



# **ALBANY LEADERSHIP CHARTER HIGH SCHOOL FOR GIRLS**

## **2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2019

By Carina D. Cook, Principal/CEO

19 Hackett Blvd  
Albany, NY 12208

(518) 694-5300

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Darius Romero, Information Systems and Assessment Administrator, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name        | Board Position        |
|-----------------------|-----------------------|
| Elizabeth Robertson   | Chair/Board President |
| Margaret Moree        | Secretary/Treasurer   |
| Etwin Bowman          | Trustee               |
| Sharon Cates-Williams | Trustee               |
| James J. Celestine    | Trustee               |
| Eldon Harris          | Trustee               |
| Arricka Harrison      | Trustee               |

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

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 tenth year, we are fully enrolled in grades 9 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 and college and career readiness. These elements include: single gender education, extended day and school year, college preparatory programming, a robust college in the high school program, character education through service learning, and AVID.

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 that we cultivate great scholars and true leaders.

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

Throughout an ALH student's high school career, students will participate in college visits, attend college fairs, complete the college application process and apply for financial aid. ALH emphasizes the attainability of college acceptance and graduation. To this end, ALH 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

AVID® students:

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

Both the Career Exploration Internship Program and AVID® were piloted during the 2018-2019 school year and necessary adjustments have been made for the 2019-2020 school year in order to continue to develop, establish, and maintain the high-quality standards the programs are grounded in.

In addition to a focus on academic excellence and the pursuit of postsecondary endeavors, ALH also underscores the importance of strong character through its core C.L.E.A.R. values and commitment to service learning. ALH's C.L.E.A.R. values are: College and Career Readiness, Leadership, Empowerment, Accountability and Resolve and Resiliency, and these values are reinforced in every facet of school life. All ALH students are required to complete a minimum of 100 hours of community service by graduation through our Service-Learning Program. Through the fulfillment of this requirement, our graduates are able to fully ascertain that the mark of a true leader is service.

In our unwavering dedication to providing the necessary supports for our students, and to enhance and improve their experience and preparation, ALH has implemented, starting with the 2019-2020 school year, a new First-Year Academy. Our First-Year Academy is being developed as a collaboration among all-stakeholders, with a targeted team approach for our incoming first-year (Grade 9) students. First-year students will be located, primarily, on the first floor of our building, where they will have their lockers and attend the majority of their classes. In addition to the smaller learning environment that the First-Year Academy will provide, teachers, leadership, student support staff, and culture staff will work as a team to build the academic, character, and community foundation that will mold and define the future of Albany Leadership, beginning with the class of 2023, and for all cohorts to come.

To assist with meeting students' social/emotional needs, a soft implementation of the SEL platform Panorama was also introduced in the 2018-19 school year. Through this program, the Student Support Team is able to track targeted student interventions and supports and align those supports with academic and attendance needs. The 2019-2020 school year will bring a roll-out of the Panorama platform in the First-Year Academy as well as the utilization of the intervention plan feature that will allow student intervention tracking over time. Panorama will also help support gathering our student survey data. The responses will assist in aligning student needs with school supports.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ALH continues to make great strides in overall school improvement and student achievement. We are excited to report that again in 2019, we have exceeded our CSI benchmark of a minimum of 75 percent of students will graduate within 4 years. The 2018 class attained our highest rate ever at 92 percent, and the 2019 class, our largest class ever with 82 graduates, boasts an 88 percent graduation rate. This is evidence that we have established the program for success and advancement, as we strive for a 100 percent graduation rate.

School Enrollment by Grade Level and School Year

| School Year | 9   | 10  | 11 | 12 | Total |
|-------------|-----|-----|----|----|-------|
| 2014-15     | 125 | 118 | 90 | 45 | 378   |
| 2015-16     | 142 | 80  | 75 | 66 | 363   |
| 2016-17     | 102 | 121 | 71 | 52 | 346   |
| 2017-18     | 104 | 94  | 97 | 61 | 356   |
| 2018-19     | 90  | 91  | 85 | 87 | 353   |

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2016-17            | 2013-14                                     | 2013               | 57   | 0                                     | 57  |
| 2017-18            | 2014-15                                     | 2014               | 63   | 4                                     | 59  |
| 2018-19            | 2015-16                                     | 2015               | 92   | 9                                     | 83  |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|---|-----------------------------------|
| 2016-17            | 2013-14                                     | 2013               | 60  | 5   | 65                                |
| 2017-18            | 2014-15                                     | 2014               | 63  | 3   | 66                                |
| 2018-19            | 2015-16                                     | 2015               | 82  | 11  | 93                                |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|---|-----------------------------------|
| 2016-17           | 2012-13                                     | 2012               | 68   | 12  | 80                                |
| 2017-18           | 2013-14                                     | 2013               | 60   | 10  | 65                                |
| 2018-19           | 2014-15                                     | 2014               | 63   | 3   | 66                                |

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

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

### Goal 1: Leading Indicator

Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least five credits each year.

### METHOD

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

### LEADERSHIP CULTURE & CLEAR VALUES MATRIX

ALH works to instill leadership qualities in each of our students. Throughout their high school career, students will be exposed to age-appropriate activities and be asked to meet specific expectations that will help them to learn these skills and prepare them to graduate with the leadership skills necessary to go on to the college and career of their choosing.

