

**2017-18 ACCOUNTABILITY PLAN PROGRESS  
REPORT**

Submitted to the SUNY Charter Schools Institute on: October 11, 2018

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Thomas K. Sturtevant has served as Executive Director since April 16<sup>th</sup>, 2014.  
 Stephen Trowbridge has served as Chief Operating Officer since April 19th, 2017.  
 Christine Moloughney-Froman has served as Elementary School Director (grades K-3) since November 16th, 2017.  
 Lex Zain has served as Middle School Director (grades 4-8) since September 1st, 2013.  
 Celia Sosa has served as High School Director (grades 9-12) since September 1st, 2010.  
 Elizabeth Martin has served as Special Education Director since September 1<sup>st</sup>, 2013.

Hyde Leadership Charter School (Hyde) is the only K–12 college-preparatory school serving students and families in the Hunts Point section of the South Bronx, the highest-risk community for children in New York City. With our Family-Based Character Education Model, over 90% of our students graduate from high school each year, preparing them for college and for life.

The Hyde approach is unlike any other. We believe that all children, regardless of their neighborhood, race, or income, are gifted with special talents to offer the world, and that school is a place for students to develop the skills and mindsets needed to become their best selves. With our Family-Based Character Education Model, we focus on helping students develop their character and the skills they need for life through rigorous academics, self-discovery, and family involvement. This distinct model is guided by our K-12 Character Education program, including the Hyde Words, Principles, and Priorities.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	78	76	77	77	76	77	76	78	74	69	70	57	67	952
2013-14	69	77	72	75	78	78	78	79	78	74	85	53	60	956
2014-15	80	77	78	78	75	79	72	83	72	96	61	55	64	970
2015-16	78	74	76	71	74	76	75	71	80	75	83	53	61	947
2016-17	78	80	77	78	72	73	73	78	73	87	81	57	48	955
2017-18	81	83	82	83	77	77	73	75	79	33	109	62	63	977

The School Enrollment by Grade Level and School Year table reflects BEDS day enrollment numbers. Accountability Cohort numbers reflect enrollment for the cohort as of June 30<sup>th</sup>. BEDS Day Enrollment and Accountability Cohort numbers may differ due to high school credit accumulation and student withdrawal from the school.

## 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 2014 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere in the 2014-15 school years, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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: <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 anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2015-16	2012-13	2012	62	0	62
2016-17	2013-14	2013	57	1	56
2017-18	2014-15	2014	66	0	66

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 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)	Graduation Cohort (a) + (b)
2015-16	2012-13	2012	62	0	62
2016-17	2013-14	2013	56	2	58
2017-18	2014-15	2014	66	0	66

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students 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)	Graduation Cohort (a) + (b)
2015-16	2011-12	2011	0	0	0
2016-17	2012-13	2012	1	0	1
2017-18	2013-14	2013	4	0	4

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

Hyde Leadership Charter School students will obtain high school degrees within four years.

### Goal 1: Leading Indicator

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

### METHOD

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

In our mission, as a college-preparatory school, Hyde Leadership Charter School expects its students to exceed minimum state promotion and high school graduation requirements.

- One credit is earned per semester for each completed full-time course that receives a passing grade of 65 or higher.
- 44 Credits are needed for a New York State diploma.
- A specific number of credits are needed in each subject area (see chart below).
- Passing 5 core Regents exams (65 or higher) are required for a diploma.

**Promotion Criteria**

- 10th Grade = 8 Credits
- 11th Grade = 20 Credits (4 in English, 4 in Social Studies)
- 12th Grade = 30 Credits

SUBJECT	CREDITS	Required Regents Exams for Graduation	Additional Regents Exams Required for an Advanced Regents Diploma
ENGLISH	8	English Language Arts (Common Core)	
MATHEMATICS	6	Algebra (Common Core)	Geometry <i>and</i> Algebra II (Common Core)
SCIENCE	6	Living Environment	Chemistry <i>or Physics</i> <i>or</i> Earth Science
SOCIAL STUDIES	8	Global History & Geography U.S. History & Government	
HEALTH	1		
THE ARTS	2		
FOREIGN LANGUAGE	2		LOTE Exam + 6 Language Credits
PHYS. ED.	4		
ELECTIVES	7		
TOTAL	44	5	9

**RESULTS AND EVALUATION**

86% of Hyde students in their first year in the Total Graduation Cohort earned at least ten credits in 2017-18. 78% of Hyde students in their second year in the Total Graduation Cohort earned at least ten credits in 2017-18.

**Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18**

Cohort Designation	Number in Cohort	Percent earning 10+ credits this year
2016	69	78%
2017	59	86%

**EVALUATION**

Hyde Leadership Charter School met the accountability measure stipulating that 75 percent of students enrolled in at their first or second year will earn at least ten credits.

**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 2018, the 2016 cohort will have completed its second year.

**RESULTS**

In 2017-18, 78% of students in the 2016 Cohort scored at or above proficient on at least three different New York State Regents Exams required for graduation.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	66	96%
2015	65	82%
2016*	69	78%

*\*The numbers reflect the percent of students who have passed at least three Regents as of June 30, 2018. Updated results may increase this number.*

**EVALUATION**

Hyde met this goal. The percentage of students passing at least three Regents exams by the end of their second year exceeded the target by 3 percentage points.

**Goal 1: Absolute Measure**

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

**METHOD**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. 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>

**RESULTS**

In 2017-18, 94% of Hyde’s four-year Total Graduation Cohort graduated, and 88% of Hyde’s five-year Total Graduation Cohort graduated. The following tables indicate that this measure was achieved during the current charter term.

**Percent of Students in the Total Graduation Cohort Who Have Graduated After Four Years**

Cohort Designation	Number in Cohort	Percent Graduating
2012	62	95%
2013	57	83%
2014	66	94%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	68	96%
2012	62	100%
2013	57	88%

<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/>.



EVALUATION

Hyde met the goal for the four-year rate but not the five-year rate last year. In the previous two years Hyde met both the graduation goal for the four-year rate and the five-year rate.

**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

Hyde compares the graduation rate of students completing their fourth year in the Total Graduation Cohort to that of the respective cohort of students in the school district 8 and NYC. District and city results for the current year are not available at the time this report was generated.

RESULTS

While we are unable to compare Hyde’s 2017-2018 performance against this goal to District and city data, the percentage of students in Hyde’s high school Total Cohort graduating after the completion of their fourth year exceeded the District 8 Total Cohort graduation rate for 2016-2017 by 42 percentage points. NYSED has not yet published data for District 8’s 2014 cohort.

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

Hyde Leadership Charter School (Cohort 2014)		School District (Cohort 2013*)	
Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
66	94%	1,954*	52%*

*\*High school graduation rates for the 2014 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted. These comparisons are based on the 2017 results in District 8.*

EVALUATION

Historically, Hyde has significantly surpassed Community District 8’s graduation rate for all cohorts. Although NYSED has not yet published data for District 8’s 2014 cohort, we are confident that our 2014 Total Cohort also surpassed the graduation rate for District 8.

It is worth noting that though this is but one APPR measure, we believe that our success in graduating students from high school and the college enrollment and matriculation rates of our

graduates (described later in this section) are compelling evidence of the overall effectiveness of Hyde’s K-12 program.

**ADDITIONAL EVIDENCE**

The percentage of Hyde high school students graduating with an Advanced Regents Diploma has significantly exceeded the rate for Community District 8. In addition, the number of Hyde students graduating with an Advanced Regents Diploma has increased each year. We believe this positive trajectory reflects the significant investments and improvements we have made in our academic model and student supports, and that it is likely to accelerate in the future. The following table compares our graduate advanced diploma data with that of our host district’s.

Percent of Students in Total Graduation Cohort Who Graduate in Four Years Compared to the District			
Hyde Leadership Charter School (Cohort 2014)		School District (Cohort 2013*)	
Number in Cohort	Percent Graduating with ARD	Number in Cohort	Percent Graduating with ARD
66	26%	1,954*	3%

*\*High school ARD rates for the 2014 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted. These comparisons are based on the 2017 results in District 8.*

The preceding table strongly suggests that Hyde is one of the very few public options for students and families seeking a rigorous, college-preparatory course of study in Community District 8.

**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**

N/A

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type			
Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A			
N/A			
N/A			
Overall			

Pathway Exam Passing Rate by Fourth Year Accountability Cohort		
Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012		N/A
2013		N/A
2014		N/A

**ADDITIONAL EVIDENCE**

N/A

**SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL**

In 2017-2018, Hyde achieved four out of the six possible measures for evaluation, as summarized by the following chart. (NOTE: the sixth measure does not apply to us as none of our students have pursued an alternative graduation pathway.)

Type	Measure	Outcome
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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.	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

Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

#### ACTION PLAN

Our graduation results have been consistently strong, with an average graduation rate of over 90% since our first graduating class. Our plan for the 2018-19 school year is to continue to implement practices proven to be successful, including but not limited to the following:

- **Academic Strategies:** Our theory of action was that if the most struggling students took fewer classes (ex: no Spanish or Rhetoric & Composition) and received skill support and assistance in completing work, they would accrue more credits in freshman year than they would have while taking the traditional freshman sequence. Our results, and teacher and student feedback, evidence the success of this initiative, which we will carry into the

2018-2019 school year.

The Academic Strategies class meets every day and earns a full credit per semester based on student effort and completion of assignments. Three teachers divide the class into flexible groups based on need and rotate through small group practice in math, reading, and writing. Every two weeks, students meet with academic leadership while the teachers meet to review performance data and re-strategize for the next two weeks. Student growth in math and reading skills are assessed three times a year using NWEA MAP.

