subjects. Building Leadership Meetings: Foster communication between Administration and teachers, ensuring the elevation and inclusion of teacher voices

GOAL 2: COLLEGE PREPARATION

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

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

To further enhance our students' success, ALCS has built-in additional college preparation programming through Advancement Via Individual Determination (AVID®) for students in grades 6-12. The mission of AVID® is to ensure that all students participating in the program are capable of completing a college preparatory pathway by providing enhanced academic instruction, tutorial support, and motivational activities.

AVID® students:

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

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

2023 - 2024 College Pathway Course List

Albany Leadership Charter School for Girls partners with Russell 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

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

- SAGE WRT 101: Writing in Community
- SAGE ENG 154: Introduction to Literature
- SAGE PED 225: Concepts of Fitness and Wellness
- SAGE SOC 101: Intro to Sociology
- SAGE CRM 311: Criminology
- AP English Language & Composition
- AP United States History

Business Administration Pathway

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

- HVCC ENTR 110: Intro to Entrepreneurship
- HVCC MKTG 120: Principles of Marketing
- SAGE BUS 110: Financial Literacy
- SAGE MAT 113: Precalculus
- AP Biology

The ICAN Program with Russell Sage College was new for 2023-24. The 'I Can Achieve a Degree in Nursing' program is a mentorship initiative designed to provide scholars with one-on-one guidance and training from leading medical professionals in the Capital Region. The ICAN program at Albany Leadership & Russell Sage aims to create a collaborative community mentorship model for our scholars to achieve a bachelor's degree in nursing and employment as a registered nurse.

Russell Sage is working with Albany Medical Center, the Black Nurses Coalition and Albany Leadership Charter School for Girls. This Program supports our students through high school partnerships and matches our high school students with mentors from diverse backgrounds. It provides academic support to guide students through high school and a nursing degree. This program was designed to motivate and guide our scholars into professional nursing careers and create meaningful employment and professional experiences in diverse healthcare settings for our scholars beyond graduation.

Any student in grade 10-12 can participate in this incredible program. The ICAN program is a mentorship style commitment for our students. The program takes place after school and it's a minimal time commitment. Our scholars receive one on one training and advice from some of the top medical professionals in the capital region.

College Preparation Goal Measure 1 - Absolute

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Passing a College Level 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,

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exam Credit	6	0	0
College Level Course	23	21	91%
Overall	26	21	81%

College Preparation Goal Measure 2 - Absolute

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

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2018	2021-22	49	29	59%
2019	2022-23	50	28	56%
2020	2023-24	26	2	Pending for 2024-25 APPR

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved one of the two college preparation measures in 2023-24. 81 percent of graduating students demonstrated their preparation for college based on one of the following indicators: AP exams or earning credit for a college level course. 56 percent of our 2023 graduates matriculated in a two- or four-year college in the past year. We collect this information by connecting with our alumni informally and gathering data from the National Student Clearinghouse.

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Yes
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our school's counseling center provides programming to students in all four years of high school to prepare for the opportunity to attend a two- or four-year college after graduation.

The school continues to develop our alumni network. We have informal communication with graduates and collect data through the National Student Clearinghouse and student surveys.

ACTION PLAN

In addition to the college preparation programming outlined above, ALCS continues to rely on the following:

- AVID College Readiness Framework
- Alumni coordinator will provide follow-up support post-graduation or post-exiting

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

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

A comprehensive assessment plan was implemented to enhance student achievement. By integrating the NWEA and internal assessments into a structured approach, educators will participate in data analysis sessions

to identify strengths and areas for improvement. Through regular assessment cycles, educators will tailor differentiated instruction and interventions based on assessment insights, aiding students in meeting their growth goals and increasing overall ELA proficiency.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3								
4								
5								
6	62	3						65
7	53	3						56
8	53	5			1		2	61
All	168	11	0	0	1	0	2	182

Performance on 2023-24 State English Language Arts Exam

By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	62	16	25.8%			
7	53	15	28.3%	27	7	25.9%
8	53	11	20.8%	30	6	20.0%
All	168	42	25.0%	57	13	22.8%

⁶ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷

English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
168	38.7	36.3	17.9	7.1

$$\begin{aligned} \text{PI} &= 36.3 + 17.9 + 7.1 = 61.3 \\ &+ 17.9 + 7.1 = 25 \\ &+ (.5)*7.1 = 3.6 \\ \text{PI} &= 89.9 \end{aligned}$$

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	25.9%	27	27.3%	477
8	20.0%	30	31.8%	478
All	22.8%	57	29.5%	955

ELA Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	91.3	440.0	439.1	0.10
7	79.7	436.0	444.6	-0.95
8	85.2	432.0	447.4	-1.77
All	85.6	436.8	442.9	-0.68

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	38.3	50.0
7	55.8	50.0
8	42.1	50.0
All	46.0	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 6th – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

Additional ELA Measure 6 - Growth

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

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

METHOD

The school administered the NWEA MAP ELA assessment to students in grade 6 in the 2023-24 school year. Each student's conditional growth percentile has been determined by comparing their first score to their final score in spring 2024.

