



ALBANY LEADERSHIP
CHARTER HIGH SCHOOL FOR GIRLS

Albany Leadership Charter High School for Girls

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

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By Christina Roberts

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INTRODUCTION

Christina Roberts, principal, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Elizabeth Robertson	Board Chair at end of school year; Vice-Chair at start of school year
Margaret Moree	Secretary, Vice-Chair
Patrick Jacobson-Schult	Chair of Finance Committee
Daniel MacGreggor	Chair of Accountability Committee
James Vallee	Member (Board Chair at start of school year)
Bryan Lester	Member
Anzala Alozie	Member
Rebekah Brisbane	Parent Representative

Christina Roberts has served as the school leader since December 13, 2013.

BACKGROUND

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

MISSION STATEMENT

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

ALH KEY DESIGN ELEMENTS

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

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

ALH also recognizes the potential positive impact of greater instructional time and, therefore, has created an extended day and year. Our daily bell schedule provides our students with 55 more minutes per week in comparison to our local district school, and our 2016-2017 calendar requires students to attend 10 more days. ALH believes this additional time is extremely valuable because it allows our girls even more opportunities to learn new material, review previous material, practice skills and improve performance.

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

In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALH also underscores the importance of strong character through its core C.L.E.A.R. values, advisory days and service learning. ALH's C.L.E.A.R. values are: College and Career Readiness, Leadership,

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Empowerment, Accountability and Resolve and Resiliency, and these values are reinforced in every facet of school life from the classroom to the lunchroom to the hallway to the world. ALH scholars also participate in a monthly advisory, that is solely and explicitly devoted to developing our girls' character and further strengthen our core values. Lastly, all ALH students are required to complete a minimum of 90 hours of community service through our Service Learning Program. Through the fulfillment of this requirement, our graduates are able to fully ascertain that the mark of a true leader is service.

ALH has been steadily making progress since our Pre-Renewal Visit in January of 2014. We are excited to report that for the first time in ALH's history, we have met our CSI benchmark of a minimum of 75% of students will graduate within 4 years. (The Class of 2016 graduated 76% with a Regents Diploma and an additional 6% with a Local Diploma.) Though we know we have more progress to make, we believe that we have now established a foundation for continued success and advancement.

At the start of the 2014-2015 school year, we revamped the entire academic programmatic structure to ensure that *all* students- regardless of entering proficiency levels- would have a greater chance of graduating within four years and have the opportunity to earn an Advanced Regents diploma. We did this by:

- 1) Changing the school schedule to include 8 periods instead of 7 in order to increase the number of credits students can accumulate to improve grade promotion potential
- 2) Increasing the rigor of and support in the freshmen courses, specifically focusing on strengthening students' writing, literacy and numeracy, which includes two periods of English Language Arts (Critical Reading and Critical Writing) and two periods of Math (Common Core Algebra and Math Foundations)
- 3) Changing the sequence of the Social Studies trajectory, offering Government and Economics instead of the traditional Global I, freshmen year [with a plan for US History sophomore year and a double block of Global I and Global II junior year]; with all changes intended to increase students' likelihood of passing and excelling on both Social Studies Regents the *first* time they take these tests
- 4) requiring all students to take core math classes- no "alternatives" that do not potentially lead to and Advanced Regents diploma or college level courses- with the following trajectory:
 - a. Freshmen = Common Core Algebra and Math Foundations
 - b. Sophomores = Common Core Geometry
 - c. Juniors = Common Core Algebra 2 (if excelled in Geometry) OR Algebra 2 Trig Extended A (if struggled in Geometry)
 - d. Seniors = Pre-Calc (if excelled in Common Core Algebra 2) OR Algebra 2 Trig Extended B (if excelled in Algebra 2 Trig Extended A) OR College Algebra (if struggled in Algebra 2 Trig Extended A)
- 5) Enhancing the effectiveness of Interval Assessment administration by improving the protocol for Data Dialogue meetings between teachers and instructional supervisors
- 6) Incorporating additional academic interventions through Structured Student Support classes held opposite of students' lunch periods and focused on areas of students' greatest needs, as

well as incorporating intercollegiate tutors/mentors with the intention on increasing student performance on Regents exams and credit accumulation

- 7) Solidifying teacher evaluation template and process to be more robust and relevant