- **Homework Help & Office Hours:** Students have a daily period at the end of the day where they are assigned two teachers to assist in the completion of homework assignments. Teachers of freshman classes post their homework in a special Google Classroom for these students so that the homework period teachers are aware of all assignments students are being asked to do. All teachers are assigned office hours and are available 1-2 afternoons per week to assist students with their work.
- **Work with students and families to track progress towards graduation:** The high school leadership team has developed a team-based approach to tracking and supporting student progress towards graduation. Various members of the leadership team, including the High School Director, Director of Academic Programs, Director of College Counseling and Post-Secondary Success, and counselors regularly meet with students to review accrued and outstanding credits and develop action plans in response to performance. The High School Director initially meets with parents/guardians and students whose graduation is in doubt in the second semester of the students' junior year. During the summer preceding senior year, the High School Director again formally meets with students and their families to review Diploma Requirements Worksheets, which detail credit and Regents requirements, in addition to student transcripts. Follow-up quarterly meetings take place to review progress throughout senior year and to revise students' graduation plans and timelines if needed.
- **Senior Evaluation Process:** All Hyde students are held to the rigorous academic graduation standards listed above. In addition, all graduating students participate in The Senior Evaluation Process, which is part of our unique Character Education program. The Senior Evaluation Process begins with a senior retreat after the first semester of senior year, which is followed by a series of self-discovery seminars during a college prep course. Senior Evaluations are a final, intentional experience to elicit feedback about each student's unique potential. Students are given the opportunity to share and receive feedback from faculty and classmates, and are asked to identify their standards of personal excellence. Ultimately, students

select their Hyde Character graduation designation (Diploma, Certificate, or Document). This conscience-driven process draws on Hyde's Five Words and Principles and requires students to hold themselves and each other accountable for meeting graduation requirements, achieving personal standards of excellence, and realizing post-secondary goals.

- **Summer School Program:** During the summers preceding and following senior year, Hyde students who have failed required courses for graduation are offered small group and individual support in our summer school program, and an opportunity to retake and pass required courses. The online platform used includes tools which allow students to track their progress in assigned courses.

## GOAL 2: COLLEGE PREPARATION

### **GOAL 2: COLLEGE PREPARATION:**

Hyde Leadership Charter School will prepare students with the academic and socio-emotional skills required for success in college and in life.

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

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

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

### **METHOD**

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

the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

**Percentage of the 2014 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
Passing with an Advancement Placement ("AP") exam with a score of 3 or higher	34	19	30.64%
Passing a college level course offered at a college or university through a school partnership with a college or university	22	22	35.48%
Achieving the college and career readiness benchmark on SAT	62	14	22.58%
Earning a Regents diploma with advanced designation	26	17	27.41%
Overall	62 <sup>2</sup>	28	45.16%

### RESULTS AND EVALUATION

In 2017-18, 45.16% of total graduates demonstrated college preparation by the following indicators: Passing CUNY CollegeNow or Monroe College Jumpstart programs, earning a 3 or higher on an AP examination, achieving the college and career readiness benchmark on the SAT, or earning a regents' diploma with advanced designation.

<sup>2</sup> This number should match the number of graduates reported under the high school graduation goal.

## EVALUATION

The percentage of the 2014 total cohort graduates demonstrating college preparation reflects 45.16% of the cohort. For each indicator, the total amount of students who attempted that indicator provides a deeper clarity of achievement than if using the entire cohort. While only 45.16% percent of the graduating students achieved an indicator, significant success was found within college course completion with 100% achievement, AP exam scores of a 3 or higher achieved 55.88%, and students who earned an advanced regents diploma was 65.38% of graduating students attempting the indicator. Over the last year, we began to offer in school SAT prep, increase marketing of College Now enrollment deadlines, and expanded AP course offerings to meet the needs of our diversified student body's interests.

Specifically we expanded access to AP classes continually over the last five years, as the below list of available AP courses indicates:

- 2014-2015: English Literature & U.S. History
- 2015-2016: English Literature, U.S. History, Spanish Language & Culture, & Calculus AB
- 2016-2017: English Literature, U.S. History, Spanish Language & Culture, Calculus AB, World History, & Computer Science Principles
- 2017-2018: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, & Computer Science Principles
- 2018-2019: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, Calculus AB, and Government

### 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 recently 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 a 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>

<sup>3</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state's finalized ESSA plan here: <http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf>



To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

**RESULTS AND EVALUATION**

Hyde Leadership Charter School scored a 121.32 on the new measure which weights Advanced Regents Diploma attainment, Regents and Local Diploma attainment, and AP Scores of a 3, 4, or 5 to calculate the CCCRI. *At this time the MIP is not provided for comparison.*

**CCCRI Performance by Cohort Year**

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	63	N/A	N/A
2016-17	2013	57	N/A	N/A
2017-18	2014	66	TBD	121.32

**ADDITIONAL EVIDENCE**

The CCCRI score of 121.32 appears strong for the first year of progress towards the goal. 28.79% of the 2014 cohort scored a college ready score on an AP exam. While the score percentage has remained flat for the 2017 & 2018 AP administrations, we continue to refine our curriculum and course offerings to better serve our students. Additionally, our student’s attainment of a Regents Diploma with Advanced Designation has steadily increased over the past six years from 7% in 2013 to 25.76% in 2018.

**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**

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

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	121.32	TBD

**Goal 2: Absolute Measure**

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

**METHOD**

Hyde has implemented robust systems to gather, analyze, and act upon our graduated students' college matriculation and persistence data. By utilizing Naviance, the National Clearinghouse Data, and internal monitoring data we track, support, and attempt to mitigate impediments to students' success. The charts on the next page reflect the percentage of students enrolled in college at any time during their first year after high school.

**RESULTS AND EVALUATION**

Over the last three years, an average of 94% of Hyde students has matriculated in college in the year after graduation. While meeting and exceeding the absolute measure, we continue to refine our system for college matching striving to align our matriculation rate with our degree attainment rate.

**Matriculation Rate of Graduates by Year**

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012	63	58	92%
2013	50	45	90%
2014	62	62	100% *

*\* 100% of graduates plan on attending and have enrolled in college for the Fall 2018 school year. Accurate data on the 2014 cohort will be available in January of 2019 from the National Clearinghouse.*

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

<b>Type</b>	<b>Measure (Accountability Plan from 2012-13 or later)</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	NOT 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.	PENDING
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	PENDING
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET

Hyde is determined to achieve all college-related measures. Below we have outlined an action plan to implement starting in the current school year to ensure we do so. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

**ACTION PLAN**

Through the College Access program students are exposed to career paths and a multitude of postsecondary options. Through the senior College Prep course, students’ complete scholarships, financial aid applications, and college applications alongside their counselor. The expectation is that 100% of students apply to college and make the best decision for life following high school graduation for themselves and their families. The Access Team conducts over one hundred trips, events, and representative visits to expose our students to multiple pathways. The intentional supports created for students while at Hyde are carefully scaffolded as students’ transition into alumni.

The SY 2017-18 concluded with 100% of our graduates being accepted into college and the celebration of our second group of college graduates. Hyde has been able to support graduates pursuing college degrees through counseling and advisory services, resource sharing, financial planning, intervention support, transfer services, skill-development and career-readiness events, school visits, and data analysis. In addition, the College Success Team has helped the school stay in frequent communication with college-enrolled

Hyde-Bronx graduates, whose perspective and feedback has been invaluable to the further development of our K-12 academic program.

The Access and Success Programs have already begun to roll out initiatives for the 2018-2019 school year to support students' transition to college and persistence after matriculation. We will be establishing a formal Career Prep course for all 10th grade students focusing on exploration, exposure, and multiple pathways to the workforce. We plan to expand upon the success of our College Prep 11th grade course with a summer Early Decision/Early Action Camp, exploring articulation agreements, and increased amount of family college prep sessions. Finally, we are excited to support our alumni through the distribution of micro-grants, financial aid support, and new career placement opportunities.

The following are the college preparatory areas of focus:

- **PSAT and SAT:** The school has spiraled SAT instruction into our English III & IV curriculum, Rhetoric & Composition curriculum, and all Math curriculum. In addition, all high school students now have the opportunity to review scoring metrics in a school meeting as a cohort, meet with counselors one-to-one, sign-up for KHAN Academy SAT prep, and use the SAT school day results to correlate to college admissions profiles through Naviance. Students also have the option to attend SAT preparation sessions offered twice a week after school and/or twice a week over the summer. All students are provided SAT study guides and can request a college board SAT book free of cost. We believe that scores will continue to increase and eventually surpass the State average as our College Access Program takes root over time.
- **College Readiness:** Hyde's requirement that our 8th graders take three Regents courses improves our students' college readiness by providing more students the opportunity to eventually take advanced Regents and Advanced Placement courses. Results during the last charter term, and especially for SY 2017-18, show a constant increase in college readiness as defined by the passing of the English Regents with a score of 75 or higher and a Math Regents with a score of 80 or higher on Algebra or score of 75 on Geometry, Algebra II/Trigonometry, or Algebra II. Students will have the opportunity to take and earn a 3, 4, or 5 through AP Statistics, Calculus AB, or Computer Science Principles.
- **Advanced Placement and College Credit:** In tandem with students' pursuit of an Advanced Regents Diploma, many students take on the challenge of Advanced Placement coursework. Roughly 63% of senior students have been enrolled in at least one AP course with the option of taking up to five courses as of SY 2017-18.

Over the upcoming term, we also plan to expand our students' opportunities to enroll in college courses at nearby colleges and universities. In the past year, over 50% of our graduates enrolled in college courses at the City University of New York, including Hostos Community College, Baruch College, Lehman College or Monroe College. Enrollment in college courses is contingent on students attaining a score of 75 or higher on the English Regents. In order to expand access to these courses, we will continue preparing students earlier for the Regents exam to provide multiple opportunities to attain the college ready score and enroll in college courses as they earn enough credits to be considered juniors.

- **College Matriculation:** We also plan to use data to refine and improve our supports for students who have matriculated in college. 90% percent or more of Hyde graduates have gone on to enroll in two- or four-year colleges since our first graduating class in 2013. The College Access Team works diligently to support students in their first year of college with scheduling, financial aid, transfer applications, re-engagement, and quarterly check-ins. Our internal goals center on maintaining a college persistence rate of 75% from year one to two and 50% of students attaining a degree within six years of high school graduation. The College Access Team meets weekly to plan targeted outreach, allocate micro-grants, monitor national clearinghouse data, plan transition and financial aid events, and update student contact database.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

Hyde Leadership Charter School students will demonstrate proficiency in reading and writing.

#### BACKGROUND

Hyde Leadership Charter School (Hyde) utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-12. Our English Language Arts curriculum is aligned with the Common Core State Standards (CCSS).