The table below summarizes participation information for this year's test administration. The table indicates the 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 54 students tested, 22 (40%) had conditional growth scores greater than or equal to 50.

End of Year Growth in 2023-24 NWEA MAP ELA Assessment by Percent of Students meeting 50th percentile

Grade s	Number Tested	Number meeting or exceeding 50 th percentile	Percent of students at least 50 th percentile
6	54	22	40%

SUMMARY OF THE MS ELA GOAL

The charter school did not meet the five MS English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did not outperform the local district based on their 2022-23 aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. Based on the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 7-8 fell short of the target of 50. 40 percent of the students in the second grade demonstrated growth from the beginning of the year to the end of the year as measured by the **NWEA MAP** data by reaching at least the 50th percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - o The charter school did not meet this measure. Overall, 25% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grade 7 performed higher than the aggregate with 28% at levels 3 and 4 respectively.
2. Measure: The school’s aggregate PI on the state’s ELA exam will meet that year’s state MIP
 - o The school did not meet this measure with an aggregate performance index of 89.9, falling short of the target measure of interim progress of 113.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o The charter school did not meet this measure with our 23% proficient compared to the district’s 29% in 2022-23 overall in grades 3-8.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The charter school did not meet this measure having an effect size of -0.68 in 2022-23, the most recent data available.
5. Measure: Under the state’s Growth Model the school’s mean unadjusted growth percentile in ELA for all tested students in grades 4-8 will be above the target of 50.
 - o The charter school did not meet this measure, having a growth percentile of 46.0.
6. The charter school demonstrated academic growth in 2023-24 based on standardized BOY, MOY and EOY assessments.
 - o Based on the NWEA MAP Reading assessments that were administered three times, the school’s 6th grade students did demonstrate growth, but fewer than 75% reached a Conditional Growth Percentile of at least 50.

ELA ACTION PLAN

Much of the ELA programming was new last year, so we continue to build knowledge with these materials. We did some retooling of the intervention tracking and progress monitoring. We now have Intervention Fridays in which we focus on re-teaching and re-mastering targeted standards in homogeneous groupings.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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

METHOD

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.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

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)
2018	2021-22	52	31	8	38%
2019	2022-23	51	11	10	25%
2020	2023-24	37	1	5	14%

High School ELA Measure 2 - Absolute

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

¹¹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹² Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	52	31	18	85%
2019	2022-23	51	11	28	70%
2020	2023-24	37	1	24	67%

High School ELA Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

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

The 2020 Cohort did not take the NYS English Language Arts exam in 8th grade due to pandemic cancellations.

High School ELA Measure 8 - Growth

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

The 2020 Cohort did not take the NYS English Language Arts exam in 8th grade due to pandemic cancellations.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

67 percent of the 2020 accountability cohort received credit for the ELA Regents with a performance level 3, 14 percent did so at PL 4. This 2020 cohort did not take the NYSTP ELA assessment in 8th grade because of pandemic cancellations, therefore we are unable to speak to that measure.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English	N/A

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

EVALUATION OF HIGH SCHOOL ELA GOAL

The English Language Arts high school accountability goal was not met in 2023-24. 67 percent of the four-year cohort passed the ELA Regents with a level 3+ and 14 percent with a 4+. Based on the district's most recent available 2022-23 ELA four-year pass rate, our 2020 cohort outperformed their 63 percent on the ELA Regents.

ACTION PLAN

In 2024-25, ALCS continues the three-year curriculum roll-out for High School ELA. SAVVAS *myPerspectives* is a powerful English language arts curriculum for Grades 9–12 that values the perspective of the learner, collectively and individually, and provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered learning, teacher-inspired classroom. This dynamic Savvas program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks.

