



Hyde Leadership Charter School

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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By

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Thomas K. Sturtevant, Executive Director prepared this 2018-19 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Herbert B. Fixler	Office: Chair/Board President Committees: Executive, Education, Nominating (Chair) Government Relations (Chair), Human Resources, Finance and Investment, Marketing, PR and Advertising, Facilities, Development
Herbert M. Kaplan	Office: Secretary Committees: Executive, Nominating, Government Relations, Marketing, PR, Advertising, Development (Chair)
Deborah Dumont	Office: Trustee/Member Committees: Executive, Education (Chair), Nominating, Human Resources (Chair)
Susan Engel	Office: Trustee/Member Committees: Marketing, PR and Advertising, Development
Maureen Singer	Office: Treasurer Committees: Finance and Investment (Chair)
Tony Stoupas	Office: Trustee/Member Committees: Executive, Education, Finance and Investment, Facilities
Ruth Jarmul	Office: Trustee/Member Committees: Marketing, PR, Advertising (Chair) Development
Chavon Sutton	Office: Trustee/Member Committees: Finance and Investment



Thomas K. Sturtevant has served as Executive Director since April 16th, 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 1st, 2013.
Valarie Hunsinger has served as Director of Development since August 1st, 2017.

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
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	10 9	62	63	977
2018-19	82	79	79	80	83	76	76	79	77	79	78	34	75	977

The School Enrollment by Grade Level and School Year table reflects BEDS day enrollment numbers. Accountability Cohort numbers reflect enrollment for the cohorts as of June 30th. 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 9th grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2016-17	2013-14	2013	57	1	56
2017-18	2014-15	2014	66	0	66
2018-19	2015-16	2015	61	0	61

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 9th grade. Students enrolled for at least one day in the school after entering the 9th 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 homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	56	2	58
2017-18	2014-15	2014	66	0	66
2018-19	2015-16	2015	61	0	61

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	1	0	1
2017-18	2013-14	2013	4	0	4
2018-19	2014-15	2014	1	2	3

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.

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 and Algebra II (Common Core)
SCIENCE	6	Living Environment	Chemistry <u>or</u> Physics or 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

64% of Hyde students in their first year in the Total Graduation Cohort earned at least ten credits in 2018-19. 76% of Hyde students in their second year in the Total Graduation Cohort earned at least ten credits in 2018-19.

ADDITIONAL EVIDENCE

Hyde met this accountability measure for students in their second year and did not meet the accountability measure for students in their first year. While only 64% of students in the 2018 cohort earned 10 or more credits by the end of their first year, 76% of them accrued 10 credits by the end of their freshman year, including credits accrued during their 8th grade year at Hyde. Accordingly, 76% of freshmen were on track for graduation by the end of freshman year.

81% of the 2018 Cohort met the promotion criteria, and 83% of the 2017 Cohort met the promotion criteria.

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

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	56	83%
2018	66	81%

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

In 2018-19, 78.85% of students in the 2017 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	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	61	95.08%
2016	2017-18	67	82.1%
2017	2018-19	57	78.85%

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.

Goal 1: Absolute Measures

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

METHOD

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

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

RESULTS AND EVALUATION

In 2018-19, 84% of Hyde's four-year Total Graduation Cohort graduated, and 95% 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	School Year	Number in Cohort	Percent Graduating
2013	2016-17	57	84%
2014	2017-18	66	94%
2015	2018-19	61	84%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	62	100%
2013	2017-18	57	88%
2014	2018-19	66	95%

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

ADDITIONAL EVIDENCE

Hyde met the four and five-year accountability measures.

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.

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

RESULTS AND EVALUATION

While we are unable to compare Hyde's 2018-2019 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 2017-18 by 29 percentage points. NYSED has not yet published data for District 8's 2015 cohort.

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

Cohort Designation	School Year	Hyde Leadership Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	57	83%	1954	52%
2014	2017-18	66	94%	1079	53%
2015	2018-19	61	84%	1079*	53%*

**High school graduation rates for the 2015 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted. These comparisons are based on the 2018 results in District 8.*

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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 2015 cohort, we are confident that our 2015 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 2015)		School District (Cohort 2014*)	
Number in Cohort	Percent Graduating with ARD	Number in Cohort	Percent Graduating with ARD
61	42.62%	1,079*	3%*

**High school graduation rates for the 2015 Total Cohort had not been published on data.nysed.gov at the time that this report was submitted. These comparisons are based on the 2018 results in 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 below.