At the start of the 2015-2016 school year, we made some more modifications based on our final summer assessment of the 2014-2015 school year's strengths and challenges. We sought to improve student outcomes by making the following adjustments:

- 1) Although we had significantly increased the academic demand of our freshmen, an unintended consequence was that they had the greatest academic load with the least amount of experience and competences. Therefore, we made some modifications to the freshmen academic programmatic structure, which included having the two periods of English be taught back to back by the *same* teacher (previously two related courses taught by two distinct teachers, at different time blocks), switching the Government and Economics classes from both full year, every other day structure to one each semester. In addition, adding to and modifying mandatory electives for freshmen, sophomores and juniors:
 - a. Freshmen electives: Freshmen Seminar and Intro to Microsoft Word (as well as incorporating periodic Guidance "push-ins") to provide students with the college and career readiness "soft skills" and foundational computer proficiencies to be successful throughout high school and beyond
 - b. Sophomore elective- Career Exploration and Development to assist students in inventorying their strengths and interests and connecting these to potential career pursuits while learning about resumes, cover letters, interviewing and professionalism
 - c. Junior elective- SAT Prep to increase students' exposure to and familiarity with SAT content and format and thus improve performance on the exam
- 2) We modified the existing Structured Student Support classes to focus exclusively on Regents Prep for students who had previously failed exams and expanded/enhanced our Response to Intervention classes by incorporating the Renaissance Learning program
- 3) We also replaced traditional grading with Standards Referenced Grading in order to:
 - a. Ensure student grades were an *accurate* reflection of student proficiency/mastery levels and avoid unintentional grade inflation or punitive grading
 - b. Provide students with more targeted feedback on their academic performance and to encourage their focus on the *learning* not simply a number
 - c. Assist teachers in engaging in data driven instruction in order to create more comprehensive, targeted and responsive unit/lesson plans
- 4) We modified the Data Dialogue protocol, shifting the onus of the data analysis and strategic planning onto the teachers (with administrative support), as well as transformed the Interval 4 into a "Mock Regents" in which we "shut down" classes and allowed students to experience what taking an actual Regents entails; teachers then used results to inform instructional planning and delivery for the final weeks of school leading up to the official Regents exams
- 5) We added Student Support Team and Grade Level Teams (and Leads) and meetings to the academic calendar, which allowed for cross-curricular conversations and challenging student discussions with the purpose of enhancing student supports

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- 6) We established advisories in which teachers were assigned to be advisors to small groups of students and were charged with checking in with their advisees and maintaining consistent contact with parents about academic performance and concerns

The end of the 2015-2016 school year proved that the majority of the changes we had made resulted in significantly improved student outcomes:

- 1) Promotion rate of freshmen to sophomores increased from 67% (2014-2015) to 85% (2015-2016)
- 2) Passing rates improved in almost every subject area: These numbers generally represent students sitting for the exam for the first time at the conclusion of the accompanying course.
 - a. Common Core Algebra improved from 47% (2015) to 74% (2016)- with close to 50% earning the Aspirational Performance Measure Score
 - b. ELA improved from 71% (Comprehensive in 2015) to 84% (Common Core in 2016)- with a little more than 50% earning the Aspirational Performance Measure Score)
 - c. Sophomores taking a Social Studies Regents improved from 46% (Global Studies in 2015) to 76% (US History in 2016)
 - d. Living Environment improved from 61% (2015) to 71% (2016)
 - e. Earth Science improved from 42% (2015) to 65% (2016)
 - f. Chemistry improved from 11% (2015) to 35% (2016)
 - g. Algebra 2 from 14% (2015) to 52% (2016)
- 3) Student scores on the Mock Regents and their final class grades were much more closely aligned than in previous years
- 4) We met our CSI goal for graduation for the first time- 76% Regents Diplomas; 82% Regents and Local Diplomas

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2011-12	108	96	19	0	223
2012-13	99	67	77	20	263
2013-14	125	108	82	57	372
2014-15	125	118	90	45	378
2015-16	142	80	75	66	363

- As of BEDS Day

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions:

www.p12.nysed.gov/accountability/)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2013-14	2010-11	2010	68	10	59
2014-15	2011-12	2011	56	6	50
2015-16	2012-13	2012			67

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	59	8	67
2014-15	2011-12	2011	50	8	58
2015-16	2012-13	2012	67	9	76

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

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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	67	3	64
2014-15	2010-11	2010	58	0	58
2015-16	2011-12	2011	4	8	12

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

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Goal 1: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Choose an item. that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

64 percent of the 2012 Accountability Cohort scored at 75 or greater on the ELA exam by the completion of their fourth year in the cohort.