|                                | 9 <sup>th</sup> Grade                                    | 10 <sup>th</sup> Grade                                    | 11 <sup>th</sup> Grade                                      | 12 <sup>th</sup> Grade                              |
|--------------------------------|--|---|---|---|
| <u>C</u> ollege Readiness      | -Earned 5 credits<br>-Passed 2 Regents<br>-1 CCR Regents | -Earned 11 credits<br>-Passed 4 Regents<br>-2 CCR Regents | -Earned 16.5 credits<br>-Passed 5 Regents<br>-3 CCR Regents | -Earned 22 credits<br>-Completed 1+ college courses |
| <u>L</u> eadership             | -Complete 25 hrs of Service Learning                     | -Complete 50 hrs of Service Learning                      | -Complete 75 hrs of Service Learning                        | -Complete 100 hrs of Service Learning               |
| <u>E</u> mpowerment            | -1 extra-curricular activity                             | -1 extra-curricular activity                              | -1 extra-curricular activity                                | -1 extra-curricular activity                        |
| <u>A</u> ccountability         | -Transcript Audit  | -Transcript Audit   | -Transcript Audit   | -Transcript Audit                                   |
| <u>R</u> esolve and Resiliency | -Amelioration  | -Amelioration   | -Amelioration   | -Amelioration                                       |



# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

|                             | <i>9<sup>th</sup> grade</i>                              | <i>9<sup>th</sup> Honors<br/>~35+ STAR PR</i> | <i>10<sup>th</sup> grade</i>                      | <i>10<sup>th</sup> Honors<br/>~35+ STAR PR</i> | <i>11<sup>th</sup> grade</i>                               | <i>11<sup>th</sup> Honors<br/>~35+ STAR PR</i>         | <i>12<sup>th</sup> grade</i>                            | <i>12<sup>th</sup> Honors<br/>~35+ STAR PR</i>             |
|-----------------------------|--|---|---|--|--|--|---|--|
| <b>AVID® Theme</b>          | Building Organization Habits and Successful Interactions |   | Organization, Refinement and Success              |  | Leadership as a Catalyst for Change in Society – Part A    |  | Leadership as a Catalyst for Change in Society – Part B |  |
| <b>ELA</b>                  | <i>ELA I</i><br>1.0 credits                              | <i>ELA I Honors</i><br>1.0 credits            | <i>ELA II</i><br>1.0 credits                      | <i>ELA II Honors</i><br>1.0 credits            | <i>ELA III</i><br>1.0 credits                              | <i>ELA III Honors/<br/>AP Language.</i><br>1.0 credits | <i>SCCC Comp./<br/>Literature</i><br>1.0 credits        | <i>UHS Analytical<br/>Writing/ Shakesp.</i><br>1.0 credits |
| <b>ELA Block</b>            | <i>SAT Reading &amp; Writing I</i><br>1.0 credits        |   | <i>SAT Reading &amp; Writing II</i><br>.5 credits |  | <i>SAT Reading &amp; Writing III</i><br>.5 credits         |  | <i>SAT Reading &amp; Writing IV</i><br>.5 credits       |  |
| <b>Math</b>                 | <i>Algebra I</i><br>1.0 credits                          | <i>Algebra I Honors</i><br>1.0 credits        | <i>Algebra 2a</i><br>1.0 credits                  | <i>Algebra 2 Honors</i><br>1.0 credits         | <i>Algebra 2b</i><br>1.0 credits                           | <i>Geometry Honors</i><br>1.0 credits                  | <i>Geometry</i><br>1.0 credits                          | <i>HVCC Pre-calc.<br/>or HVCC calc.</i><br>1.0 credits     |
| <b>Math Block</b>           | <i>SAT Math I</i><br>1.0 credits                         |   | <i>SAT Math II</i><br>.5 credits                  |  | <i>SAT Math III</i><br>.5 credits                          |  | <i>SAT Math IV</i><br>.5 credits                        |  |
| <b>Science</b>              | <i>LE</i><br>1.0 credits                                 | <i>LE Honors</i><br>1.0 credits               | <i>Earth Science</i><br>1.0 credits               | <i>Earth Science Honors</i><br>1.0 credits     | <i>Chemistry H or<br/>Env't Stud. LE/ES</i><br>1.0 credits | <i>Chemistry Honors</i><br>1.0 credits                 |   |  |
| <b>Social Studies</b>       | <i>Eco/ Gov</i><br>1.0 credits                           | <i>Eco Honors/ Gov Honors</i><br>1.0 credits  | <i>US History</i><br>1.0 credits                  | <i>US History Honors</i><br>1.0 credits        | <i>World History I</i><br>1.0 credits                      | <i>World History I Honors</i><br>1.0 credits           |   |  |
| <b>Social Studies Block</b> |  |   |   |  | <i>World History II</i><br>1.0 credits                     | <i>World History II Honors</i><br>1.0 credits          |   |  |
| <b>PE/ Health</b>           | <i>PE</i><br>.5 credits                                  | <i>PE</i><br>.5 credits                       | <i>PE</i><br>.5 credits                           | <i>PE</i><br>.5 credits                        | <i>PE</i><br>.5 credits                                    | <i>PE</i><br>.5 credits                                | <i>PE/ Health</i><br>1.0 credits                        | <i>PE/ Health</i><br>1.0 credits                           |
| <b>World Language</b>       |  | <i>Spanish I H</i><br>1.0 credits             | <i>Spanish I</i><br>1.0 credits                   | <i>Spanish II H</i><br>1.0 credits             |  | <i>HVCC Spanish 100/101</i><br>1.0 credits             | <i>Spanish II &amp; HVCC 100/101</i><br>2.0 credits     | <i>HVCC Spanish 200</i><br>1.0 credit                      |
| <b>Encore</b>               | <i>AVID 9</i><br>.5 credits                              | <i>AVID 9 Honors</i><br>.5 credits            | <i>AVID 10</i><br>.5 credits                      | <i>AVID 10 Honors</i><br>.5 credits            | <i>AVID 11</i><br>.5 credits                               | <i>AVID 11 H</i><br>.5 credits                         | <i>AVID 12 Studio/ Photo I/II</i><br>1.5 credits        | <i>AVID 12 H Studio/ Photo I/II</i><br>1.5 credits         |