RESULTS AND EVALUATION

Percentage of the 2015 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 $=[(b)/(a)]*100$
LOTE	3	3	100%
Geometry Regents Exam	2	2	100%
Overall	5	5	100%

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	N/A	N/A
2014	2017-18	N/A	N/A
2015	2018-19	61	5

ADDITIONAL EVIDENCE

All students who pursued a 4+1 alternative graduation pathway achieved a Regents equivalency score on an approved assessment. Note that a myriad students sat for the LOTE and Geometry exam who graduated with a Regents diploma following the traditional pathway.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Partially 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.	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.	Pending- Met based on comparison to released 2017-18 data
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.	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

Our graduation results have been consistently strong, with an average graduation rate of over 90% since our first graduating class. Our plan for the 2019-20 school year is implement new and continue existing practices proven to be successful, including but not limited to the following:

Office Hours: All teachers are assigned office hours and are available 1-2 afternoons per week to assist students with their work.

Chromebooks: Each student is issued a Chromebook at the start of the year and may take the device home to access and complete assignments.



Google Classroom: All teachers are expected to create a Google Classroom for students so that homework and other assignments and resources can be posted. We have found that use of Google Classroom has improved the amount and quality of feedback and reduced turnaround time for grading assignments.

Grade Updates: Students and Guardians are given accounts to access their grades for each class through PowerSchool. Students can see assignments posted to their grade in real time. Departments have created timelines for turning over work back to students so that they are able to get feedback in a useful time period.

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, Assistant Director, School Counselors, and Special Education Coordinator regularly meet with students to review accrued and outstanding credits and develop action plans in response to performance. The High School Director and School Counselor initially meet 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.

RESULTS AND EVALUATION

In 2018-19, 51% 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 college and career readiness benchmark on the SAT, or earning a Regents diploma with advanced designation.

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing with an Advancement Placement (“AP”) exam with a score of 3 or higher	35	11	18%
Passing a college level course offered at a college or university through a school partnership with a college or university	24	24	39%
Achieving the college and career readiness benchmark on SAT	59	20	33%
Earning a Regents diploma with advanced designation	29	26	43%
Overall	61	31	51%

ADDITIONAL EVIDENCE

51 % of students in the 2015 Accountability Cohort demonstrated college preparation by achieving one of the indicators above. We will continue to work with all students to track their progress towards an Advanced Regents Diploma, offer internal SAT prep courses and increase marketing of College Now enrollment deadlines. We have also expanded our AP Program to include the following courses to meet the needs of our diverse student body:

- 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, & Government
- 2019-2020: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, and the AP Capstone program

Goal 2: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

Hyde met this accountability measure which weights Advanced Regents Diploma attainment, Regents and Local Diploma attainment, and AP Scores of 3, 4, or 5 to calculate the CCCRI. 26 students graduated with an Advanced Regents Diploma, an additional 2 students passed an AP exam and an additional 2 students passed a college course. 9 students passed an AP course who did not meet one of the above indicators.

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	66	128	121.32
2018-19	2015	61	130	143.4

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

ADDITIONAL EVIDENCE

Additionally, our student's attainment of a Regents Diploma with Advanced Designation has steadily increased over the past six years to 43% in 2019.

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

Hyde met this accountability measure. Our practice of providing additional opportunities to take Advanced Placement and College Courses via our College Now partnership inform our success in this area. Additionally, administrators and counselors schedule routine 1:1 check-ins with students and gradually release the responsibility of tracking progress towards the Advanced Regents Diploma to students. Academic assemblies, and Class and School Meetings are used as forums to celebrate student success, discuss the academic state of the school, and present student work. We are confident that these practices will continue to inform our success in the 2019-20 school year and beyond.

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

Cohort	Charter School	School District
2013	N/A	N/A
2014	121.32	128
2015	143.4	130

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 95% of Hyde students have matriculated into college in the year following 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	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2013	2016-17	50	45	90%
2014	2017-18	62	62	100%
2015	2018-19	52	50	96%

SUMMARY OF THE COLLEGE PREPARATION GOAL

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

ACTION PLAN

Hyde is determined to achieve all college-related measures. Below we have outlined our plan for the 2019-20 school year. This plan includes programs and practices that have proven to be successful and new strategies that address our observable gaps.