Our elementary school literacy program ARC Core is a basal alternative designed to turn balanced literacy into transformative literacy for both students and teacher. Organized into thematic units, ARC Core provides a carefully structured project-based learning process that ensures students are ready to meet the demands of college (or career) through extensive reading (both as a class and independently), multiple extended writing projects, and daily practice discussing both ideas and texts with peers. The Independent Reading Level Assessment (IRLA) is a formative assessment tool that delivers specific and actionable data that tells the teacher where a student is and why, and the sequences of skills/behaviors that

he/she needs to learn next to accelerate growth. The IRLA toolkits and Foundational Skills toolkits enable teachers to provide differentiated, targeted and efficient skills instruction embedded into 1:1 conferences and small groups.

Our middle school curriculum emphasizes the acquisition and use of academic vocabulary and a 10- step writing process across the curriculum. We currently utilize Core Knowledge Language Arts (CKLA) and Houghton Mifflin Harcourt (HMH)'s Common Core Code X Curriculum as core resources for our middle grades ELA curriculum. Teachers and leaders strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards. We also utilize HMH's Read 180 and System 44 programs as research-backed interventions for students reading two or more levels below grade level.

High school English teachers design relevant and authentic courses each year in order to seamlessly weave skills tested on the Regents throughout an engaging thematic curriculum. The team has vertically aligned its English curriculum over four years with the Common Core State Standards. Department heads attend weekly academic leadership team meetings, led by the Director of Academic Programs. These meetings focus on student and teacher performance as well as department goals throughout the year. Each quarter, department heads lead a data analysis process, during which teachers in the department spend an entire day working as a team to analyze student performance data, brainstorm instructional strategies, and develop target area action plans to remediate student deficiencies. Students have opportunities to move from remedial to honors and AP English courses.

In addition to their Standard English courses, students in grades 9 through 11 take a Rhetoric and Composition course that focuses on vocabulary and writing instruction.

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

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

### **METHOD**

Hyde administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	77	0	0	0	4	81
4	74	0	0	0	1	75
5	73	0	0	0	2	75
6	72	0	0	0	3	75
7	75	0	0	0	0	75
8	77	0	0	0	0	77
All	448	0	0	0	10	458

**RESULTS AND EVALUATION**

42.9% of Hyde students enrolled in at least their second year was proficient on the NYS English language arts examination in 2017-18, as the following table indicates.

**Performance on 2017-18 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	30%	77	28.9%	69
4	38%	74	38.9%	72
5	23%	73	22.4%	67
6	47%	72	50.0%	62

<sup>4</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

7	43%	75	47.8%	66
8	69%	77	69.3%	75
All	42%	448	42.9%	411

**ADDITIONAL EVIDENCE**

The below table indicates that the percentage of Hyde students in at least their second year achieving proficiency increased by 9.6 % points from 2015-16 to 2017-18.

**ELA Performance by Grade Level and Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	20.0%	65	30.9%	68	28.9%	69
4	31.4%	70	29.7%	64	38.9%	72
5	29.4%	68	21.4%	70	22.4%	67
6	40.6%	69	20.4%	64	50.0%	62
7	25.4%	63	52.8%	72	47.8%	66
8	36.4%	77	43.8%	64	69.3%	75
All	30.8%	412	33.3%	402	42.9%	411

**Goal 3: Absolute Measure**

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

**METHOD**

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.



RESULTS AND EVALUATION

**Results are pending the release of the state’s MIP.**

In 2016-2017, Hyde missed meeting this measure in by **one** point. We are optimistic that with the increase in our PI value we will have met this measure for 2017-18.

**English Language Arts 2017-18  
Performance Index**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
3rd: 77	20.7	49.3	29.9	0
4th: 74	18.9	43.2	33.8	4.0
5th: 73	31.5	45.2	17.8	5.5
6th: 72	23.6	29.2	23.6	23.6
7th: 75	26.7	30.7	40.0	2.7
8th: 77	1.3	24.7	50.6	18.2
All: 448	42.4	37.1	37.3	17.9

$$\begin{array}{rclclclcl}
 \text{PI} & = & 37 & + & 37 & + & 18 & = & 92 \\
 & & & & 37 & + & 18 & = & 55 \\
 & & & & & + & (.5)*1 & = & 9 \\
 & & & & & & 8 & & \\
 & & & & & & \text{PI} & = & 156
 \end{array}$$

**Goal 3: Comparative Measure**

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

RESULTS AND EVALUATION

Students enrolled in at least their second year at Hyde outperformed those in their host district, NYC

<sup>5</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Community District 8, as the table below reflects.

**2017-18 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	28.9%	69	39%	2110
4	38.9%	72	36%	2083
5	22.4%	67	28%	2193
6	50.0%	62	37%	2085
7	47.8%	66	29%	2167
8	69.3%	75	37%	1939
All	42.9%	411	34%	12,577

**EVALUATION**

Hyde met accountability measure requiring that the proportion of all students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam be greater than that of all students in the same tested grades in the local school district.

**ADDITIONAL EVIDENCE**

The below table demonstrates that Hyde students made significant progress in the percentage of students achieving proficiency in comparison to the school’s host district, District 8, between the 2015-16 and 2017-18 academic years, and that the school has outperformed District 8 in each of the last two school years.

**English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	20.0%	28%	30.9%	30%	28.9%	39%

4	31.4%	31%	29.7%	29%	38.9%	36%
5	29.4%	24%	21.4%	24%	22.4%	28%
6	40.6%	20%	20.4%	20%	50.0%	37%
7	25.4%	24%	52.8%	29%	47.8%	29%
8	36.4%	27%	43.8%	38%	69.3%	37%
All	30.8%	26%	33.3%	28%	42.9%	34%

**Goal 3: Comparative Measure**

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

**METHOD**

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

**RESULTS AND EVALUATION**

In SY 2016-17, Hyde’s aggregate effect size in English language arts was 0.40.

**2016-17 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	91.0	70	30	28.6	1.4	0.08
4	90.3	71	30	26.7	3.3	0.19
5	90.5	74	23	20.9	2.1	0.15
6	84.9	72	18	20.1	-2.1	-0.14

7	93.6	77	51	24.8	26.2	1.56
8	89.0	71	41	32.1	8.9	0.50
All	89.9	435	32.3	25.5	6.9	0.40

School’s Overall Comparative Performance: <i>Higher than expected to a meaningful degree</i>
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**EVALUATION**

In the SY 2016-17, Hyde met this accountability plan goal. Hyde’s effect size is not yet available for 2017-18, the year most relevant to this analysis. Given that our ELA performance slightly increased between 2016-17 and 2017-18, we are reasonably confident that our effect size will have also increased, and that we will meet this goal for the 2017-18 school year.

**ADDITIONAL EVIDENCE**

Hyde’s performance on this measure has improved significantly over the last three years, as the table below indicates. We believe that this reflects the significant investments we have made in our academic program, and that this positive trend is likely to continue into the future during the current charter term as we maintain these investments and continue to refine and strengthen implementation.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	93.0%	462	18.4	14.9	0.28
2015-16	3-8	89.3%	430	30.9	23.7	0.49
2016-17	3-8	89.9%	435	32.2	25.5	0.40

**Goal 3: Growth Measure<sup>6</sup>**  
 Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

**METHOD**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

**RESULTS AND EVALUATION**

Hyde met this goal in 2017-18. Our mean growth percentile was 55.4 which exceed the statewide target of 50.0.

**2017-18 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Target
4	51	50.0
5	52	50.0
6	59.5	50.0
7	57.5	50.0
8	57	50.0
All	55.4	50.0

**ADDITIONAL EVIDENCE**

Hyde has met this goal for each of the last four years, as illustrated by the table that follows. We believe that this reflects the significant investments we have made in our academic program, and that this positive trend is likely to continue during our current charter term as we maintain these investments and continue to refine and strengthen implementation.

**English Language Arts Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile				Target
	2014-15	2015-16	2016-17	2017-18	
4	43.0	42.8	58.7	51	50.0
5	60.2	58.7	48.2	52	50.0
6	49.4	64.8	52.1	59.5	50.0
7	61.8	62.9	53.2	57.5	50.0

8	64.3	60.7	58.3	57	50.0
All	56.0	58.0	54.0	55.4	50.0

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

We are committed to providing the resources needed for our students to become proficient readers and users of the English language. Hyde Leadership Charter School is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2017-18, Hyde achieved three out of the five possible measures for ELA evaluation, as follows.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	NOT MET
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	PENDING
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	GOAL MET
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	GOAL MET
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	GOAL MET

Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

**ACTION PLAN**

- **Curriculum and Instruction:** Recognizing that a strong foundation in literacy skills in grades K-2 directly impacts students’ performance on the 3rd grade ELA state exam and beyond,

we will continue to solidify our reading and writing programs through an intense focus on ensuring high quality curriculum and instruction in all classes. We ended the 2017-18 school year with 66% of our Kindergarten, 28% of first graders, 60% of 2nd graders and 73% of 3rd graders reading on grade level. In 2018-2019 we are confident that continued use of ARC Core, IRLA, and the toolkits, will result in increases in these numbers. Additionally, in the 2018-2019 school year, we have restructured our reading intervention in order to target the personalized needs of our K-3 students to improve their reading. We have included dedicated reading intervention blocks in the schedule led by a reading intervention teacher and supported by two additional teachers. During these intervention blocks, students are provided small group targeted reading intervention. In 3rd grade, students will have weekly opportunities to write in response to texts (literary and informational), as is expected on the state test. This will allow students to build stamina, competence and confidence leading up to the state exams.

In Middle School, in order to maintain and significantly improve our ELA results, we will intensify our focus on literacy development, cross content literacy, and intentionally focus on the instruction of our Special Education (SPED) and English as New Language (ENL) populations to more closely monitor their academic gains and/or progress. We've restructured our ELA intervention team and identified an experienced and knowledgeable lead intervention teacher (trained in Read 180, System 44, and Orton-Gillingham) whose primary duty is to work consistently with our team of intervention teachers, the Literacy Coach, and Dean of Curriculum and Instruction. Together the instructional leadership team will ensure that students are meeting learning targets.