### **Standards-Based Grading**

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

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

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

#### **STANDARDS ARE:**

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### GRADING Guidelines

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

**GRADING SCALE**

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

\*If 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 “70” or higher. Partial credit units are not granted to a student who leaves ALH 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 and meets the ALH attendance policy, 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   |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMER SCHOOL

In July of each year, ALH will offer limited Summer Credit Recovery Courses for those students who have failed courses and need to recover credit. 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.** ALH reserves the right to enroll students based on individual needs and circumstances.

~~~~~

### RESULTS AND EVALUATION

ALH achieved this measure. More than 75 percent in both the 2017 and 2018 Cohorts earned enough credits to be promoted to the next grade during the 2018-19 school year.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2018-19

| Cohort Designation | Number in Cohort during 2018-19 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2017               | 92                              | 80%              |
| 2018               | 76                              | 84%              |

### ADDITIONAL EVIDENCE

ALH has achieved this measure four years in a row.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Leading Indicator

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

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

### RESULTS AND EVALUATION

ALH did not achieve this measure. 38 percent of students in the 2017 cohort passed three Regents exams by the completion of the second year in the cohort. ALH fell short of achieving this measure. ALH recognizes that these students are our responsibility and we continue to adjust programming accordingly to ensure greater success for subsequent underclassmen in this area. We continue our efforts to ensure that Cohort 2016 and Cohort 2017 are poised to graduate within four years.

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

| Cohort Designation | School Year | Number in Cohort | Percent Passing Three Regents |
|--------------------|-------------|------------------|-------------------------------|
| 2015               | 2016-17     | 114              | 55%                           |
| 2016               | 2017-18     | 87               | 50%                           |
| 2017               | 2018-19     | 92               | 38%                           |

### ADDITIONAL EVIDENCE

ALH recognizes that more support is necessary for the underclass students to ensure their ongoing success in their academic careers. Besides reinstating Regents test prep and RTI sections and reducing class sizes, ALH believes that the implementation of the First-Year Academy will reorient the 2019 Cohort and beyond to continued academic success.

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## Goal 1: Absolute Measures

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

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

## RESULTS AND EVALUATION

ALH achieved the four-year measure but did not achieve the five-year measure. 88 percent of the 2015 Total Cohort graduated after 4 years and 93 percent of the 2014 Total Cohort did so after 5 years. This is the first time that ALH has exceeded a 90 percent 5-year graduation rate.

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

| Cohort Designation | School Year | Number in Cohort | Percent Graduating |
|--------------------|-------------|------------------|--------------------|
| 2013               | 2016-17     | 65               | 78%                |
| 2014               | 2017-18     | 66               | 92%                |
| 2015               | 2018-19     | 93               | 88%                |

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

| Cohort Designation | School Year | Number in Cohort | Percent Graduating |
|--------------------|-------------|------------------|--------------------|
| 2012               | 2016-17     | 80               | 81%                |
| 2013               | 2017-18     | 65               | 81%                |
| 2014               | 2018-19     | 66               | 93%                |

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

### ADDITIONAL EVIDENCE

88 percent of the 2015 Total Cohort represents 100 percent of the students of the cohort who were actively enrolled in the school. Of the remaining 11 students, 8 enrolled in high school equivalency programs and 3 dropped out. The majority of non-completers left school prior to their 4<sup>th</sup> year.

ALH is striving to keep students actively enrolled in school, and to that end, the 2016 Cohort only has two students to date who are not enrolled, allowing for a higher ceiling to the graduation rate.



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 1: Comparative Measure

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

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.<sup>2</sup> 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. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

### RESULTS AND EVALUATION

ALH achieved this measure. ALH's 4-year graduation rate exceeded the local district's rate of 67 percent for the year prior.

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

| Cohort Designation | School Year | Charter School   |                    | School District  |                    |
|--------------------|-------------|------------------|--------------------|------------------|--------------------|
|                    |             | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2013               | 2016-17     | 65               | 78%                | 655              | 64%                |
| 2014               | 2017-18     | 66               | 92%                | 683              | 67%                |
| 2015               | 2018-19     | 93               | 88%                | --               | --                 |

### ADDITIONAL EVIDENCE

ALH consistently has a higher four-year graduation rate than the local school district.

<sup>2</sup> 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](#).

### Goal 1: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Albany Leadership Charter High School for Girls is making progress toward meeting all the graduation goals. The four-year graduation rate is greater than 75% and we continue to outperform the local district's graduation rates.

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

## ACTION PLAN

ALH is taking active steps toward improving the academic outlook for our students. The first-year academy seeks to build a tightly integrated and supported 2019 Cohort with smaller class sizes, team teaching, and proactive interventions. Additional supports for remedial math and ELA skills are being restored with full-period Tier 3 and standalone Tier 2 RTI classes.

A refining of foundational skill-building for math and ELA will help further close the gaps in grade-level understanding, and the restoration of Structured Support will help students who failed a Regents exam by targeting areas of deficiency as identified by item analysis.

Finally, proactively addressing potential dropouts and steering them toward alternative high school settings as opposed to unapproved high school equivalencies will help in reducing the number of high school non-completers remaining on our Total Cohort, so that by the time they finish their 4<sup>th</sup> year, we can strive to have 100 percent of our students graduating high school ready for college and careers.

### GOAL 2: COLLEGE PREPARATION

#### GOAL 2: COLLEGE PREPARATION

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

#### Goal 2: Absolute Measure

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

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

### METHOD

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

### RESULTS AND EVALUATION

ALH achieved this measure. 86 percent of graduates from the 2015 Total Cohort demonstrated college preparation by achieving at least 1 indicator.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2015 Total Cohort Graduates Demonstrating College Preparation by Indicator

| Indicator                                           | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
|-----------------------------------------------------|-------------------------------------------------|-------------------------------|------------------------------------------------|
| Earning a Regents diploma with advanced designation | 82                                              | 14                            | 17%                                            |
| Passing a college level course                      | 72                                              | 71                            | 88%                                            |