English Regents Passing Rate with a Score of 75
by Fourth Year Accountability Cohort⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	59	46%
2011	50	46%
2012	67	64%

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

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

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

EVALUATION

ALH did not achieve this measure, falling short by just one point, but showed great gains over last year's result.

ADDITIONAL EVIDENCE

This year's cohort demonstrated a rise in the numbers passing the ELA Regents with higher scores.

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	69%	50	46%	67	64%
2013	81	0	75	52%	65	49%
2014			82	17%	84	32%
2015					115	--

Goal 1: Absolute Measure

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS

ALH does not have access to our students' NYS test scores from eighth grade. The local district does not provide that information.

Goal 1: Absolute Measure

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

METHOD

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

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

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of 174.

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

RESULTS

The ALH Accountability Performance Level (APL) in ELA calculates to 152, short of meeting the target AMO of 174.

English Language Arts Accountability Performance Level (APL) For the 2012 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
67	6%	36%	51%	7%
PI = 36 + 51 + 7 = 94				
51 + 7 = <u>58</u>				
APL = 152				

EVALUATION

ALH did not meet this measure.

Goal 1: Comparative Measure

(S) Each year, the Accountability Performance Level ("APL") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁵

RESULTS

The 2012 Cohort's ELA APL is higher than the local Albany CSD's 2011 APL of 115.

⁵ The New York State Report Card provides the district results for students scoring at or above 65.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Regents Accountability Performance Level (APL)⁶
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	146	61	111	482
2011	168	57	115	524
2012	152	63	N/A	N/A

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

ALH consistently outperforms the local district based on this metric.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL⁷

Although Albany Leadership High is still working towards higher scores on the ELA Regents, our students consistently outperform the local district based on the accountability performance level. The students fell just short of having 65% pass the ELA Regents with a minimum of 75.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2014-15 school district results.)	Achieved

⁶ For an explanation of the procedure to calculate the school's APL, see page 31.

⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

In the 2016-2017 school year, we will continue to engage in our promising practices, as well as add or modify systems or structures in order to improve student outcomes, including the following:

- 1) We have modified the leadership structure to streamline responsibilities and improve efficiency and effectiveness:
 - a. Assistant Principal and Academic Dean positions eliminated
 - b. Director of Academics and Director of Student Support Services created
- 2) We have refined Standards Referenced Grading by prioritizing standards and weighting types of assessments to further enhance accuracy
- 3) We have modified interval administration, switching from four intervals to three Mock Regents to increase student exposure/practice and simplifying and standardizing the Data Dialogue Meeting protocol for all core subjects to improve data driven instruction
- 4) We have added an additional college course offering (Hudson Valley Community College Business Course) to expand opportunities for students to earn college credit before graduation
- 5) We have established a new teacher mentorship program to support teachers new to teaching and/or new to the school
- 6) We are incorporating Google Classrooms to incorporate more technology in the classroom for the purposes of improving student engagement and performance, as well as enhancing teacher collaboration

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.⁸ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

24 percent of the 2012 cohort scored at 80 or greater on a math Regents exam.

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

HIGH SCHOOL GOALS: MATHEMATICS

Mathematics Regents Passing Rate with a Score of 80 by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	59	10%
2011	50	23%
2012	67	24%

EVALUATION

ALH did not achieve this measure.

ADDITIONAL EVIDENCE

The 2012 cohort performed slightly better toward this goal than the 2011 cohort, as evidenced in the table below.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing (65)	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	81%	50	23%	67	24%
2013	81	68%	76	24%	65	22%
2014			82	21%	84	7%
2015					115	17%

Goal 2: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS

ATH is not provided with the eighth grade results from the district.

⁹ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

EVALUATION

Not Applicable

Goal 2: Absolute Measure

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

METHOD

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

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

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

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

RESULTS

The 2012 Cohort’s math scores calculate to an APL of 190, surpassing the target AMO of 159.

Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
67	1%	6%	85%	7%

$$\begin{array}{rclclclclcl} \text{PI} & = & 6 & + & 85 & + & 7 & = & 98 \\ & & & & 85 & + & 7 & = & \underline{92} \\ & & & & & & \text{APL} & = & 190 \end{array}$$

EVALUATION

ALH achieved this measure.