SAT Preparation: We partner with College Board to host an SAT School Day. We also administered the SAT in August 2019 due to limited seating in NYC so that our students would have the option to take both subject and standard SATs. In addition we continue to spiral SAT instruction into our English III & IV curriculum, Rhetoric & Composition curriculum, and all Math curriculum. Students have the opportunity to review scoring metrics in Class and School

Meetings, schedule 1:1 meeting with counselors, and sign-up for KHAN Academy and external SAT prep. Internal SAT and PSAT prep sessions are offered by Math and English teachers after school and on weekends. All students are provided SAT study guides and can request a college board SAT book free of cost.

Robust Counseling Team: Our College Access and Success team is led by the Assistant Director and consists of 2 College Counselors, a Director of Family Education & Post-secondary Success and 2 Success Counselors. The Success Counselors role is a stipend position currently held by 2 of our teachers. Our College Counselor to students' ratio is 30:1, which allows for more immediate access to tailored support. This resulted in an increase College Now enrollment, Alumni led college visits, and improved data collection methods.

Financial Support: We recently codified our process for Alumni to receive micro-grants through an annual application process to assist Alumni with inhibiting costs such as travel, books, fees, and other resources. In the Spring of 2019 worked to establish the Robin P. Maitra Scholarship Fund in collaboration with his family in his memory. Awarded to a senior who exemplified the Hyde principles.

Early Decision/Early Action Boot Camp was open to all seniors and allowed students to learn about the process of applying to college via early action and early decision admissions. During this week we refined their college essays, researched schools and their individual requirements, and then began the common application process.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

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 teachers. 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’s reading level is and why, and the sequences of skills/behaviors that he/she needs to learn next to accelerate growth in reading. 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 Houghton Mifflin Harcourt’s (HMH) Into Reading for grades 4-5, and Into Literature for grades 6-8. Both curriculums are aligned to the Common Core State Standards, and address the needs of teachers while equipping students with the reading, writing, speaking and listening skills required for success in the 21st century.

Into Reading and Into Literature provide an array of formative and summative assessments that allow teachers to dive into the data and customize instruction for students, allowing both enrichment and intervention through leveled reading and small group instruction. Additionally, in grades 4-5 we integrate blended learning in intervention to meet the demands of all learners by using HMH’s Read 180 and System 44 software (adaptive programs that meet students at their level for Tier 2 and Tier 3 support), and IXL ELA (a technology based comprehensive curriculum with individualized guidance for students and real-time analytics for teachers) in grades 6-8. Lastly, 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.

High school English teachers continue to design and implement rigorous, relevant, and authentic curriculum each year. The restructured 2019-20 team has vertically aligned its English curriculum over four years with the Common Core State Standards. The team works to strike the right balance between test preparation and other authentic measures in English I and II courses. By junior year, SAT preparation is more naturally woven into the curriculum. All courses focus on research writing and scaffold MLA format. English III and IV courses provide intentional instruction on navigating databases including JSTOR. 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. Students have opportunities to move from remedial to honors and AP English courses.

Department Heads attend weekly Academic Leadership Team meetings, which 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.

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 2019. 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).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	78	0	0	0	2	80
4	81	0	0	0	1	82
5	75	0	0	0	0	75
6	75	0	0	0	0	75
7	76	0	0	0	2	78
8	77	0	0	0	0	77
All	462	0	0	0	5	467

RESULTS AND EVALUATION

35% of Hyde students enrolled in at least their second year was proficient on the New York State English Language Arts examination in 2018-19, as the following table indicates.

Performance on 2018-19 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	19%	78	17.9%	74
4	27%	81	25.9%	78
5	40%	75	37.3%	70
6	36%	75	33.3%	68
7	33%	76	33%	70
8	55%	77	51.9%	72
All	35%	462	35.4%	432

⁴ 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.

ADDITIONAL EVIDENCE

The below table indicates that the percentage of Hyde students in at least their second year achieving proficiency decreased by 7.5% from 2017-18 to 2018-19.