| Passing an AP exam with a score of 3 or higher      | 22                                              | 3                             | 3%                                             |
| Overall                                             | 82                                              | 71                            | 86%                                            |

### ADDITIONAL EVIDENCE

Every graduate who demonstrated college preparation did so by passing a college-level course. The increased availability of dual-credit courses has allowed ALH students to readily demonstrate college preparation and earn college credit.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

### METHOD

The state’s finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).<sup>3</sup>

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

### RESULTS AND EVALUATION

ALH achieved this measure. The 2015 Total Cohort achieved a College, Civic, and Career Readiness Index of 155, not only passing both school and state MIPs, but also passing the state’s long-term goal of 136.

CCCRI Performance by Cohort Year

| Graduation Year | Cohort | Number of Students in Cohort | MIP | School CCCRI |
|-----------------|--------|------------------------------|-----|--------------|
| 2016-17         | 2013   | 65                           | N/A | N/A          |
| 2017-18         | 2014   | 66                           | 128 | 168          |
| 2018-19         | 2015   | 93                           | 130 | 155          |

### ADDITIONAL EVIDENCE

Despite a lower CCCRI for the 2015 Total Cohort, a greater percentage of graduates demonstrated college preparation when compared to the 2014 Total Cohort. This is because a greater number of students who earned local diplomas in 2019 also demonstrated college preparation by passing at least one college course when compared to the previous year. These students, however, only count as one point each in the CCCRI calculation, as opposed to those students who pass a college course and earn a Regents diploma, who count for two points each.

<sup>3</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state’s finalized ESSA plan [here](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Comparative Measure

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

### METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

### RESULTS AND EVALUATION

ALH achieved a CCCRI of 155. This outperformed the district's CCCRI of 89.5 for the previous year.

CCRI of Fourth-Year Total Cohort by Charter School and School District

| Cohort | Charter School | School District |
|--------|----------------|-----------------|
| 2013   | N/A            | N/A             |
| 2014   | 168            | 89.5            |
| 2015   | 155            | --              |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 2: Absolute Measure

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

### METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation.

### RESULTS AND EVALUATION

ALH collects data on matriculation rates through the National Student Clearinghouse. NSLC provides this data for each cohort beginning in December of the matriculation year. For students matriculating for the first time in the Spring semester, data is not provided by the clearinghouse until April. While data on matriculation rates are available for 2013 and 2014 cohorts, the 2015 cohort data is not yet available.

It should be noted that 100 percent of ALH graduates from the 2015 cohort were accepted to 2- or 4-year colleges. This is reported in the data below.

Matriculation Rate of Graduates by Year

| Cohort | Graduation Year | Number of Graduates<br>(a) | Number Enrolled in 2 or 4-year Program in Following Year<br>(b) | Matriculation Rate<br>=[(b)/(a)]*100 |
|--------|-----------------|----------------------------|-----------------------------------------------------------------|--------------------------------------|
| 2013   | 2016-17         | 51                         | 39                                                              | 76%                                  |
| 2014   | 2017-18         | 61                         | 47                                                              | 77%                                  |
| 2015   | 2018-19         | 82                         | 82*                                                             | 100%*                                |

\*Reflects number of students accepted to a 2- or 4-year program in 2015 Total Cohort



## SUMMARY OF THE COLLEGE PREPARATION GOAL

ALH is continuing to prove effectiveness in preparing young women for college. 86 percent of ALH's 2019 graduates passed at least one college course before graduating, and 100 percent of the graduating class was accepted into a 2- or 4-year college.

| Type        | Measure (Accountability Plan from 2012-13 or later)                                                                                                  | Outcome |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute    | Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. | Met     |
| Absolute    | Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.            | Met     |
| Comparative | Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.                                                  | Met     |
| Absolute    | Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.                             | Met     |

## ACTION PLAN

ALH is committed to maintaining its college preparation effectiveness. In constantly reviewing our college offerings, we anticipate that our offerings for the 2019-20 school year are more strategically aligned with college and career pathways. These offerings include 6 courses through Hudson Valley Community College and 5 offered through University at Albany. These opportunities for college credit and a continued initiative with the Career Pathway Exploration Internship Program will help ALH grads develop as successful young adults in society.

### GOAL 3: ENGLISH LANGUAGE ARTS

#### Goal 3: English Language Arts

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

#### BACKGROUND

ALH's English department in the 2018-19 year included 4 full-time teachers and 1 teacher who split his time with another department. Courses offered included English Language Arts I through IV, AP English Language and Composition, and Shakespeare and Analytical Writing offered through University at Albany.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

**Goal 3: Absolute Measure**

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

**METHOD**

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. 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.

**RESULTS AND EVALUATION**

ALH did not achieve this measure. Shown in the table below, 37% of the 2015 Accountability Cohort earned at least Performance Level 4 on the English Regents exam.

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

| Cohort Designation | Fourth Year | Number in Cohort | Percent Scoring at Least Level 4 on Common Core ELA Exam |
|--------------------|-------------|------------------|----------------------------------------------------------|
| 2013               | 2016-17     | 57               | 40%                                                      |
| 2014               | 2017-18     | 59               | 52%                                                      |
| 2015               | 2018-19     | 83               | 37%                                                      |

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2015               | 114              | 19%             | 100              | 24%             | 83               | 37%             |
| 2016               | 98               | --%             | 86               | 12%             | 84               | 38%             |
| 2017               |                  |                 | 81               | --%             | 90               | 10%             |
| 2018               |                  |                 |                  |                 | 76               | --%             |

<sup>4</sup> Based on the highest score for each student on the English Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

ALH achieved this measure. Shown in the table below, 91 percent of the 2015 Accountability Cohort earned at least Performance Level 3 on the English Regents exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>5</sup>

| Cohort Designation | Fourth Year | Number in Cohort | Percent Scoring at Least Level 3 on the Regents English Exam |
|--------------------|-------------|------------------|--------------------------------------------------------------|
| 2013               | 2016-17     | 57               | 91%                                                          |
| 2014               | 2017-18     | 59               | 91%                                                          |
| 2015               | 2018-19     | 83               | 91%                                                          |