HIGH SCHOOL GOALS: MATHEMATICS

Goal 2: Comparative Measure

(§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁰

RESULTS

The 2012 Cohort's math APL is greater than that of the local district's 2011 Cohort, 190 to their 107.

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District¹¹

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	102	58	105	482
2011	112	50	107	524
2012	190	67	N/A	N/A

EVALUATION

ALH achieved this outcome measure.

ADDITIONAL EVIDENCE

Albany Leadership High consistently outperforms the district on this measure.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL¹²

It has proved challenging to raise 65 percent of our scholars' math scores above 80 on a Regents exam. The APL of 190 does demonstrate that our math score levels are improving, but we are still working to get more performing at greater than 80. Lastly, ALH does outperform the local district, Albany City Schools, in math.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve

¹⁰ The New York State Report Card provides the district results for students scoring at or above 65.

¹¹ See page 39 above for an explanation of the APL.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: MATHEMATICS

Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2014-15 school district results.)	Achieved

ACTION PLAN

Please refer to the aforementioned systems in place and schoolwide updates going forward.

GOAL 3: SCIENCE

Goal 3: Science

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

Goal 3: Absolute Measure

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

METHOD

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

RESULTS

91 percent of the 2012 accountability cohort passed a science Regents with at least a 65 by the fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	59	86%
2011	50	90%
2012	67	91%

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

The other accountability cohorts are making great progress toward this goal.

¹³ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	84%	50	90%	67	91%
2013	81	58%	75	83%	65	83%
2014			82	85%	84	65%
2015					115	54%

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

79 percent of the Total Cohort passed a science Regents versus 63 percent of the 2011 cohort from the local district.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	86%	59	57%	594
2011	90%	50	63%	646
2012	79%	76		

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

The graduation cohort performs better than the Albany CSD in science year after year.

GOAL 4: SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

84 % of the 2012 Accountability Cohort passed the U.S. History Regents with at least a 65 by the end of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	59	81%
2011	50	88%
2012	67	84%

EVALUATION

ALH achieved this outcome measure.

ADDITIONAL EVIDENCE

Fourth year cohorts have achieved this measure for the past three years.

¹⁴ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	74%	50	88%	67	84%
2013	81	0	75	56%	65	68%
2014			82	--	84	54%
2015				67	115	--

Goal 4: Comparative Measure

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

METHOD

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

RESULTS

68 percent of the Total Graduation Cohort passed the U.S. History Regents versus 59 percent of the local district's 2011 Total Cohort.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011			59%	646
2012	68%	67		

EVALUATION

ALH achieved this outcome measure.

ADDITIONAL EVIDENCE

ALH has consistently had higher pass rates on this exam.

Goal 4: Absolute Measure

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

HIGH SCHOOL GOALS: SOCIAL STUDIES

METHOD

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

RESULTS

79 percent of students in the 2012 Accountability Cohort passed the Global History Regents with a minimum score of 65 by the fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	59	79%
2011	50	74%
2012	67	84%

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

As evidenced in the below table, Albany Leadership High 2013 Cohort scholars is well on their way to meeting this measure.

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

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	77%	50	74%	67	84%
2013	81	30%	75	64%	65	74%
2014			82	67%	84	6%
2015					115	--

Goal 4: Comparative Measure

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

¹⁵ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

METHOD

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

RESULTS

75 percent of the Total Cohort passed the Global History Regents after four years, whereas only 55 percent of the 2011 Cohort did so from the local district.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	79%	59	52%	594
2011	74%	50	55%	646
2012	75%	76		

EVALUATION

ALH achieved this measure.

ADDITIONAL EVIDENCE

Albany Leadership consistently has higher pass rates than the Albany City School District on this exam.