In addition, we plan to continue with targeted small group instruction for grades 4-8 during 9<sup>th</sup> period. The small groups will be led by content area teachers. Students will be assessed quarterly. Based on progress towards proficiency bands, students will be targeted to attend Saturday instruction. Additionally, in grades 4-8 we added English as a New Language instructor to the Middle School staff to support instruction during ELA classes.

To better meet the personalized academic needs of all students and to shift teacher pedagogy, the Daggett System of Effective Instruction-Rigor, Relevance, and Learner Engagement Framework, aligned to the Brockton Model of academic success, will closely guide the Middle School Literacy Alignment. More focus will be given to the acquisition and assimilation of knowledge through rigorous (standard based) curriculum mapping, relevant scope and sequences, authentic instructional strategies aligned to Daggett's System (ICLE), and Quadrant D Lesson planning. Finally, Rigor, Relevance, Learner Engagement Rubrics will guide daily instruction in order to more closely monitor what is taught by teachers and

what is learned by students.

We have made small gains with the performance of our grades 4-8. For 2018-2019 our teachers continue to closely monitor the success of this population. In order to address this challenge, and in addition to the aforementioned strategies, 9th period ENL students' yearlong assignment will hereafter be based on their current level of performance on the NYSESLAT (e.g. Entering/emerging, transitioning, expanding, etc.). Each of the licensed ENL intervention teachers will be responsible during 9th period for instruction, test preparation, tracking and monitoring student growth, and overall mastery of standards connected to speaking, listening, reading, and writing. Our ultimate goal, of course, is to get all of our students to a Commanding performance level.

- **Personnel:** We continue to commit significant resources to not only growing the skill of our faculty in response to student need, but also individualizing professional development.

In grades K-3, in order to further support teachers capacity to improve students literacy growth we have restructured our academic leadership team. We've established the role of Director of Academic Programs. The Director of Academic Programs oversees the development and implementation of a rigorous NYS standards based curriculum with diverse offerings that provides equity of access, tools for success, and an inclusive environment for all students. This instructional leadership role focuses on student engagement with the materials of learning and with other students. The Director of Academic Programs will work closely with our Academic Deans. The role of the Academic Dean is to build teachers' capacity for planning, instruction, and assessment and is responsible for ensuring that teachers are prepared to execute the highest quality instruction through observation and instructional coaching.

Additionally we have added the role of K-1 Literacy Intervention Specialist to our intervention team. The K-1 Literacy Intervention Specialist will join the grades 2-3 Literacy Intervention Specialist in providing strategies for teaching and supporting students in the literacy skills needed to learn to read, read to learn, and comprehend.

In order to further support students identified for Special Education services, we have added one more ICT classroom in both K and 3rd grades this year, giving those students much needed specialized instruction in order to solidify their foundational literacy skills prior to leaving 3rd grade. As the number of English Language Leaders (ELL) has increased in Kindergarten and 1st grades in the past few years, the need for specialized



instruction for ELLs is needed in order to continue to increase academic growth for students who are identified as ELLs. We are maintaining our ENL faculty to three full time teachers who follow a push-in model of support and intervention in all classrooms with identified students at least twice per week during ELA instruction time. Additionally, our ENL staff attended all of the Literacy PD sessions that were offered during our August training to build their capacity to further support English Language Learners during literacy based instruction and to also have them share with our literacy teachers' specific strategies they can use to support ELL students during instruction.

To further build on our teams capacity as literacy instructors, over the summer, our Elementary School Director and Director of Academic Programs participated in two leadership sessions with an American Reading Company Executive Coach. During these sessions the team reviewed and analyzed data from the 2017-2018 school year, set goals for the 2018-2019 school year and developed a professional development calendar for the school year. The additional professional development throughout the school year will be a gradual release model, starting out with a workshop, leadership learning sessions, moving into collaborative planning/ grade group meetings, then into "fishbowl" demonstration lessons, and finally into 1:1 support, as needed.

Additionally, our Writing Coach attended the Teachers College Writing Institute and the Teachers College Unit of Study in Phonics Institute. The purpose of these multi-day institutes is to help teachers, coaches and administrators establish vibrant, rigorous models of best practices. The Writing Coach will turn key these best practices throughout the school year through differentiated professional development, observation and instructional coaching.

Moreover, while our Students with Disabilities (SWD) have outperformed district, city and state in proficiency ratings in ELA, we are not satisfied with our ENL performance as they only outperformed the district. In general, we believe that our students would benefit from smaller student to teacher ratios and small group instruction. We also believe that, given the nature of the content, it is difficult for teachers to provide sufficient instruction to multiple grade levels simultaneously at the middle school level.

Accordingly, in 2017-18 in grades 4-8, two additional teachers (SPED Science and SPED Social Studies) were hired in order to: (1) more evenly distribute our ICT and ENL populations across sections while delivering the appropriate services to students; and (2) ensure that (with the exception of intervention) all teachers in science and social studies refrain from splitting more than two grades. The 8<sup>th</sup> grade SPED teacher only teaches one grade.

- Data and Assessments:** In the Elementary School teachers will participate in biweekly literacy data cycles. The data cycles will be a deep reflection and analysis of student work and data. Teachers will identify instructional goals, create targeted groups based on skills, and modify instruction in order to help students achieve proficiency. We are moving towards implementing an Elementary School (K-3) data dashboard to house all academic data to allow for a comprehensive look at all student data in all subjects for the entire school year. Data points include but are not limited to: IRLA levels, Reader Engagement, Reading Practice, Conferencing, Reading Proficient levels, NWEA MAP results, Grade-level Benchmark "state test" like assessments in quarters 2 and 3 for second and third grade. Teachers, specialists and leaders will have access and will analyze the data dashboard and all other anecdotal data to inform instruction on a biweekly basis at schedule data meetings and on a quarterly basis during scheduled data days that include intensive student work analysis and curriculum development.

We routinely collect and analyze data on a variety of qualitative and quantitative measures in order to guide instruction, curricular choices and personnel decisions. We have partnered up with eDoctrina for quarterly interim assessments in all content areas which are aligned to our scope and sequences and instructional program. Similar to the Living Environment and US History Regents benchmarks, grade 8 math benchmarks are designed by the math instructional lead (i.e. math coach) and are standards based, aligned to our scope and sequence and modeled after the Regents exam.

In an effort to improve the quality of information and turnaround time in the assessment-feedback loop, eDoctrina will replace gradecam as the tool used to scan and quickly report on students' performance. The data will be used to not only guide modifications to the existing lesson plans but also to guide the planning of intervention, individual instructional plans for specific students, and 9th period course assignments.

Student growth will continue to be measured by the MAP NWEA assessments which are administered quarterly.

## 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**

Hyde administered the Common Core Regents Exam in Language Arts which 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 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).<sup>7</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

**RESULTS AND EVALUATION**

67% of students in the 2014 Accountability Cohort passed with a score of 75 or a Level 4 on the Common Core exam, as the following table demonstrates.

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

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	62	76%
2013	57	74%
2014	66	67%

Hyde Leadership Charter School met this goal for the 2014 cohort.

**Goal 3: Absolute Measure**

<sup>77</sup>The statewide adoption of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

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

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 a 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**

We exceeded this goal by 18% with all but one student meeting this criterion. It is worth noting that the cohort of 2014 was the first group required to pass the Common Core ELA exam (instead of the Comprehensive English test).

**Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>8</sup>**

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	62	95%
2013	57	93%
2014	66	98%

**ADDITIONAL EVIDENCE**

We are on track to continue to have all cohorts meet this goal by graduation.

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	68	94%	67	96%	66	98%
2015	68	74%	68	76%	62	87%
2016			73	62%	69	70%
2017					59	42%

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

**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**

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.<sup>9</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

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 Total Cohort for Graduation. 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**

*Section pending the release of the state’s MIP*

English Language Arts Performance Index (PI)  
For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
66	1.5%	31.8%	34.8%	31.8%

$$\begin{aligned}
 \text{PI} &= \% \text{ of students at level 2} + 2 * \% \text{ of students at level 3} + 2.5 * \% \text{ of students at level 4} \\
 &= 31.8 + 2(34.8) + 2.5(31.8) = 180.9 \\
 \text{PI} &= 180.9
 \end{aligned}$$

**ADDITIONAL EVIDENCE**

*Section pending the release of the state’s MIP*

**Goal 3: Comparative Measure**

<sup>9</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)

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. 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**

While the district has yet to release data in the 2014 cohort, Hyde met this goal in comparison to district data released for the 2012 and 2013 cohorts, as the following table demonstrates.

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

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	45%	62	15%	1906
2013	53%	57	34%	1954
2014	67%	66	N/A*	N/A*

*\*2017/2018 school data for NY not posted yet*

**ADDITIONAL EVIDENCE**

Hyde significantly outperforms district schools in this area. Students in Hyde’s 2014 cohort outperformed district school’s 2013 cohort by 33%.

**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. 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**

While the district has yet to release data in the 2014 cohort, Hyde met this goal in comparison to district data released for the 2012 and 2013 cohorts, as evidenced in the table below.

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

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	95%	62	62%	1906
2013	93%	57	63%	1954
2014	98%	66	N/A*	N/A*

*\*2017/2018 school data for NY not posted yet*

**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**

While the district has yet to release data in the 2014 cohort, Hyde met this goal in comparison to district data released for the 2012 and 2013 cohorts, as evidenced in the table below.

**English Regents Performance Index (PI)<sup>10</sup> of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size

<sup>10</sup> For an explanation of the procedure to calculate the school’s PI, see page 28.

2012	148	62	111	1722
2013	155	57	118	1578
2014	180.9	66	N/A*	N/A*

*\*2017-2018s PIs have not been published yet.*

**ADDITIONAL EVIDENCE**

Hyde significantly outperforms district schools in this area. Students in Hyde’s 2014 cohort outperformed district school’s 2013 cohort by 62.9 points.

**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**

Hyde met this goal with 64% of students in the 2014 cohort who were not proficient in 8th grade scoring a Level 4 by completion of their 4th year.

**Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>11</sup>**

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	33	24%
2013	49	49%
2014	50	64%

<sup>11</sup> Based on the highest score for each student on the English Regents exam



ADDITIONAL EVIDENCE

We have made steady progress against this goal with 15% more students in the 2014 accountability cohort meeting this goal as compared to the 2013 accountability cohort.

**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

Hyde met this goal with 98% of students in the 2014 cohort who were not proficient in 8th grade achieving a Level 3 score or higher.

**Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>12</sup>**

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	33	88%
2013	49	92%
2014	50	98%

ADDITIONAL EVIDENCE

Our school’s performance against this measure continues to significantly surpass the goal.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>13</sup>

We are committed to providing the resources needed for our students to become proficient

<sup>12</sup> Based on the highest score for each student on the English Regents exam

<sup>13</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

readers, writers, and users of the English language. Hyde Leadership Charter School is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2017-18 Hyde met all of the possible measures for evaluation (*with the exception of the pending MIP measure*), as the following table indicates.

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.	GOAL 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.	GOAL 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.	PENDING
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.	GOAL 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.	GOAL 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 2016-17 school district results.)	GOAL 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.	GOAL MET
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	GOAL MET

	Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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The action plan outlined below includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

**ACTION PLAN**

The following are specific areas of focus for the English Department

- Professional Development:** At the beginning of the current school year, English teachers developed individual growth plans with their supervisors that align with goals and areas for improvement for the year. English teachers will also select relevant workshops at the National Conference of Teachers of English each year. The 2018-2019 professional development calendars include department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.
- Intervention for students who have not met Regents targets:** The English team will continue to target students in the rising junior class who underperformed on the English Regents on their 2nd or 3rd attempts. We have established a connection between Regents and 10th grade course performance and are supporting these students by placing them in a new, smaller section of junior year English, English IIIA. This course is geared towards strengthening foundational skills and targeting individual needs. Additionally, English teachers provide one-to-one intervention. Analysis of the success of these efforts in 2017-2018 informed Regents intervention planning for the 2018-2019 school year. Furthermore, given the number of students with IEPs in the rising 11th grade class who have not passed the exam, we are adding an additional section of English III ICT to reduce class size and improve the individual attention given to each student.
- Freshmen intervention initiative:** This initiative, which began in the 2017-2018 school year, will continue in the coming school year. Students are selected for intervention based on performance on the 8th grade ELA state test, Regents and class grades. Students work in small groups that target foundational reading and writing skills. Analysis of students’ skill development and class performance at the end of each semester will inform movement of students in and out of this program.
- School-wide writing initiative:** Beginning in the 2017-2018 school year, the English team led an initiative to ensure that we are holding to a consistent standard for introducing and citing evidence. Purdue Online Writing Lab (OWL) was introduced to all teachers this year.

In keeping with the TEA campaign, MLA visuals were displayed in all classrooms. The visuals focused on introducing and citing evidence in the text of a paper rather than a Works Cited page. The English team will also lead professional development workshops for the staff on this initiative. Upon full implementation of consistent introduction and citing of evidence, the English team will expand the school-wide writing initiative to include additional expectations of consistency in writing across subject areas and grade levels in the SY 2018-2019.

## GOAL 4: MATHEMATICS

### **GOAL 4: Absolute Measure**

Hyde Leadership Charter School will become proficient in the application of mathematical skills and concepts.

#### BACKGROUND

Hyde Leadership Charter School (Hyde) utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-12. Our mathematics curriculum is aligned with the Common Core State Standards (CCSS).

Our elementary school math curriculum balances a problem solving-based Cognitively Guided Instruction (CGI) approach and Bridges in Mathematics and Number Corner Programs from the Math Learning Center. This is a robust spiraling CCSS-aligned math program.

Our middle school mathematics curriculum uses Bridges in Mathematics and Connected Mathematics Project 3 as a foundation. Teachers, with support from the Math Coach and grade-level leaders, strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards. In 2016 we increased our rigor in mathematics by requiring that all 8th graders take the Regents Algebra 1 exam. Proficiency rates for Middle School students on these exams decreased from 93% in August 2017 to 84.4 % in 2018. We have addressed this 9-point dip by placing one of our most committed teachers to teach our 8<sup>th</sup> grade Algebra I students. This teacher has also moved up with this cohort since 6<sup>th</sup> grade. We have noticed that the 9<sup>th</sup> period requirements and the Saturday academy in the spring take a toll on the individual and the more committed the staff members is, the better our student's perform.

High school math teachers use the Engage NY Common Core curriculum to design rigorous mathematics courses in order to prepare students for success on math exams and provide the foundational skills needed for college level work. The mathematics department offers a variety of courses to meet the needs of our students and allows for lateral movement

among foundational and advanced math courses, such as AP Statistics and AP Calculus. In each course, student progress is measured against Regents-aligned quarterly benchmarks and project-based assessments of college-readiness. Our shift to the Google Education platform in SY 2016-17 and to a one-to-one computing environment has also enabled mathematics teachers to infuse real-world applications of mathematics using digital models.

#### Goal 4: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grades in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>14</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	79	0	0	0	2	81
4	71	0	0	0	4	75
5	73	0	0	0	2	75
6	72	0	0	0	3	75
7	74	0	0	0	1	75
*8	N/A	N/A	N/A	N/A	N/A	N/A
All	369	0	0	0	12	381

#### RESULTS AND EVALUATION

45% of Hyde students enrolled in at least their second year was proficient on the NYS -mathematics examination in 2017-18.

<sup>14</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2017-18 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32.9%	79	36.2%	70
4	50.7%	71	52.2%	69
5	41.0%	73	40.3%	67
6	48.6%	72	53.2%	62
7	43.2%	74	43.9%	66
*8	N/A	N/A	N/A	N/A
All	41.6%	369	45%	334

*\*Hyde Middle School progresses students through the high school curriculum and into college readiness by requiring that all 8th graders take the Algebra I Regents exam. Proficiency rates for Middle School students on this exam in 2016, 2017, and 2018 were 79.2%, 93.0%, and 84.4%, respectively.*

**EVALUATION**

Hyde Leadership Charter School did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. However, as the data in the following sections demonstrate, Hyde students have consistently outperformed students in their host district. This year for the first time grades 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> also outperformed the city and the state. We believe the improvements to curriculum and instruction that we will implement over the upcoming charter term will position Hyde on a predictive path to meeting the goal of 75 percent proficiency in the future.

**ADDITIONAL EVIDENCE**

The below table indicates that the percentage of Hyde students in at least their second year achieving proficiency has increased from SY 2015-16 to SY 2017-18.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2015-16	2016-17	2017-18

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	25.8%	66	27.5%	69	36.2%	70
4	32.9%	70	26.6%	64	52.2%	69
5	32.9%	70	29.9%	67	40.3%	67
6	23.2%	69	24.6%	65	53.2%	62
7	17.2%	64	36.1%	72	43.9%	66
8	N/A	N/A	N/A	N/A	N/A	N/A
All	26.5%	339	29.1%	337	45%	334

**Goal 4: Absolute Measure**

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

**RESULTS AND EVALUATION**

The results are pending the release of the state’s MIP however we are optimistic that with the increase in our PI value that we will have made progress towards meeting this measure for 2017-18.

**Mathematics 2017-18 Performance Level Index (PI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
3rd: 79	35.4	31.6	25.3	7.6
4th: 71	18.3	31.0	32.4	18.3
5th: 73	24.7	34.2	26.0	15.1
6th: 72	22.2	29.2	36.1	12.5
7th: 74	16.2	40.5	25.3	17.6
All: 369	23.6	33.3	29.0	14.1

$$\begin{aligned}
 \text{PI} &= 33 + 29 + 14 = 76 \\
 & \quad \quad \quad 29 + 14 = 43 \\
 & \quad \quad \quad + (.5)*14 = 7 \\
 & \quad \quad \quad \text{PI} = 126
 \end{aligned}$$

**Goal 4: Comparative Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Students enrolled in at least their second year at Hyde outperformed those in their host district, Community District 8 during SY 2017-18, as the chart below indicates.

**2017-18 State Mathematics Exam Charter School and District Performance by Grade Level**

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	36.2%	70	41%	2160
4	52.2%	69	32%	2121
5	40.3%	67	30%	2222
6	53.2%	62	27%	2112
7	43.9%	66	29%	2193
8	N/A	N/A	24%	1917
All	45%	334	30%	12725

*\*Hyde Middle School progresses students through the high school curriculum and into college readiness by requiring that all 8th graders take the Algebra I Regents exam. Proficiency rates for Middle School students on this exam in 2016, 2017, and 2018 were 79.2%, 93.0%, and 84.4%, respectively.*

**EVALUATION**

Hyde met the accountability measure requiring that the proportion of all students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam be greater than that of all students in the same tested grades in the local school district.



## ADDITIONAL EVIDENCE

The below table demonstrates that students enrolled in at least their second year at Hyde have outperformed the school's host district, Community District 8, for each of the last three years.

Mathematics Performance of Charter School and Local District  
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	25.8%	27%	27.5%	30%	36.2%	41%
4	32.9%	30%	26.6%	26%	52.2%	32%
5	32.9%	23%	29.9%	30%	40.3%	30%
6	23.2%	22%	24.6%	23%	53.2%	27%
7	17.2%	18%	36.1%	19%	43.9%	29%
8	N/A	13%	N/A	16%	N/A	24%
All	26.5%	22%	29.1%	24%	45%	30%

### Goal 4: Comparative Measure

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

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Using the 2016-17 Comparative Performance results, Hyde’s effect size was 0.24. The table below presents the 2016-2017 grade level and aggregate Effect Size results.

**2016-17 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	91	71	27	33.7	-6.7	-0.32
4	90.3	71	25	26.4	-1.4	-0.07
5	90.5	71	31	25.4	5.6	0.31
6	84.9	73	26	23.8	2.2	0.11
7	93.6	77	35	16.3	18.7	1.10
8	N/A	N/A	N/A	N/A	N/A	N/A
All	90.1	363	28.9	25	3.9	0.24
School’s Overall Comparative Performance:						
<b><i>Slightly higher than expected</i></b>						

EVALUATION

Using the 2016-17 results, Hyde did not meet this accountability plan goal. Hyde’s effect size is not yet available for 2017-18 but we are optimistic that we have made progress towards meeting this goal given the significant increase in the number of our economically disadvantaged students proficient in math in 2017-2018.