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	30.9%	68	28.9%	69	17.9%	74
4	29.7%	64	38.9%	72	25.9%	78
5	21.4%	70	22.4%	67	37.3%	70
6	20.4%	64	50.0%	62	33.3%	68
7	52.8%	72	47.8%	66	33%	70
8	43.8%	64	69.3%	75	51.9%	72
All	33.3%	402	42.9%	411	35.4%	432

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, proficient, or 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 2018-19 English Language Arts MIP for all students of 105. 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

Hyde’s aggregate Performance Index on the State English Language Arts exam has **met** the 2018-2019 Measure of Interim Progress set for in the state’s ESSA accountability system. Based on the data table below, Hyde’s PI exceeded the state’s MIP by 2.5 percentage points. This is in large part due to the overall proficiency ratings in grades 5-8 and the targeted instruction that took place during Saturday academy, small group instruction and intervention strategies implored by teachers in English Language Arts.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29	36	27	7

$$\begin{aligned}
 \text{PI} &= 36 + 27 + 7 = 70 \\
 &+ 27 + 7 = 34 \\
 &+ (.5)*7 = 3.5 \\
 \text{PI} &= 107.5
 \end{aligned}$$

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.⁵

RESULTS AND EVALUATION

Students enrolled in at least their second year at Hyde underperformed those in their host district, NYC Community District 8 by <1%, as the table below reflects.

⁵ 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](#).

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	17.9%	74	44%	2000
4	25.9%	78	38%	2106
5	37.3%	70	32%	2086
6	33.3%	68	37%	2077
7	33%	70	27%	2062
8	51.9%	72	38%	2161
All	35.4%	432	36%	12492

EVALUATION

Hyde did not meet 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 English Language Arts exam be greater than that of all students in the same tested grades in the local school district. Hyde fell short of this measure by .6%.

ADDITIONAL EVIDENCE

The below table demonstrates that Hyde students demonstrated marginal progress in the percentage of students achieving proficiency in comparison to the school's host district, District 8, between the 2016-17 and 2018-19 academic years.

While students in grades 5, 7 and 8 made significant progress in comparison to the district, during the 2018-2019 school year, ultimately the school was outperformed by District 8 by .6%. This is largely due to the overall disparity between student's overall proficiency in grade 3 as compared to that of students in grade 3 in the school's host district, District 8.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	30.9%	30%	28.9%	39%	17.9%	44%
4	29.7%	29%	38.9%	36%	25.9%	38%
5	21.4%	24%	22.4%	28%	37.3%	32%
6	20.4%	20%	50.0%	37%	33.3%	37%
7	52.8%	29%	47.8%	29%	33%	27%
8	43.8%	38%	69.3%	37%	51.9%	38%
All	33.3%	28%	42.9%	34%	35.4%	36%

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

In SY 2017-18, Hyde's aggregate effect size in English Language Arts was 0.62

2017-18 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	94.0	77	29.9	36.4	-6.5	-0.36
4	96.1	74	37.8	33.3	4.6	0.25
5	92.2	73	23.3	23.5	-0.2	-0.01
6	93.2	72	47.2	33.2	14.0	0.87
7	90.7	75	42.7	26.3	16.3	1.06
8	92.4	77	68.8	35.3	33.5	1.88
All	93.1	448	41.7	31.4	10.3	0.62

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

In the SY 2017-18, Hyde met this accountability plan goal. Hyde's effect size is not yet available for 2018-19, the year most relevant to this analysis. Given that our ELA performance decreased between 2017-18 and 2018-19 we are expecting our effect size to decrease but still to fall in the higher than expected range.

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
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
2017-18	3-8	93.1%	462	41.7%	31.4%	0.62

Goal 3: Growth Measure⁶

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 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.

Given the timing of the state’s release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

Hyde met this goal in 2018-19. Our mean growth percentile was 55.4 which exceeds the statewide target of 50.0.

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

Grade	Mean Growth Percentile	
	School	Target
4	50.9	50.0
5	52.1	50.0
6	57.7	50.0
7	58.4	50.0
8	57.2	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.