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2015               | 114              | 24%             | 100              | 67%             | 83               | 91%             |
| 2016               | 98               | --%             | 86               | 18%             | 84               | 70%             |
| 2017               |                  |                 | 81               | --%             | 90               | 37%             |
| 2018               |                  |                 |                  |                 | 76               | --%             |

<sup>5</sup> Based on the highest score for each student on the English Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Absolute Measure

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

### METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>6</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

### RESULTS AND EVALUATION

ALH did not achieve this measure. As shown in the calculation below, the 2015 Accountability Cohort achieved a performance index of 138, short of both the state MIP of 191 and the school MIP of 144.

| English Language Arts Performance Index (PI)<br>For the 2015 High School Accountability Cohort |                                                  |         |         |         |
|------------------------------------------------------------------------------------------------|--------------------------------------------------|---------|---------|---------|
| Number in Cohort                                                                               | Percent of Students at Each Accountability Level |         |         |         |
|                                                                                                | Level 1                                          | Level 2 | Level 3 | Level 4 |
| 83                                                                                             | 8%                                               | 54%     | 18%     | 19%     |

  

|    |   |    |   |    |   |         |   |     |
|----|---|----|---|----|---|---------|---|-----|
| PI | = | 54 | + | 18 | + | 19      | = | 81  |
|    |   |    |   | 18 | + | 19      | = | 37  |
|    |   |    |   |    | + | (.5)*19 | = | 10  |
|    |   |    |   |    |   | PI      | = | 138 |

<sup>6</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

ALH did not achieve this measure. The percent of ALH's 2015 Total Cohort achieving Performance Level 4 or higher was 34 percent, short of the local district's most recent data available at 48 percent.

Percent Achieving Performance Level 4 or Higher on English Regents  
of Fourth-Year Total Cohorts by Charter School and School District

| Cohort | Fourth Year | Charter School       |                  | School District      |                  |
|--------|-------------|----------------------|------------------|----------------------|------------------|
|        |             | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2013   | 2016-17     | 35%                  | 65               | 45%                  | 655              |
| 2014   | 2017-18     | 53%                  | 66               | 48%                  | 683              |
| 2015   | 2018-19     | 34%                  | 93               | --                   | --               |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

ALH achieved this measure. The percent of ALH's 2015 Total Cohort achieving Performance Level 3 or higher was 82 percent, greater than the local district's most recent data available at 70 percent.

Percent Achieving Performance Level 3 or Higher on English Regents  
of Fourth-Year Total Cohorts by Charter School and School District

| Cohort | Fourth Year | Charter School            |                  | School District           |                  |
|--------|-------------|---------------------------|------------------|---------------------------|------------------|
|        |             | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2013   | 2016-17     | 81%                       | 65               | 68%                       | 655              |
| 2014   | 2017-18     | 87%                       | 66               | 70%                       | 683              |
| 2015   | 2018-19     | 82%                       | 93               | --                        | --               |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Comparative Measure

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

### 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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

ALH did not achieve this measure. The PI of ALH’s 2015 Accountability Cohort calculated to 138, short of the local district’s most recent data available at 161.

English Regents Performance Index (PI)<sup>7</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Fourth Year | Charter School |             | School District |             |
|--------|-------------|----------------|-------------|-----------------|-------------|
|        |             | PI             | Cohort Size | PI              | Cohort Size |
| 2013   | 2016-17     | 131            | 57          | 133             | 542         |
| 2014   | 2017-18     | 161            | 59          | 161             | 538         |
| 2015   | 2018-19     | 138            | 83          | --              | --          |

<sup>7</sup> For an explanation of the procedure to calculate the school’s PI, see page 28.



### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The 2015 Cohort demonstrated considerable growth over the 2018-19 school year, with only 67 percent of the cohort having passed the ELA Regents exam by the end of the 2017-18 year. 91 percent of the accountability cohort passing this exam is a considerable achievement in their final year.

| Type        | Measure                                                                                                                                                                                                                                                                                                                                                                                                  | Outcome |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute    | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.                                                                                                             | Not Met |
| Absolute    | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.                                                                                                    | Met     |
| Absolute    | Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.                                                                                                                                                       | Not Met |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.                                                                                                                    | Not Met |
| 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.                                                                                                                   | Met     |
| 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. (Using 2017-18 school district results.)                                                                                                                                              | Not Met |
| Growth      | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.       | N/A     |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | N/A     |

### ACTION PLAN

The performance in ELA at ALH is being addressed in several ways. First, the refocused foundations classes are being utilized to specifically bridge the gaps to bring students up to grade-level understanding. Tier 2 and Tier 3 RTI are both being reintroduced as standalone and full-period classes, respectively, to support those students coming in at low reading levels. STAR Tests are administered three times yearly to identify those students with the greatest needs.

It should be noted, though, that the 2016 Cohort is already outpacing the 2015 Cohort in both Level 3 and Level 4 performance. Additional gains in the 2019-20 school year can only mean increases in both rates of achievement and Performance Index.

### GOAL 4: MATHEMATICS

#### Goal 4: Mathematics

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

#### BACKGROUND

ALH's math department in the 2018-19 year included 4 full-time teachers. Courses offered included Algebra 1, Algebra 2, Geometry, and Precalculus offered through Hudson Valley Community College.

### HIGH SCHOOL MATHEMATICS

#### Goal 4: Absolute Measure

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

#### METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

#### RESULTS AND EVALUATION

ALH did not achieve this measure. 24 percent of the 2015 Accountability Cohort scored at least Level 4 on one or more mathematics Regents exams.

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

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>8</sup>

| Cohort Designation | Fourth Year | Number in Cohort | Percent Scoring at Least Level 4 |