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

METHOD

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

RESULTS

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

EVALUATION

ALH did not meet this measure.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Focus School

GOAL 6: HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

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

Goal 6: Absolute Measure

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

METHOD

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

Albany Leadership Charter High School for Girls

ACADEMIC PROGRAM

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Language Arts	Critical Reading/ Critical Writing (ELA 9Honors)	ELA II- American Literature (Honors)	ELA III- Global Literature (AP English Literature)	Transformative Literature (UHS)
Social Studies	Government/ Economics	US History (Honors)	Global Studies 1 Global Studies 2 (Honors)	AP/UHS
Math	Algebra/ Foundations (Geometry)	Geometry (Algebra 2 Trig)	Algebra2Trig or Algebra2TrigE1 (Pre-Calc)	Pre-Calc or Algebra2TrigE2 Or College Algebra (Calculus)

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Science	Living Environment	Earth Science	Chemistry Core Chemistry	Physics College Level Science
Foreign Language	(Spanish 2-Honors Only)	Spanish 1 or 2 (Spanish 3)	Spanish 2 or 3 (HVCC Spanish)	Spanish 3 (HVCC Spanish)
Physical Education/Health	PE	PE/Health	PE	PE
Enrichment	Intro to Microsoft Word/ Freshmen Seminar	Arts and Career Exploration and Development	SAT Prep	Arts/ HVCC Business or Computer/ Senior Seminar
School Theme	“My Role”	“My Role in the Community”	“My Role in the Global Society”	“My Role as a Transformative Leader”
Credits Earned	7	7	7	4.5-7

*Please note that the aforementioned Academic Program is the trajectory for all Cohort 2014 students and subsequent cohorts. Any preceding cohorts are completing their graduation requirements as necessary. If you have individual questions or concerns with your daughter’s academic program, please speak to her guidance counselor.

Standards-Referenced Grading

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

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

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

STANDARDS ARE:

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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

GRADING Guidelines

Score vs. Grade	<ul style="list-style-type: none"> - Score: Number score given to each standard on a given assessment - Grade: Number or letter given on the POP as the performance summary 	
Period of Progress (POP)	<ul style="list-style-type: none"> - POP's reflect cumulative standards covered during the time period. - The grade at the end of the POP indicates the degree to which the student demonstrated proficiency on the standards assessed. 	
Levels of Performance	<ul style="list-style-type: none"> - In standards-referenced system, a standard score and subsequent POP grade represents the level of understanding the students has of the knowledge, skills, and concepts in the subject area and the student's ability to apply that understanding to a variety of tasks. - The 5 level standard score reflects a student's high quality work and deeper understanding of a subject and does not reflect completing traditional extra credit or the simple compliance of turning in work. <p>5 – Exceeds 4 – Meets 3 – Approaching 2- Below 1 – Far Below</p>	
Weight	Standard Proficiency: 90%	CLEAR Values: 10%
Body of Evidence	<ul style="list-style-type: none"> - The POP grades are based on a preponderance of evidence, typically 3-5 pieces of standards-aligned assessments, during the POP. - If there is not sufficient evidence for making a decision about a standard score, the student will receive a "1" as a placeholder. For example, a student who has not submitted assessments or a student that started late in the POP. 	
Current Learning Trend	<ul style="list-style-type: none"> - Averaging by standard is the default grade in the system; however, teachers will use the student's more recent, most consistent level of performance to determine a student's POP grade. Teacher comments will support grades. 	
Interval	<ul style="list-style-type: none"> - Interval Assessments are cumulative and occur quarterly. These 	

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Assessments	<p>assessments will also be scored by standard like any other assessment.</p> <ul style="list-style-type: none"> - Students will track interval standard proficiency and receive a “Regents Comparison Score” so students can track minimum standard obtainment.
Amelioration	<ul style="list-style-type: none"> - Students will track their progress on each standard assessed for their courses; thus, students will know the standards they have mastered and the standards they need to work on. Teachers will assign and/ or schedule amelioration opportunities either during class or at Flex time. - Via amelioration, students will be given the opportunity to re-learn and prove their proficiency in the given standard(s); scores will be updated accordingly.

GRADING SCALE

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

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

RECEIVING CREDITS FOR A COURSE

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

COURSES WITH WEIGHTED CREDIT

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

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 are weighted at 1.02% and AP courses are weighted at 1.05%.

STUDENTS WHO TRANSFER *FROM* OTHER INSTITUTIONS

Students transferring to Albany Leadership Charter High School for Girls **may** be able to carry their former institution's credits over. Students who transfer to ALH mid-year will have their exit grades considered for ALH quarter grades and final credit units.

STUDENTS WHO TRANSFER *TO* OTHER INSTITUTIONS

Albany Leadership Charter High School for Girls does not give credits to students who transfer mid-year. We will forward an exit grade summary for that school year **once the formal withdrawal form has been submitted** to the Office and Relations Administrator.