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

GOAL 4: MATHEMATICS

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

MATH BACKGROUND

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

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

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

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

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

MIDDLE SCHOOL MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

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

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5									
6	61	3				1			4
7	52	4							4
8	47	12					2		14
All	160	19	0	0	0	1	2	0	182

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	61	8	13.1%			
7	52	10	19.2%	27	6	22.2%
8	47	5	10.6%	28	4	14.3%
All	160	23	14.4%	55	10	18.2%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
160	56.3	29.4	11.9	2.5

$$\begin{aligned} \text{PI} &= 29.4 + 11.9 + 2.5 = 43.8 \\ &+ 11.9 + 2.5 = 14.4 \\ &+ (.5)*2.5 = 1.25 \\ \text{PI} &= 59.4 \end{aligned}$$

Math Measure 3 - Comparative

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

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. Because the 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

2023-24 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year 2023-24		All Albany District Students 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	22.2%	27	23.5%	456
8	14.3%	28	4.1%	363
All	18.2%	55	14.9%	819

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	91.3	426.0	440.7	-1.16
7	79.7	429.0	447.0	-1.41
8	85.2	419.0	439.4	-1.32
All	84.8	425.6	443.1	-1.30

Math Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹³

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	18.0	50.0
7	54.3	50.0
8	37.8	50.0
All	38.3	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 6th – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

Additional ELA Measure 6 - Growth

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

¹³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

METHOD

The school administered the NWEA MAP math assessment to students in grade 6 in the 2023-24 school year. Each student's conditional growth percentile has been determined by comparing their first score to their final score in spring 2024.

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

Of the 52 students tested, 30% had conditional growth scores greater than or equal to 50.

End of Year Growth in 2023-24 NWEA MAP Math Assessment
by Percent of Students meeting 50th percentile

Grades	Number Tested	Number meeting or exceeding 50 th percentile	Percent of students at least 50 th percentile
6	52	16	30%

SUMMARY OF THE MATHEMATICS GOAL

The charter school met one of the five mathematics goals in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 59.4 which does not meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district based on 2022-23 aggregate proficiency which is the most recent public data. Based on the 2022-23 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree with less than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 7-8 was not above the target of 50. 30 percent of sixth grade students at ALCS demonstrated growth from the beginning of the year to the end of the year as measured by the NWEA MAP math assessments.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
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.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24. Statewide district NYS 3-8 math assessment results have not been posted for 2023-24. For this reason, we are comparing to district 2022-23 proficiency rates.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - o The charter school did not meet this measure. Overall, 18.2% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Grade 7 performed higher than our aggregate with 22.2% scoring at levels 3 and 4.
2. Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
 - o The school did meet this measure with an aggregate performance index of 59.4, below the target measure of interim progress of 115.3.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2022-23 results.
 - o The charter school did meet this measure with 18.2% proficient compared to the district's 14.9% in grades 7-8 in 2022-23.
4. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The charter school did not meet this measure having an effect size of -1.30.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - o The charter school did not meet this measure, having a growth percentile of 38.3
6. The charter school demonstrated academic growth in 2023-24 based on interim assessments.

- Based on the NWEA MAP math assessments that were administered three times, fewer than 75% of school's 6th grade students demonstrated a Conditional Growth Percentile of at least 50.

MATHEMATICS ACTION PLAN

There were many curricular and some staffing changes in 2023-24 as we rolled out new teacher supports and the Savvas enVision Mathematics 6-8 program in middle grades. Going forward, we continue to provide professional development in our new processes to ensure teachers become familiar with the new materials and respond to the data that our assessment cycle provides.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	52	4	9	18%
2019	2022-23	51	28	5	21%
2020	2023-24	37	21	0	--

High School Math Measure 2 - Absolute

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

METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2018	2021-22	52	4	35	72%
2019	2022-23	51	28	14	60%
2020	2023-24	37	21	7	44%

High School Math Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

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

The 2020 Cohort did not take the NYS mathematics exam in 8th grade due to pandemic cancellations.

High School Math Measure 8 - Growth

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

The 2020 Cohort did not take the NYS mathematics exam in 8th grade due to pandemic cancellations.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the Covid exemptions, 100% of the 2020 accountability cohort received credit for passing a NYS math Regents exam. The students who started high school in the fall of 2020 did not have a NYSTP grade 8 math exam in spring 2020 due to cancellations.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Yes with exemptions
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The math accountability goal was partially met in 2023-24. 44% of the four-year cohort passed a math Regents with a level 3+, but none earned a performance level of 4. The students who started high school in the fall of 2020 all received an exemption for the graduation requirement of a math Regents, unless they sat for the Algebra 1 exam in June 2021 and chose to keep their score which was optional. Since then, most students in this cohort took additional math Regents exams as their coursework progressed. Most earn their high score on the Algebra 1 exam so the results we are seeing have not been as high as pre-pandemic.