|--------------------|-------------|------------------|----------------------------------|
| 2013               | 2016-17     | 57               | 28%                              |
| 2014               | 2017-18     | 59               | 22%                              |
| 2015               | 2018-19     | 83               | 24%                              |

### Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2015               | 114              | 13%             | 100              | 20%             | 83               | 24%             |
| 2016               | 98               | 5%              | 86               | 13%             | 84               | 14%             |
| 2017               |                  |                 | 81               | 4%              | 90               | 5%              |
| 2018               |                  |                 |                  |                 | 76               | 11%             |

<sup>8</sup> Based on the highest score for each student on a mathematics Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

ALH achieved this measure. 93 percent of the 2015 Accountability Cohort earned at least Performance Level 3 on at least one Mathematics Regents exam.

As stated previously, a majority of ALH students are partially proficient in Mathematics but struggle to reach proficiency. ALH continues to employ strategies to bring students to proficiency in grade level standards, including identifying students for RTI and Structured Support in mathematics as well as scaffolded foundational courses to solidify basic math skills.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort<sup>9</sup>

| Cohort Designation | Fourth Year | Number in Cohort | Percent Scoring at Least Level 3 on a Regents Mathematics Exam |
|--------------------|-------------|------------------|----------------------------------------------------------------|
| 2013               | 2016-17     | 57               | 91%                                                            |
| 2014               | 2017-18     | 59               | 93%                                                            |
| 2015               | 2018-19     | 83               | 93%                                                            |

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2015               | 114              | 71%             | 100              | 76%             | 83               | 93%             |
| 2016               | 98               | 57%             | 86               | 73%             | 84               | 79%             |
| 2017               |                  |                 | 81               | 51%             | 90               | 65%             |
| 2018               |                  |                 |                  |                 | 76               | 53%             |

<sup>9</sup> Based on the highest score for each student on a mathematics Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Absolute Measure

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

### METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>10</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2\*(percent of students scoring at Accountability Level 3) + 2.5 \* (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

### RESULTS AND EVALUATION

ALH did not achieve this measure. As shown in the calculation below, the 2015 Accountability Cohort achieved a performance index of 119, short the state MIP of 151. It should be noted, though, that ALH passed the school MIP of 117.

| Mathematics Performance Index (PI)<br>For the 2015 High School Accountability Cohort |                                                  |         |         |         |
|--------------------------------------------------------------------------------------|--------------------------------------------------|---------|---------|---------|
| Number in Cohort                                                                     | Percent of Students at Each Accountability Level |         |         |         |
|                                                                                      | Level 1                                          | Level 2 | Level 3 | Level 4 |
| 83                                                                                   | 6%                                               | 70%     | 22%     | 2%      |

  

|    |   |    |   |    |   |        |   |          |
|----|---|----|---|----|---|--------|---|----------|
| PI | = | 70 | + | 22 | + | 2      | = | 94       |
|    |   |    |   | 22 | + | 2      | = | 24       |
|    |   |    |   |    | + | (.5)*2 | = | <u>1</u> |
|    |   |    |   |    |   | PI     | = | 119      |

<sup>10</sup> For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

[www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

ALH achieved this measure. The percent of ALH's 2015 Total Cohort achieving Performance Level 4 or higher was 22 percent, greater than the local district's most recent data available at 11 percent.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents  
of Fourth-Year Total Cohorts by Charter School and School District

| Cohort | Fourth Year | Charter School       |                  | School District      |                  |
|--------|-------------|----------------------|------------------|----------------------|------------------|
|        |             | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2013   | 2016-17     | 26%                  | 65               | 13%                  | 655              |
| 2014   | 2017-18     | 21%                  | 66               | 11%                  | 683              |
| 2015   | 2018-19     | 22%                  | 93               | --                   | --               |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Comparative Measure

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

### METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

ALH achieved this measure. The percent of ALH's 2015 Total Cohort achieving Performance Level 3 or higher was 87 percent, greater than the local district's most recent data available at 67 percent.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents  
of Fourth-Year Total Cohorts by Charter School and School District

| Cohort | Fourth Year | Charter School            |                  | School District           |                  |
|--------|-------------|---------------------------|------------------|---------------------------|------------------|
|        |             | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2013   | 2016-17     | 90%                       | 65               | 68%                       | 655              |
| 2014   | 2017-18     | 89%                       | 66               | 67%                       | 683              |
| 2015   | 2018-19     | 87%                       | 93               | --                        | --               |

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Comparative Measure

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

### 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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

### RESULTS AND EVALUATION

ALH achieved this measure. The PI of ALH’s 2015 Accountability Cohort calculated to 119, greater than the local district’s most recent data available at 94.

Mathematics Regents Performance Index (PI)<sup>11</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Fourth Year | Charter School |             | School District |             |
|--------|-------------|----------------|-------------|-----------------|-------------|
|        |             | PI             | Cohort Size | PI              | Cohort Size |
| 2013   | 2016-17     | 119            | 57          | 103             | 542         |
| 2014   | 2017-18     | 116            | 59          | 94              | 538         |
| 2015   | 2018-19     | 119            | 83          | --              | --          |

<sup>11</sup> For an explanation of the procedure to calculate the school’s PI, see page 29.

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>12</sup>

ALH has achieved most measures in the High School Mathematics Goal. More than 80 percent of students in the Accountability Cohort are at least partially proficient, and ALH continues to outperform the local district.

| Type        | Measure                                                                                                                                                                                                                                                                                                                                                           | Outcome |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Absolute    | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.                                                                                                   | Not Met |
| Absolute    | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.                                                                                          | Met     |