GRADE POINT AVERAGE (GPA)

GPA is calculated using the 4-point scale and is calculated based on credit-bearing classes, factoring in any appropriate weighting. Pass/Fail classes will not be calculated into the GPA.

PASS/FAIL CLASSES

For "pass" or "fail" classes, students must demonstrate a minimum proficiency in the course's standards in order to pass for the year. However, teacher and administrative discretion can be used to grant credit based on extenuating circumstances and the submission of additional work and/or exceptional performance on cumulative assessments.

Honor Roll/High Honor Roll

Students who receive a 3.2 through 3.59 GPA in any quarter will receive Honor Roll recognition. Students who receive a 3.6 and above GPA in any quarter will receive High Honor Roll recognition.

HOMEWORK

Homework will include, but is not limited to, a review of skills and concepts our students have learned that day in school and an extension for further learning. This will help students move toward mastery of the skills and concepts they encounter.

Homework is checked for “**quality and completion**”.

ALH

Heading

What is meant by “**quality and completion**”?

NAME	DATE
CLASS	“One Leader Changes Everything”

- Homework has the ALH official heading
- Homework is written in black or blue ink only (pencil for science/math)
- Every task/question is answered/attempted
- Work is legible
- Presentation is neat and professional looking (no stains, wrinkles, or tears)

Formal Typed Assignments:

- 12-point font
- Times New Roman
- Double-spaced
- Standard 1” margins

LATE WORK

Completing homework is not optional at ALH. It is essential that all of our students complete homework regularly to both reinforce what they are learning at school and to equip them for the increased demands of college. Students are expected to submit **all homework** assignments **ON TIME!** Homework assignments include, but are not limited to, worksheets, readings, informal research, written responses, practice assessments and other assigned tasks that are expected to be completed **by the next school day/class**. For **formal** assignments, including research papers, group projects, and independent study, students will be given a firm due date and expected to submit the assignment **on that day in class**. Students jeopardize both their class grade and their promotion status if they do not complete AND submit their assignments on the due dates.

*Teachers reserve the right to assign students **mandatory Flex Time** if they do not hand in homework or a formal long term assignment on time.

FLEX TIME

Flex Time takes place every day after 8th period until 4:15 pm. This is the space where *opportunity* meets *responsibility*. Teachers are available for our scholars every day after school to receive additional academic assistance, to improve previously submitted work and/or to make up missed work (due to either excused or unexcused absences from class). Teachers are empowered to **ASSIGN** Flex Time for students whom they believe are in **NEED** of serious remediation or support. Students who fail to attend assigned Flex Time (without a legitimate excuse) will not receive a “punitive consequence” but will be informed that any academic consequences for their negligence will not be negotiated or changed in the future.

Should a student choose to be disruptive, disrespectful or disengaged in the mini-lesson within Flex Time, she will be asked to leave and will serve the appropriately designated consequence based on the egregiousness of the offense.

ASSESSMENTS

Frequent assessment is a central component of our program. Assessments in every subject at ALH are used to adjust instruction and inform tutoring and enrichment programs in order to meet the needs of every student; hold students, faculty and staff accountable for student learning outcomes; and to track growth and progress so that every student is prepared to succeed and graduate from college. ALH uses the data from assessments on a daily, weekly, quarterly and annual basis. Assessments take many forms, including but not limited to, daily quizzes and homework, weekly tasks and projects, portfolios and presentations, unit benchmark assessments, interim assessments and New York State and national norm referenced exams.

Student attendance and participation in the assessment program is essential in order to fully understand each student’s academic standing. Your daughter’s performance and strengths and needs on assessments will be a routine part of parent- teacher conferences, as well as student-teacher discussions. Students who are absent for assessments will be required to make-up the assessment during school, after school or on a designated Saturday. ALH will provide multiple opportunities and communication tools for parents/guardians to have their daughter’s most current assessment outcomes.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

REGENTS AND FINALS TESTING

Regents exams are state-mandated in varied subjects in order for students to obtain a high school diploma. Finals are cumulative exams that cover the year's coursework. Exams are given for all courses. Students will either take a Regents exam or final exam in mid-June.