ACTION PLAN

Going forward, we continue to use the Savvas enVision Mathematics A|G|A program for grades 9-12. This educational initiative is designed to meet the diverse needs of our students and equip them with essential skills for their college and career journeys. Within the Savvas enVision Mathematics A|G|A program, students will have access to a variety of educational resources and features to enhance their understanding and knowledge of Algebra I, Geometry, and Algebra II. These resources include interactive modules, challenging

assessments, purposeful practice activities, and engaging educational games. It's important to note that this program aligns with the Next Generation Learning Standards, ensuring that our curriculum remains up to date. We've also incorporated multimedia elements like videos, animations, and real-world examples to keep students engaged and motivated.

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

GOAL 5: SCIENCE

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

BACKGROUND

In the pursuit of excellence in science education, ALCS recognized the need to adopt a holistic approach that encompasses curriculum design, instructional strategies, and assessment methodologies. In grades 6-8 we implemented a new science curriculum, Savvas Elevate Science Life and Savvas Elevate Science Physical. To properly prepare students with the necessary knowledge, students in grades 6 and 7 learn life science while grade 8 students work with physical science. To support this comprehensive framework, ALCS aimed to enhance the learning experience and nurture a culture of scientific inquiry within our educational community with the implementation plan allowing for high school Earth Science credit to be achieved in middle school by 2024-2025. The science programming is meticulously designed to align with Next Generation Science Standards, ensuring that students are exposed to a rigorous and comprehensive scientific foundation.

The promotion of inquiry-based learning within the science curriculum empowers students to ask questions, conduct experiments, and draw conclusions, thereby cultivating critical thinking and problem-solving skills. ALCS leverages technology to enhance instruction, utilizing simulations, virtual labs, and interactive multimedia resources to augment the learning experience.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
8	29	5	17.2%

Science Measure 2 - Comparative

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

The local district science scores have not been made public.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 8th grade students in science utilizing the NYS Science assessments. 17 percent of students in at least the second year at ALCS achieved proficiency in 8th grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

ALCS did not achieve the science measure in grade 8.

SCIENCE ACTION PLAN

We continue the development of our practice with Savvas Elevate Science, a rigorously designed, standards-aligned program that engages and challenges students with diverse instructional resources and assessment tools.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science and Chemistry. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	52	6	23	50%
2019	2022-23	51	33	9	50%
2020	2023-24	37	13	5	21%

High School Science Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Greater than 75 percent of our fourth-year high school cohort scored at least a 65 on a New York Science exam. Although the district results have not been posted as of yet, our four-year cohort typically outperforms their levels on this measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Yes (with Exemptions)
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Unable to Report

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The high school science accountability measures were achieved in 2023-24. The 2020 high school cohort was granted Regents exemptions in 2021 due to the pandemic, so this graduating class still has those in play.

ACTION PLAN

The school will continue with current programming in the science department as it was recently adopted. At ALCS, we are increasing enrollment in Regents Chemistry rather than allowing students to opt for non-Regents “third-year” science courses. We will also work through the new roll-out for Next Generation Science Standards with Earth & Space Science and Biology.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

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

Social Studies Measure 1 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	52	52	0	--%
2019	2022-23	51	47	1	25%
2020	2023-24	37	0	32	86%

Social Studies Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	52	48	2	50%
2019	2022-23	51	12	20	51%
2020	2023-24	37	0	26	70%

Social Studies Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

The scholars achieved the accountability measure in U.S. History, but not Global History. Greater than 75 percent of the four-year accountability cohort scored at greater than 65 percent on U.S. History. 70 percent did so on the Global History Regents. Although the local district social studies results have not been posted as of yet, our four-year cohort typically outperforms their levels on this measure.

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

EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies accountability goal was met in 2023-24. percent of the four-year cohort passed the U.S. History Regents and percent passed the Global History Regents. Based on the district's 2022-23 social studies four-year pass rates, our 2020 cohort outperformed those numbers on both assessments.

ACTION PLAN

The school will continue with current programming in social studies. In addition, we now provide Academic Intervention Services in a model called Topics in History. It is a dedicated, full period of review and preparation for the Global History and US History exams.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Comprehensive Support and Improvement
2023-24	Comprehensive Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to comply with the required actions associated with this designation.