| Absolute    | Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.                                                                                                                             | Not Met |
| 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.                                                                                                          | Met     |
| 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.                                                                                                         | Met     |
| 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. (Using 2017-18 school district results.)                                                                                                   | Met     |
| Growth      | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.       | N/A     |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | N/A     |

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

### ACTION PLAN

ALH has maintained or slightly improved the performance of students in math from the 2017-18 school year to the 2018-19 school year. As mentioned with ELA, refocused foundational courses and increased RTI offerings will help solidify those skills for students coming in below grade level.

Additionally, the first-year academy is meant to strengthen the 9<sup>th</sup> grade cohort as a whole. Nearly all Grade 9 students take the Algebra I Regents exam in June. By focusing on the academic achievement of our Grade 9 students, we anticipate that the rates of achievement for the 2019-20 school year will be higher, and students will have more opportunity to focus on higher levels of math in the coming years, rather than requiring further review to demonstrate proficiency in Algebra I.

### GOAL 5: SCIENCE

#### Goal 5: Science

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

#### BACKGROUND

ALH's science department in the 2017-18 year included 3 full-time teachers. Courses offered included Living Environment, Earth Science, Chemistry, Environmental Studies, and AP Biology.

## HIGH SCHOOL SCIENCE

**Goal 5: Absolute Measure**

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

**METHOD**

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry. 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 AND EVALUATION**

ALH achieved this measure. 91 percent of the 2015 Accountability Cohort passed a science Regents exam by the end of their fourth year in high school.

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

| Cohort Designation | Fourth Year | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|-------------|------------------|------------------------------------|
| 2013               | 2016-17     | 57               | 87%                                |
| 2014               | 2017-18     | 59               | 89%                                |
| 2015               | 2018-19     | 83               | 91%                                |

**ADDITIONAL EVIDENCE**

ALH continues to meet this measure year over year.

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

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2015               | 114              | 75%             | 100              | 85%             | 83               | 91%             |
| 2016               | 98               | 59%             | 86               | 67%             | 84               | 71%             |
| 2017               |                  |                 | 81               | 48%             | 90               | 54%             |
| 2018               |                  |                 |                  |                 | 76               | 38%             |

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



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 5: Comparative Measure

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

### 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 school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS AND EVALUATION

ALH achieved this measure. The ALH 2015 Total Cohort had 86 percent of students pass a science Regents compared to the local district's 67 percent of the 2014 Total Cohort.

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

| Cohort | Fourth Year | Charter School  |             | School District |             |
|--------|-------------|-----------------|-------------|-----------------|-------------|
|        |             | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2013   | 2016-17     | 80%             | 65          | 67%             | 655         |
| 2014   | 2017-18     | 86%             | 66          | 67%             | 683         |
| 2015   | 2018-19     | 86%             | 93          | --              | --          |

### ADDITIONAL EVIDENCE

ALH's performance continues to exceed that of the local district year over year in science.

### GOAL 6: SOCIAL STUDIES

#### Goal 6: Social Studies

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

#### BACKGROUND

ALH's social studies department in the 2018-19 year included 5 full-time teachers. Courses offered included Economics, Government, United States History, Global History I and II, AP US History, and World in the 20<sup>th</sup> Century, Sociology, Psychology, and History of Women, all offered through University at Albany.

## HIGH SCHOOL SOCIAL STUDIES

**Goal 6: Absolute Measure**

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

**METHOD**

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

**RESULTS**

89 percent of the 2015 Accountability Cohort passed the U.S. History Regents by the end of their fourth year of high school.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>

| Cohort Designation | Fourth Year | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|-------------|------------------|------------------------------------|
| 2013               | 2016-17     | 57               | 80%                                |
| 2014               | 2017-18     | 59               | 89%                                |
| 2015               | 2018-19     | 83               | 89%                                |

**EVALUATION**

ALH achieved this measure.

**ADDITIONAL EVIDENCE**

ALH matched its 2017-18 year with the highest percentage of a cohort passing this Regents.

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

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2015               | 114              | 55%             | 100              | 75%             | 83               | 89%             |
| 2016               | 98               | --%             | 86               | 50%             | 84               | 59%             |
| 2017               |                  |                 | 81               | --%             | 90               | 28%             |
| 2018               |                  |                 |                  |                 | 76               |                 |

<sup>14</sup> Based on the highest score for each student on a science Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Comparative Measure

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

### 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 school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

### RESULTS

81 percent of the 2015 Total Cohort passed the U.S. History Regents with a 65 or better versus 63 percent of the local district's total cohort from the year prior.

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

| Cohort | Fourth Year | Charter School  |             | School District |             |
|--------|-------------|-----------------|-------------|-----------------|-------------|
|        |             | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2013   | 2016-17     | 72%             | 65          | 62%             | 655         |
| 2014   | 2017-18     | 86%             | 66          | 63%             | 683         |
| 2015   | 2018-19     | 81%             | 93          | --              | --          |

### EVALUATION

ALH achieved this measure.

### ADDITIONAL EVIDENCE

Year over year, ALH continues to outperform the local district on this social studies Regents exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Absolute Measure

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

### METHOD

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

### RESULTS

87 percent of the 2015 Accountability Cohort passed the Global History Regents exam.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>

| Cohort Designation | Fourth Year | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|-------------|------------------|------------------------------------|
| 2013               | 2016-17     | 57               | 77%                                |
| 2014               | 2017-18     | 59               | 83%                                |
| 2015               | 2018-19     | 83               | 87%                                |

### EVALUATION

ALH achieved this measure.

### ADDITIONAL EVIDENCE

ALH continues to meet this measure year over year.

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

| Cohort Designation | 2016-17          |                 | 2017-18          |                 | 2018-19          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2015               | 114              | 2%              | 100              | 76%             | 83               | 87%             |