All exams are held in classrooms. Students are expected to be at the exam site at least thirty minutes prior to the start of the exam. Students are given 3 hours to complete an exam, but may be excused after 2 hours if they have finished. After an hour and a half has passed, a late student will not be allowed entry. Students who are late for an exam will not be given additional time to compensate for their lateness. (This is based on NYS regulations.)

All students are expected to take their exams on the days designated on the exam schedule. Teachers will not re-administer or give credit for an exam missed due to an unexcused absence.

SUMMER SCHOOL

In July of each year, ALH will offer limited Summer Credit Recovery Courses for those students who have fallen short in receiving full credit for classes taken during the school year. Should ALH not offer a course a student needs, credits from other accredited area schools will be accepted. Students will receive credit only if they receive a passing grade. This applies to students who attend either ALH's program or another school's summer program. **Summer school is a *privilege*- NOT a right. Therefore, ALH students who wish to attend the ALH summer school must fulfill the eligibility criteria: a minimum cumulative average of 60% in the course and a maximum of 30 days absences. (Exceptions may be made upon administrative discretion on a case by case basis according to an internal set of criteria.)**

STUDENT SUPPORT TEAM (SST)

The SST is a student-centered team and its members include knowledgeable staff and teachers to problem-solve the needs of any student who might have academic or behavioral concerns that interfere with the student's performance in school. Any teacher, staff member, or parent/guardian may request a SST meeting for a particular student. Should a parent/guardian wish to share concerns surrounding a student with the SST, s/he should contact the SST Coordinator to make an appointment. The team reviews the concerns in addition to collected data, develops a plan of action to include a timeline for review, informs appropriate staff and teachers of the plan, and determines the need for future interventions. Parents/guardians are notified if the SST deems it necessary to create a plan of action, and are invited to participate in

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

future meetings. A plan of action may include, but not be limited to, academic or behavioral modifications within the classroom, mentoring, tutoring, counseling, crisis intervention, or other special services of either a temporary or permanent nature.

RESPONSE TO INTERVENTION (RTI)

RTI is a school-wide intervention model addressing the academic concerns of a student. There are three layers, or *tiers*, within the model. *Tier One* includes school-wide intervention using research-based curriculum and instruction in core classes. Student progress is monitored at least three times a year. Students who struggle at *Tier One* are moved into *Tier Two*. This tier includes evidence-based instruction provided to a small group of students (3-5 students) for at least 20-30 minutes four times a week *in addition to the regular classroom instruction*. *Tier Two* instruction lasts for approximately 9-30 weeks depending on student progress, which is monitored on a bi-weekly basis. Should a student require more support than what is offered in *Tier Two*, she will be moved to *Tier Three*. Instruction at this level is still evidence-based, provided on a more individualized level (1-2 students per group) for at least 40 minutes one time a week *in addition to regular classroom instruction and tier 2*. Progress is monitored on a weekly basis for 15-20 weeks.

PROMOTION POLICY

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

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

SUMMER SCHOOL

In July of each year, ALH will offer limited Summer Credit Recovery Courses for those students who have fallen short in receiving full credit for classes taken during the school year. Should ALH not offer a course a student needs, credits from other accredited area schools will be accepted. Students will receive credit only if they receive a passing grade. This applies to students who attend either ALH's program or another school's summer program.

RESULTS

Greater than 75 percent in both the 2014 and 2015 Cohorts earned enough credits to be promoted to the next grade during the 2015-16 school year.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	84	79%
2015	109	93%

EVALUATION

ALH achieved this measure.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

RESULTS

71 percent of students in the 2014 cohort passed three regents exams by the completion of the second year in the cohort.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	104	24%
2013	88	51%
2014	84	71%

EVALUATION

ALH fell just short of achieving this measure.

ADDITIONAL EVIDENCE

The percentage of students passing three Regents by the end of their second year is steadily rising, evidencing that the instructional rigor is leading to higher success on the Regents exams.

Goal 6: Absolute Measure

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

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

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

RESULTS

76 percent of the 2012 Total Cohort graduated after 4 years and 83 percent of the 2011 Total Cohort did so after 5 years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	65	65%
2011	58	66%
2012	76	76%

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	25	60%
2010	64	77%
2011	59	83%

EVALUATION

Albany Leadership High achieved the four-year graduation outcome.

Goal 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 local school district.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district¹⁶. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

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

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

The 4-year graduation rate of ALH far exceeded the local district, 76 percent to their 50 percent.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	65	65%	594	52%
2011	58	66%	646	50%
2012	67	76%		

EVALUATION

ALH achieved this outcome measure.