ADDITIONAL EVIDENCE

Hyde has a consistent track record of meeting this goal prior to the 2015-16 academic year, as the following table reflects.

We believe that the apparent decline between SY 2014-15 and 2015-16 is in part due to the exclusion of 8th grade students between those two years. Given our 8th grade students’ strong results on the Algebra Regents exam, we believe that we would have met this goal in 2015-16 had their results been included.

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	93.0	461	26.0	19.4	0.41
2015-16	3-7	90.2	363	26.4	23.9	0.13
2016-17	3-7	90.1	369	28.9	25.0	0.24

**Goal 4: Growth Measure<sup>15</sup>**

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

**METHOD**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

**RESULTS AND EVALUATION**

Hyde met this goal in 2017-18. Our mean growth percentile was 71.1 which exceed the target score of 50.0.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	68	50.0
5	71.5	50.0
6	70	50.0
7	75	50.0
8	N/A	50.0
All	71.1	50.0

**EVALUATION**

In SY 2017-2018, Hyde met this accountability plan goal.

<sup>15</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ADDITIONAL EVIDENCE

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				Target
	2014-15	2015-16	2016-17	2017-18	
4	43.7	44.7	54	68	50.0
5	42.8	51.8	48	71.5	50.0
6	42.6	48.6	46	70	50.0
7	61.6	54.5	61	75	50.0
8	63.4	N/A	N/A	N/A	50.0
All	50.9	49.9	52	71.1	50.0

SUMMARY OF THE MATHEMATICS GOAL

We are committed to providing the resources needed for our students to become proficient readers and users of the English language. Hyde Leadership Charter School is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2017-18, Hyde’s middle school math team is looking to achieve four out of the five goals. When the data becomes available for the PI and the effect size we are confident we are going to meet those two goals.

\*Although the table reflects that Hyde did not meet the comparative measure of exceeding the predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above for economically disadvantaged students among all public schools in New York State in 2016-2017, we are confident that based on our 2017-2018 results on the Math state exam Hyde will see an improvement in our effect size for grades 3-7 resulting in this goal being met.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	NOT MET
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	PENDING
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	MET

Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	PENDING EFFECT SIZE REGRESSION ANALYSIS
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	MET

Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

**ACTION PLAN**

- **Curriculum and Instruction:** Math results on the 3rd grade State exam increased by 6 percentage points from the 2016-2017 school year. In K-3 we will continue an emphasis on students developing multiple strategies when problem solving through the Cognitively Guided Instruction (CGI) model. Growth will be monitored through internally developed biweekly quizzes that are moderated and analyzed at each grade level. Students will be identified for intervention using this and the data gathered from daily worksheets and quiz results. The Bridges Intervention program aligned to the core curriculum will be used to instruct and monitor the progress of students. We will offer a weekly intervention block for all students (K-3) for specific, targeted instruction based on data.

We will continue to offer additional small group and individual support through Saturday learning times to students in 3rd grade who demonstrate the need for further instructional support at least six weeks prior to both the ELA and Math State exams.

In grades 4-8 we've remained committed to adult learning and professional development. More specifically, during math department meetings and as part of our overall plan for professional development, we will focus on the integration of technology, lesson planning and lesson delivery in order to make math more engaging to students. Moreover, we firmly believe that we will gain traction if we position our students and teachers in the math classroom to facilitate and orchestrate productive discussions in mathematics. Using the 5 Practices as a guide, teachers will anticipate student misconceptions, monitor classroom discussions, select appropriate work for discussion,

sequence the work according to student needs, and, finally, create connections to future and past tasks. We will also apply mathematical concepts in other content areas while focusing intentionally on the 6-8 STEM Framework.

We've vetted several intervention programs (IXL and NWEA MAP Skills) and have developed a new approach to how math intervention will take place moving forward. The NWEA Map assessment will be administered three times a year. The initial administration will be used as a diagnostic in order to determine students' grade level and targeted areas of focus. Intervention teachers will then work in collaboration with the math coach to plan individualized student learning tracks and align individualized intervention plans to instruction during class and in 9th period (an additional intervention time).

Finally, this year our state exam scores in grades 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> surpassed the district, city and state. We had been expecting growth because we were working on striking a balance between a rich and conceptual curricular program and skills mastery. The past two years our teachers worked on mastering the content themselves through professional development, strategic lesson planning and department meeting training. Teachers were required to unpack standards, do the students' work, the students' homework, and any work presented to the students as if they were students themselves first. Teachers will then meet with the math coach on a weekly basis to go over the material and clarify any misconceptions. Once teachers conceptually understood the material they were able to clearly identify the skills needed to supplement the conceptual knowledge students were gaining. They then were able to clearly transfer this knowledge to our students during intervention periods or designated class periods. These periods focus exclusively on standards based practice aligned to core curricular topics and the state exam. Specifically, students will have a 50-minute test prep block with core math instructors as well as additional practice twice per week during their intervention periods targeting specific standards and state exam cluster topics.

- **Personnel:** We've committed significant resources growing the skill of our faculty in response to student need through individualized professional development tracks for teachers. We've reorganized our teacher programs and schedules in order to ensure that core teachers (i.e. non-intervention teachers) no longer split grades. We have also added an additional FTE. Beyond this, our teachers and the math coach meet to collaborate on individual professional development plans. For some, the plan includes targeted professional development workshops and professional conferences. For others, it includes advanced or initial certification and continued education. In order to increase certification and continuing education, we offer tuition assistance and reimbursement,

and grants for additional and advanced certification.

In grades K-3, in order to further support teachers' capacity to improve students' academic gains in math we have restructured our academic leadership team. We've established the role of Director of Academic Programs. The Director of Academic Programs oversees the development and implementation of a rigorous NYS standards based curriculum with diverse offerings that provides equity of access, tools for success, and an inclusive environment for all students. This instructional leadership role will focus on student engagement with the materials of learning and with other students. The Director of Academic Programs will work closely with our Academic Deans. The role of the Academic Dean is to build teachers' capacity for planning, instruction, and assessment and is responsible for ensuring that teachers are prepared to execute the highest quality instruction through observation and instructional coaching.

To advance further our team's development as math educators, over the summer, our Academic Dean for grades 2-3 attended professional development from the Metamorphosis Teaching Learning Community, specifically the Advanced Teaching/Coaching Fellows Program. The purpose of this program was to provide participants with a deep study of content, pedagogy and the facilitation of adult learning. Additionally, all K-3 teachers of math attended a full day professional development session led by consultants from the Math Learning Center as well as in-house professional development on both the Implementation of the Cognitively Guided approach and deepening returning staff's competency in elevating their instruction.

In order to further support students identified for Special Education services, we have added one more ICT classroom in both K and 3rd grades this year, giving those students much needed specialized instruction in order to solidify their foundational math skills prior to reaching 3rd grade. To further support our K-3 ENL learners, this year, our ENL staff attended all of the Math PD sessions that were offered during our August training to build their capacity to support English Language Learners during math instruction and to also have them share with our math teachers' specific strategies they can use to support ENL students during math instruction.

Moreover, while our SWD and ENL students have outperformed both the city and district proficiency ratings in ELA, we are not satisfied with their performance relative to other comparison groups in math. In general, we believe that our students would benefit from smaller student to teacher ratios and small group instruction in math. We also believe that given the nature of the content it is difficult for teachers to master multiple grade levels

simultaneously at the middle school level. In 2017-18 four additional teachers (ELA interventionist, ENL, Science, and Social Studies) were hired in order to: 1) more evenly distribute our ICT and ENL populations across sections while delivering the appropriate services to students; and 2) ensure that (with the exception of intervention) all teachers in math and ELA refrain from splitting grades. Additionally, we restructured certain teacher programs and for the first time we have a math intervention team of teachers who are knowledgeable and experienced in instructional intervention programs specifically.

- **Data and Assessments:** In the Elementary School teachers will participate in biweekly math data cycles. The data cycles will be a deep reflection and analysis of student work and data. Teachers will identify instructional goals, create targeted groups based on skills, and modify instruction in order to help students achieve proficiency. We are moving towards implementing an Elementary School (K-3) data dashboard to house all academic data to allow for a comprehensive look at all student data in all subjects for the entire school year. Data points include but are not limited to: NWEA MAP results, Grade-level Benchmark "state test" like assessments in quarters 2 and 3 for second and third grade, Bridges Unit Assessments, Number Corner Assessments and CGI quizzes. Teachers, specialists and leaders will have access and will analyze the data dashboard and all other anecdotal data to inform instruction on a biweekly basis at schedule data meetings and on a quarterly basis during scheduled data days that include intensive student work analysis and curriculum development.

We routinely collect and analyze data on a variety of qualitative and quantitative measures in order to guide instruction, curricular choices, and personnel decisions. In a departure from previous years we had a partnership with the Achievement Network, we have decided to create our own internal assessment benchmarks in grades 4-8 in ELA and grades 4-7 in math, based on previously released NYS state exams (EngageNY), which are aligned to our scope and sequences and instructional program. Similar to the Living Environment and US History Regents benchmarks, grade 8 math benchmarks are designed by the math instructional lead (i.e. math coach) and are standards based, aligned to our scope and sequence, and modeled after the Regents exam.

In an effort to improve the quality of information and turnaround time in the assessment-feedback loop, we will continue to use eDoctrina for real-time data and have added the Smart Notebook Learning Suite and NWEA MAP Skills as an accompaniment to our math curriculum. Data generated is used to not only guide modifications to the existing lesson plans but also to guide the planning of intervention, test prep periods in math, individual



instructional plans for specific students, and 9th period course assignments.