| 2016               | 98               | --%             | 86               | 3%              | 84               | 59%             |
| 2017               |                  |                 | 81               | 2%              | 90               | 3%              |
| 2018               |                  |                 |                  |                 | 76               | 1%              |

<sup>15</sup> Based on the highest score for each student on a science Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 6: Comparative Measure

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

### 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 school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 2015 Total Cohort passed the Global History Regents with a 65 or better versus 56 percent of the local district's total cohort from the year prior.

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

| Cohort | Fourth Year | Charter School  |                  | School District |                  |
|--------|-------------|-----------------|------------------|-----------------|------------------|
|        |             | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2013   | 2016-17     | 69%             | 65               | 57%             | 655              |
| 2014   | 2017-18     | 78%             | 66               | 56%             | 683              |
| 2015   | 2018-19     | 79%             | 93               | --              | --               |

### EVALUATION

ALH achieved this measure.

### ADDITIONAL EVIDENCE

Year over year, ALH continues to outperform the local district on this social studies Regents exam.

## GOAL 7: ESSA

### Goal 7: ESSA

The school will remain in good standing.

#### Goal 7: Absolute Measure

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

### METHOD

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

### RESULTS AND EVALUATION

For the 2018-19 school year, ALH was in Good Standing. Following the elimination of the Focus Charter designation, ALH's academic performance across all students and subgroups allowed the school to earn this new accountability status.

ALH achieved this measure.

### ADDITIONAL EVIDENCE

2018-19 was the first year using the new accountability designations under ESSA. ALH does not anticipate a TSI or CSI designation in the coming years.

Accountability Status by Year

| Year    | Status        |
|---------|---------------|
| 2016-17 | Focus Charter |
| 2017-18 | Focus Charter |
| 2018-19 | Good Standing |

## APPENDIX A: OPTIONAL GOALS

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

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

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

### METHOD

The Student Satisfaction Survey was distributed to students in their AVID® courses through a Google Form. Responses were recorded through Google Sheets. Students who didn't respond were tracked and asked to complete the survey by their AVID® teachers.

### RESULTS

ALH did not achieve this measure. 37 percent of enrolled students in June 2019 responded to the Student Satisfaction Survey.

2018-19 Student Satisfaction Survey Response Rate

| Number of Responses | Number of Students | Response Rate |
|---------------------|--------------------|---------------|
| 129                 | 348                | 37.0%         |

2018-19 Student Satisfaction on Key Survey Results

| Item                                                                                     | Percent of Respondents Satisfied |
|------------------------------------------------------------------------------------------|----------------------------------|
| I am respected by ALH's faculty and staff.                                               | 81%                              |
| ALH teachers support me when I am having difficulty.                                     | 78%                              |
| Bullying is not an issue for me at ALH.                                                  | 79%                              |
| I believe ALH is preparing me to be successful in college and the career of my choosing. | 65%                              |

### EVALUATION

ALH recognizes that reliable collection of the Student Satisfaction Survey is crucial in the school's continuous improvement process. Both teachers and students had placed a greater emphasis on the Panorama Social and Emotional Learning surveys, similarly conducted in the AVID® classes.

ALH is seeking to use the SEL surveys in the future and is planning on proposals to formally replace the current Student Satisfaction Survey.



### **Goal II: OPTIONAL ORGANIZATIONAL GOAL**

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

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

### **METHOD**

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

### **RESULTS**

ALH achieved this measure.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 Family Satisfaction Survey Response Rate

| Number of Responses | Number of Families | Response Rate |
|---------------------|--------------------|---------------|
| 312                 | 346                | 90.1%         |

### 2018-19 Family Satisfaction on Key Survey Results

| Item                                                                                                                      | Percent of Respondents Satisfied |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| ALH's faculty and staff are respectful.                                                                                   | 95%                              |
| I am overall satisfied with ALH as a school.                                                                              | 91%                              |
| I am comfortable discussing an issue or concern with the leadership team.                                                 | 93%                              |
| The instruction my child receives challenges her to be college ready and grow academically.                               | 92%                              |
| ALH keeps me well informed of school activities through letters home, social media, the school's website and phone calls. | 92%                              |
| If I have a concern, I receive a response in a timely manner.                                                             | 87%                              |
| My child's discipline issues are handled fairly.                                                                          | 92%                              |

## EVALUATION

Of nearly 350 families sending their students to ALH, more than 90 percent of them responded to the Family Satisfaction Survey. 91 percent of those who responded indicated that they were "overall satisfied with ALH as a school."

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

The Staff Satisfaction Survey was developed by a previous school leader and distributed to the faculty as a Google Form. Responses were recorded through Google Sheets, and results were aggregated by faculty experience and content area.

### RESULTS

ALH did not achieve this measure. 37 faculty members were provided with the Staff Satisfaction Survey; of those, 21 provided responses.

2018-19 Staff Satisfaction Survey Response Rate

| Number of Responses | Number of Staff | Response Rate |
|---------------------|-----------------|---------------|
| 21                  | 37              | 56%           |

2018-19 Staff Satisfaction on Key Survey Results

| Item                                                                                     | Percent of Respondents Satisfied |
|------------------------------------------------------------------------------------------|----------------------------------|
| When I raise a concern, I generally receive a response in a timely manner from an admin. | 77%                              |
| I feel respected by ALH administration.                                                  | 81%                              |
| ALH admins make themselves available to me & provide feedback on my performance.         | 76%                              |
| I am comfortable discussing an issue or concern with the leadership team.                | 76%                              |
| I feel the PD that has been offered to me has been valuable to my professional growth.   | 72%                              |

### EVALUATION

While the survey was developed for and delivered to faculty only, we recognize that the stated goal is for a “staff” survey, which we take to mean all staff, including guidance, culture, and clerical staff.

Like the Student Satisfaction Surveys, ALH is working on proposals to formally replace the Faculty Satisfaction Survey with one that is applicable to all staff. The goal is to have this survey be delivered three times a year in order to supplement the school’s continuous improvement process.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The board completes this process annually.

Each year, 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, 2019.