ADDITIONAL EVIDENCE

ALH has a higher graduation rate than the local Albany City School District year to year.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Albany Leadership High achieved the four-year graduation measure for the first time in 2016. Our first and second year scholars are working hard, passing regents and being promoted. Our upper level students are graduating at higher rates and continue to outperform the local district.

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
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.	Achieved
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 local school district.	Achieved

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

ACTION PLAN

Please refer to the plans in place previously outlined in this report.

GOAL 7: COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

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

Goal 7: Comparative Measure

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

METHOD

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

RESULTS

NYS results to be determined. The scoring changed this year.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	83	68	36.6	45.5	38.5	47.0
2014-15	95	86	34.1	46.9	34.2	48.6
2015-16	88	54	41.0		41.3	

EVALUATION

Statewide results are still pending.

Goal 7: Comparative Measure

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

METHOD

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

HIGH SCHOOL GOALS: COLLEGE PREPARATION

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

RESULTS

Statewide results have not been released yet.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	69	45	385.9	485	417.8	501
2014-15	62	57	431	489	447	502
2015-16	83	50	383		399	

EVALUATION

Pending

Goal 7: College Preparation Measure

(§) The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

RESULTS

28 percent of the 58 graduates met the aspirational performance measure.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Percent of Graduates Meeting the Aspirational Performance Measure¹⁷

Cohort	Charter School	Statewide ¹⁸
2010	6%	38.1
2011	10%	40.0
2012	28%	N/A

EVALUATION

ALH did not achieve this measure, but almost tripled the number of students who reached this target since last year.

Goal 7: College Preparation Measure

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

METHOD

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

RESULTS

21 percent of the 2012 Cohort graduates received a Regents Diploma with Advanced Designation. The local district's 2011 Cohort had 14% graduate with the designation.

Percent of Graduates with a Regents Diploma with Advanced Designation¹⁹

Cohort	Charter School	School District ²⁰
2010	10%	11%
2011	12%	14%
2012	21%	N/A

EVALUATION

ALH did achieve this measure but did almost double the number of students who reached this measure.

¹⁷ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

¹⁸ Statewide results for the 2011 cohort are not yet available.

¹⁹ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁰ District results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: COLLEGE PREPARATION

Goal 7: College Preparation Measure

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

METHOD

Students are offered the chance to earn college credit in their upper years.

RESULTS

Of the 58 graduates between Sept 1, 2015 and August 31, 2016, 45 percent earned college credit.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²¹
2010	44	43%
2011	38	34%
2012	58	45%

EVALUATION

ALH did not achieve this measure.

Goal 7: College Attendance or Achievement Measure

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

METHOD

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

RESULTS

Using soft data (some unconfirmed), we believe 25 of the 2015 graduates have matriculated in college within the first year, or 65%.

EVALUATION

ALH did not meet this measure.

²¹ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

SUMMARY OF THE COLLEGE PREPARATION GOAL

The P/SAT New York State average scores have not been released as of the time of this report. Each year, we look at ways to provide increased opportunities and experiences to our scholars that will improve the likelihood they will attend college and if so, be successful when they matriculate. Many of our students arrive at our school in need of much remediation in basic skills which we provide to them. Although, the school did not meet some of the College Prep outcomes, the students are progressing through the high school program where there are many other ways we are readying them to make realistic decisions about their future and how to get there academically and financially.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Choose an item.

OPTIONAL GOALS

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

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

METHOD

An Anonymous survey is distributed to all students.

RESULTS

79 percent of students completed a survey in 2015-16. 76 percent expressed satisfaction in the school.

EVALUATION

ALH did not achieve this measure.

GOAL II: OPTIONAL ORGANIZATIONAL GOAL

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

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

METHOD

An Anonymous survey is distributed to all families.

RESULTS

84 percent of families completed a survey in 2015-16. 87 percent expressed satisfaction in the school.

EVALUATION

ALH did not achieve this measure.

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

METHOD

An Anonymous survey is distributed to all staff.

OPTIONAL GOALS

RESULTS

89 percent of staff completed a survey in 2015-16. 76 percent expressed satisfaction in the school.

EVALUATION

ALH did not achieve this measure.

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

The board completed this process.

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

Audit will be completed and submitted by November 1, 2016.