## 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.<sup>16</sup> 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

6% of students in the 2014 Accountability Cohort at Hyde Leadership Charter School passed with a score of 80 or Level 4 on the Common Core Exam, as the following table reflects.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam  
by Fourth Year Accountability Cohort<sup>17</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	62	32%
2013	57	40%
2014	66	6%

### EVALUATION

Hyde Leadership Charter School did not meet this goal for the 2014 cohort. This was the first cohort required to take the Common Core Algebra exam instead of the Integrated Algebra exam that was far less challenging. In this time, the College Ready standard was

<sup>16</sup> Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

<sup>17</sup> Based on the highest score for each student on a mathematics Regents exam

also raised to an 80+ (instead of the previous 70+) which has caused the results to drop precipitously. Future cohorts are showing a rise in this number on all three math Regents exams, especially as more and more students meet this standard on the Algebra exam in 8th grade.

### ADDITIONAL EVIDENCE

Although most of our students are not yet consistently meeting the rigorous benchmarks of 80 or above or a Level 4, the following table shows that an average of 95% of our students have earned a score of 65 or above in each of the last three Accountability Cohorts.

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 or higher on a Regents math exam or Common Core exam
2012	62	98%
2013	57	95%
2014	66	92%

#### 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

Hyde met this goal with 92% of students in the 2014 accountability cohort scoring a Level 3 or higher.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>18</sup>

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	62	98%
2013	57	95%
2014	66	92%

ADDITIONAL EVIDENCE

Hyde has consistently exceeded this goal by at least ten percentage points.

**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.

RESULTS AND EVALUATION

*Section pending the release of the state’s MIP*

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
66	6.1	86	4.5	3

$$PI = 86 + 2(4.5) + 2.5(3) = 102.5$$

ADDITIONAL EVIDENCE

*Section pending the release of the state’s MIP*

**Goal 4: Comparative Measure** Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

<sup>18</sup> Based on the highest score for each student on a mathematics Regents exam

**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. 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**

Hyde met this goal.

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

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	32%	62	3%	1906
2013	40%	57	5%	1954
2014	6%	66	N/A*	N/A*

**ADDITIONAL EVIDENCE**

While Hyde met this goal compared to district data released for the 2013 accountability cohort, increasing this number remains an area of focus for us.

**Goal 4: Comparative Measure**

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

**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. 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**

Hyde students in the 2014 accountability cohort met this goal.

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

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	98%	62	64%	1906
2013	95%	57	63%	1954
2014	92%	66	N/A*	N/A*

*\*2017-2018 data not posted yet for state*

**ADDITIONAL EVIDENCE**

Hyde continues to significantly surpass district performance in this area, with 29% more students reaching this goal as compared to district data released for the 2013 accountability cohort.

**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**

Hyde met this goal, exceeding district performance for the 2013 accountability cohort by 13.5 points.

**Mathematics Regents Performance Index (PI)<sup>19</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	127	62	88	1561
2013	132.5	57	89	1578
2014	102.5	66	N/A*	N/A*

*\* 2017-2018 data not posted yet.*

<sup>19</sup> For an explanation of the procedure to calculate the school’s PI, see page 46.

**ADDITIONAL EVIDENCE**

The PI for Hyde dropped 30 points for the 2014 cohort, but again, this is due to the complete phase out of Integrated Algebra in favor of the Common Core exams.

**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**

The percentage dropped significantly for the 2014 cohort, but again, this is due to the complete phase out of Integrated Algebra in favor of the Common Core exams. It stands to reason that students who were not proficient in 8<sup>th</sup> grade would have an even harder time reaching level 4 on this much more challenging exam.

**Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>20</sup>**

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	31	10%
2013	45	27%
2014	46	2%

**ADDITIONAL EVIDENCE**

The math department will shift its focus in 2018-19 from passing the three math Regents to working with students to raise their scores to higher performance levels, especially in the advanced exams of Geometry and Algebra II. Additionally, our middle school (which has all 8<sup>th</sup>

<sup>20</sup> Based on the highest score for each student on the English Regents exam

graders sit for the Algebra I exam) will work to have students reach a level 4 before they enter high school.

**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**

Hyde met this goal.

**Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>21</sup>**

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	31	94%
2013	45	93%
2014	46	96%

**ADDITIONAL EVIDENCE**

We continue to exceed this goal. Through our data process and quarterly cycle, the math department analyzes individual student data and remediates weak areas to ensure students are prepared to pass the math Regents, despite their shortcomings with regard to 8th grade proficiency.

<sup>21</sup> Based on the highest score for each student on the mathematics Regents exam

## SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>22</sup>

We are committed to providing the resources needed for our students to become proficient mathematicians. Hyde Leadership Charter School is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2017-18, Hyde achieved five out of the eight possible measures for evaluation (*with one still pending the release of MIP*), as summarized by the following table.

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.	GOAL 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.	PENDING
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.	GOAL 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.	GOAL 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 2016-17 school district results.)	GOAL 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	NOT MET

<sup>22</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.



	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.	
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.	GOAL MET

Below we outline an action plan that is being implemented during the current school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

**ACTION PLAN**

The following are specific areas of focus of the Math Department:

- **Professional Development:** At the beginning of this school year, teachers developed individual growth plans with their supervisors that align with goals and areas for improvement for the year. As part of these plans, Math teachers select relevant workshops at the National Conference of Teachers of Mathematics each year. Beginning in 2018-19, we will implement an instructional coach model that will allow teachers to get target feedback on their pedagogy and how it affects student performance.
- **Create a 21st century math classroom:** Using SMART technologies, TI-Nspires and Chromebooks with MathXL, students will be able to visualize abstract concepts by using and manipulating digital models. Students will also be able to receive detailed, individualized feedback on concepts that they have not yet mastered and assignments that are adapted to their specific needs. Additionally, the use of Chromebooks and other technologies will allow for research and real world applications of technology in the classrooms. In 2018-19, we are developing experiential learning opportunities that will allow students to experience math in and around NYC to foster deeper understanding.
- **Increase Algebra Regents Pass Rate:** The math team is working to increase the pass rate on the Common Core Algebra exam by targeting students for small group and one-to-one support during office hours after school. In advance of the January and June Regents administration, Regents review sessions will be offered. Math teachers will work to differentiate lessons and target struggling areas. Furthermore, we are working with students to increase scores on the advanced exams in Geometry and Algebra II.

- **Increase homework completion in math classes:** To ensure students are engaging in meaningful practice of mathematical skills, students will get to see answers in order to check work, see mistakes, and learn from their errors. Additionally, teachers will use technology (specifically the MathXL program) to make homework assignments more accessible to students. Teachers will communicate with parents about student's homework completion (both positive and negative). Teachers will make time outside of class to work with students on homework and to have a place where students can come to use calculators and other classroom materials to complete homework.

## GOAL 5: SCIENCE

### Goal 5: Science

Hyde Leadership Charter School students will demonstrate competency in the understanding of scientific concepts and the application of scientific reasoning

#### BACKGROUND

Hyde Leadership Charter School (Hyde) utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-12. Our science curriculum is aligned with the Next Gen Science Standards and New York State Standards. We currently utilize iScience New York, McGraw Hill and ScienceFusion as curricular resources in science. However, teachers and leaders strategically supplement all curricular materials to ensure that every learner has access to core content and is pushed to meet the rigor of the Common Core State Standards. 4th grade students are required to take the 4th grade NYS Science exam. Proficiency rates for our 4th graders taking this exam in 2016, 2017, and 2018 were 84.6%, 83.7%, and 90.3%, respectively.

Hyde Middle School progresses students through the high school curriculum and into college readiness by requiring that all 8th graders take the Living Environment Regents exam. Proficiency rates for Middle School students on this exam in 2016, 2017, and 2018 were 49.4%, 81.7%, and 92.2%, respectively.

In K-3rd grades, each grade level has one period of science instruction per week. Additionally, science is woven throughout integrated literacy units aligned with the CCSS and NGSS. Lessons are deliberately developed through inquiry, discovery, research, and authentic project-based assessments.

In grades 4 and 5, we will continue to use Houghton Mifflin Harcourt Science Fusion curriculum, which is designed for building inquiry and STEM skills and optimized for learning in the classroom or at home, on a laptop, tablet, or using a science textbook. In grades 6 and 7 we will continue to use McGrawHill Education iScience New York. McGraw Hill Education

customized this Middle School Science Curriculum especially for New York to meet every New York State Standard addressed in NYS DOE Scope and Sequence. Unlike ScienceFusion, the New York iScience Curriculum does not offer an alignment to the K-12 Framework and NGSS. Nonetheless, the curriculum does offer our Middle School Students a balance of hands-on investigations, rigorous science content, and engaging, real world applications to make science fun, exciting, and stimulating for every student. Intentional curricular works guided by NSTA PDs have effectively prepared the grade 6-8 instructional teams with coherent alignment to the NGSS Standards and K-12 Framework.

The high school offers Regents courses in Living Environment, Chemistry, Earth Science, and Physics. In addition to these Regents courses, the science department offers teacher-designed courses that are aligned to the Next Generation Science Standards and New York State Standards. The range of courses is aligned to student needs and interest and provides students with opportunities to explore 21<sup>st</sup> Century fields, such as computer science and forensic technologies. We also offer AP Computer Science. In each Science course, student progress is measured on Regents-aligned quarterly benchmarks and/or project-based assessments of college-readiness. Our shift to a one-to-one computing environment has also enabled science teachers to engage students in virtual applications.

**Goal 5: Absolute Measure** Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

**METHOD**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in Spring 2018. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

**RESULTS AND EVALUATION**

In 2017-18, 92.9 of all tested students enrolled in at least their second year performed at proficiency on the NYS science exam.

The following table displays comparative results for 4<sup>th</sup> students at Hyde and in CSD 8. In the last charter term, we increased rigor in science by requiring that all 8<sup>th</sup> graders take Regents Living Environment. As a result, Grade 8 students did not take the NYS science exam.

**Charter School Performance on 2017-18 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency
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	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92.9	70	80%	2171

**EVALUATION**

Hyde met this goal in SY 2017-18, albeit by comparing Hyde SY 2017-18 results with CSD 8’s SY 2016-17 results, the most recent year for which data is available

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	84.6	65	87.3	71	92.9	70

**Goal 5: Comparative Measure** Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

**METHOD**

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

**RESULTS AND EVALUATION**

In SY 2017-18, the percent of all tested Hyde students enrolled in at least their second year and performing at proficiency on the state science exam was greater of all students in the same tested grades in District 8.

The following table displays comparative results for 4<sup>th</sup> and 8<sup>th</sup> grade students at Hyde and in CSD 8. In the last charter term, we increased rigor in science by requiring that all 8<sup>th</sup> graders take Regents Living Environment. As a result, Grade 8 students did not take the NYS science exam.

**2017-18 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>23</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92.9	70	80%	2171

**EVALUATION**

Hyde met this goal in SY 2017-18

**SUMMARY OF THE SCIENCE GOAL**

According to the most recently available data, Hyde achieve two out of the two possible measures for evaluation.

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

To build upon the success achieved in meeting Science goals, we have developed an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address observable gaps.

**ACTION PLAN**

- **Curriculum:** To continue to improve the 8th grade Science program, upper middle school teachers have begun collaborating in SY 2017-18 with the High School Science department in order to develop an internal school based curriculum with a more urgent and intentional

<sup>23</sup> This table uses the prior year's results as 2017-18 district science scores are not yet available.

instructional focus, as well as clearer curricular alignment with NGSS and the NYC DOE Science Scope and Sequence. We will primarily focus on the eight Units of Living Environment, as well as meeting all state mandatory lab assignments.

With our recent investments in technology resources, we will now be able to work with digital and virtual curricular resources aligned to the respective core curriculum. In SY 2017- 18, grades 4-8 will extend best practices to better support STEM foci through the use of: Robotics and LegoEducation;

- o ExploreLearning through Gizmos, an online tool that offers simulations that power scientific inquiry and understanding;
- o Teacher resources such as the NATA Quick Reference Guide;
- o NSTA professional development; and
- o CERCA online reading and writing tool to better support writing in Science.

- **Personnel:** In SY 2018-19 we added an additional full-time teacher in 6-8 science. As a result, each teacher in our science department is now able to focus more deeply on the curriculum and content of a single grade level. All science teachers have a common meeting period where teachers review lesson content and collaboratively plan for execution.

- **Data and Assessments:** In grades 4-8, students complete quarterly benchmark assessments aligned to NGSS and NYS standards. These benchmark exams are developed collaboratively by our Dean of Curriculum and Instruction and science teachers at the start of the year. Once administered, student data is analyzed as part of our quarterly data meetings, during which we also plan for how to address student misconceptions and gaps in learning through spiraled re-teaching. We also administer the NWEA MAP assessment twice per year in science in order to track and monitor longitudinal growth and better differentiate instruction to meet the needs of individual students.

## 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, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## RESULTS AND EVALUATION

Greater than 90% of Hyde students in the 2012, 2013, and 2014 cohorts have annually passed the New York State Regents science exam with a Score of 65 or higher, as the following table indicates.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>24</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	62	97%
2013	57	95%
2014	66	97%

## EVALUATION

Hyde met this goal in each of the last three years. The 2012, 2013, and 2014 cohorts all surpassed the target by twenty to twenty-two percentage points

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

<sup>24</sup> Based on the highest score for each student on any science Regents exam

## RESULTS AND EVALUATION

The percentage of students in Hyde's high school Total Cohort exceeded the District 8 Total Cohort by thirty-seven percentage points for the 2012 cohort and thirty-two percentage points for the 2013 cohort. NYSED has not yet published data for Community District 8's 2014 cohort. Science Regents

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	97%	62	60%	1906
2013	95%	57	63%	1954
2014	97%	66	N/A*	N/A*

*\*2017-2018 data not posted yet*

## EVALUATION

Hyde significantly surpassed Community District 8's Science Regents Passing Rate for the 2011 and 2012 cohorts. Although NYSED has not yet published data for District 8's 2013 cohort, we are confident that our 2013 Total Cohort also surpassed the passing rate for District 8. To build upon our success in the next charter term, Hyde has developed and has begun to implement the following action plan in the current school year.

## ACTION PLAN

In an effort to increase Regents scores, college readiness, and 21st Century science literacy, the science department will focus on:

- **Professional development:** At the start of the year, teachers develop individual growth plans with their supervisors that align with annual goals and areas for improvement. As a part of these plans, science teachers select relevant workshops at the National Science Teacher Association conference. The 2018-2019 professional development calendars include department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.
- **Providing an intentional focus on inquiry and project-based learning:** We will continue to expect all classes in the science department to be designed around an inquiry-based model that emphasizes investigation, evaluation, and analysis. Each class will feature at least one required lab report that demonstrates student mastery of this process. Through projects, students will continue to learn critical collaboration, argumentation, and evaluation strategies.



- **Increasing computer science mastery:** The science department currently offers computer science courses at the standard and AP levels. In an increasingly technology-centered society, these classes increase students' computer literacy, provide necessary skills for innovation, increase science relevancy, and ultimately prepare students for one of the fastest growing occupations in the United States. We are exploring ways to enhance existing and forge new partnerships with other non-profit organizations and schools, including Code.org, Code Interactive, and Verizon Innovative Learning Partnership, in order to provide students with opportunities to develop computer science skills outside the scope of our classes.
- **Incorporation of technology:** Students actively use their Chromebooks in science class to conduct research, gather information, and create effective presentations. Our students, however, struggle with determining the scientific reliability and accuracy of the wealth of information they can now access. We will focus our efforts on helping students learn how to distinguish credible sources from biased information presenting itself as science and to gather information to support or refute claims.
- **Increasing science relevancy:** Each science class will continue to use real-world examples to show students how science is relevant to their daily lives and to motivate student interest in science. For example, computer science shows students a path to evolving careers, while Investigations in Biology increase interest through forensics and hands-on investigations.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Hyde Leadership Charter School students will demonstrate competency in the understanding and application of important ideas from history and the social sciences.

### 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.

### BACKGROUND

High school social studies courses are designed to prepare students for Regents exams and to critically think about past and present social structures. Hyde also offers AP courses in World and U.S. History. Our shift to the Google platform and a one-to-one computing environment has

allowed for easier access to primary source material and more immediate feedback. In each social studies course, student progress is measured on quarterly benchmarks and authentic assessments of college readiness.

## 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

An average of over 90% of students in the 2011, 2012, 2013 and 2014 cohorts have passed the New York State Regents U.S. History exam with a Score of 65 or higher.

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>25</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	68	<b>88%</b>
2012	62	95%
2013	57	90%
2014	66	92%

## EVALUATION

Hyde met this goal in each of the last four years. The 2011, 2012, 2013, and 2014 cohorts all surpassed this threshold by between thirteen and twenty percentage points.

**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.

<sup>25</sup> Based on the highest score for each student on a science Regents exam

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

## RESULTS

The percentage of students passing the Regents U.S. History exam in Hyde's high school Total Cohort exceeded that of the District 8 Total Cohort by thirty-six percentage points for the 2011 cohort, forty-one percentage points for the 2012 cohort, and thirty-three percentage points for the 2013 cohort. NYSED has not yet published data for District 8's 2014 cohort.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2011	88%	68	52%	2075
2012	95%	62	54%	1906
2013	90%	57	57%	1954
2014	92%	66	N/A*	N/A*

*\*2017-18 Data not posted yet*

## EVALUATION

Hyde significantly surpassed Community District 8's U.S. History Regents Passing Rate for the 2011, 2012, and 2013 cohorts. Although NYSED has not yet published data for District 8's 2014 cohort, we are confident that our 2014 Total Cohort also surpassed the passing rate for District 8.

## ADDITIONAL EVIDENCE

Since our Regents performance in social studies is strong, we will shift our focus beyond Regents exams to giving students AP opportunities in World History, US History, and for the first time this coming year, Government.

**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**

On average, more than 90% of students in the 2011, 2012, 2013 and 2014 cohorts passed the New York State Global History exam with a Score of 65 or higher.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>26</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	68	88%
2012	62	95%
2013	57	91%
2014	66	95%

**EVALUATION**

Hyde met this goal in each of the last three years. The 2011, 2012, 2013 and 2014 cohorts all surpassed this threshold by between thirteen and twenty percentage points.

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

<sup>26</sup> Based on the highest score for each student on a science Regents exam

## RESULTS

The percent of students passing the Regents Global History exam in Hyde’s high school Total Cohort exceeded that of the District 8 Total Cohort by forty percentage points for the 2011 cohort, forty-six percentage points for the 2012 cohort, and thirty-nine percentage points for the 2013 cohort. NYSED has not yet published data for District 8’s 2014 cohort.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2011	88%	68	48%	2075
2012	95%	62	49%	1906
2013	91%	57	52%	1954
2014	95%	66	N/A*	N/A*

*\*2017-18 Data not posted yet*

## EVALUATION

Hyde significantly surpassed District 8’s Global History Regents Passing Rate for the 2011, 2012, and 2013 cohorts. Although NYSED has not yet published data for District 8’s 2014 cohort, we are confident that our 2014 Total Cohort also surpassed the passing rate for District 8.

## ACTION PLAN

The following are specific areas of focus for the Social Studies Department:

- **Professional Development:** At the start of the school year, teachers develop individual growth plans with their supervisors that align with annual goals and areas for improvement. As a part of these plans, Social Studies teachers select relevant workshops at the National Council for the Social Studies conference. The 2018-2019 professional development calendar includes department-led faculty meetings during which teachers will share conference highlights with the rest of the high school team.
- **Literacy skills for social studies:** Students will be able to readily access primary source materials, journal articles, graphs, charts, etc. and write a critical analysis. To do so, students must first be able to read the document successfully. Teachers will intentionally scaffold supports to enable students to comprehend complex texts on their own and apply analytical writing skills taught in English courses
- **Increasing rigor in social studies assignments:** Teachers will incorporate college and career-readiness skills into all major assignments and classroom culture. On a quarterly basis, teachers will evaluate overall college readiness skills. This information will be broken down into specific

content and process standards so that students can reflect upon their strengths and deficiencies.

## GOAL 7: ESSA

### Goal 7: ESSA

Hyde Leadership Charter School performance will meet ESSA accountability requirements

### 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 SY 2016-17 Hyde was in Good Standing.

### EVALUATION

Hyde met this accountability goal.

### ADDITIONAL EVIDENCE

Hyde has been in good standing for each year of the current charter term

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	N/A*

\*New York State has not yet determined the School’s ESSA status for 2017-18