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

⁷ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile				
	2015-16	2016-17	2017-18	2018-19	Target
4	42.8	58.7	51	N/A	50.0
5	58.7	48.2	52	N/A	50.0
6	64.8	52.1	59.5	N/A	50.0
7	62.9	53.2	57.5	N/A	50.0
8	60.7	58.3	57	N/A	50.0
All	58.0	54.0	55.4	N/A	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. While we did not meet our absolute proficiency rating for all tested students, we are proud of the performance of our ELLs and SWD in ELA. Students enrolled at Hyde identified as ENL or SWD outperformed the city, state and district in ELA. Hyde is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2018-19, 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.	MET
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.	NOT 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	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 2017-18 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: In response to analyzing our 3rd grade proficiency scores on the 2019 State Tests we found a discrepancy in how our students were performing at that time of the year on their Independent Reading Level Assessment (IRLA). 40% of the 3rd grade students were proficient at the time the ELA test was administered. Our state test scores indicated that 19% percent of students were proficient. To better align our predicted outcomes on the test we have carefully analyzed past performance and student ratings and will strengthen reliability by calibrating raters, giving students more direct practice on test taking strategies and begin constructed response work earlier in the year so there is more practice and demonstrated learning of the standards. To address calibration of raters, we are strengthening our levels accuracy process. Levels Accuracy will be performed on a monthly basis in order to ensure that students are leveled at the appropriate IRLA level. This process will be performed by grade level leads, administration and interventionist. Third grade, students will have weekly opportunities to write in response to texts (literary and informational), as is expected on the state test. The Item Skills Analysis will provide greater detail on how individual students performed; however, in reviewing the scale score ranges associated with each performance level we noticed that 10 students were 5 points or less away from proficiency. We are confident that the weekly writing assessments will have an impact on improving student proficiency rates. This will allow students to build stamina, competence and confidence leading up to the state exams, Additionally it provides weekly assessment of students learning towards the standard covered.

We will continue to solidify our reading and writing programs through an intense focus on ensuring high quality curriculum and instruction in all classes. To that end, we will carefully manage and evaluate the rigor and types of questioning across all content areas. We ended the 2018-19 school year with 70% of our Kindergarten, 37% of 1st graders, 39% of 2nd graders, and 54% of 3rd graders reading on grade level. In 2019-2020 we are confident that continued use of ARC Core, IRLA, and the toolkits, will result in increases in these numbers. Reading Intervention teachers will continue to support reading instruction in K-3 by providing targeted reading intervention throughout the day individually and in small groups. They will use the foundational skills toolkits provided by ARC and Orton-Gillingham. We also continue our partnership with Reading Partners. Reading Partners provides individualized reading support for students in grades K-3 who are six months or more behind grade level in reading. Tutors work one-on-one with students for 45 minutes twice a week. To further support reading growth for our kindergarten. The Hunts Point Alliance for Children Hosts Readers to




Leaders four times a week. Readers To Leaders is an after-school program that focuses on literacy and language development for students who are performing below grade-level.

In order to maintain and significantly improve our ELA results in grades 4-8, we will continue to focus on literacy development, cross content literacy, and intentionally focus on the instruction of our Special Education (SPED) and English as a New Language (ENL) populations to more closely monitor their academic gains and/or progress. In Middle School, in order to improve our ELA results, we have implemented a new curriculum in grades 4-8 that meets the demands of the Common Core Learning Standards, in addition to making sure students are being exposed to a variety of genres that are also culturally relevant. In addition to a number of other foci, teachers will focus on reading with a purpose, teaching students how to actively engage with a text. Using a combination of blended and stations learning, teachers will maximize instructional time and offer targeted small group instruction to meet the demands of all learners. The adaptive software programs that we've used for Tier 2 and Tier 3 intervention (Read 180 and System 44) continue to prove to be successful for our 4th and 5th graders in terms of achieving reading proficiency, as 87% of 4th graders and 80% of 5th graders increased their reading level in the academic school year. In grades 6th-8th we noticed a lack of investment on the side of students in the adaptive software. To address this, we are now offering targeted intervention and enrichment in Humanities courses focusing on literacy skill development using IXL ELA. We will monitor student progress via quarterly benchmark assessments, NWEA administration and data analysis as well as formative and summative classroom assessments. We will continue to prioritize teacher development and instructional support and have added an ELA Instructional Coach, an ENL Coordinator and a Literacy Coordinator to the Middle School Staff to support instruction during ELA classes.

In order to meet the personalized academic needs of all students and continue 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 continue to 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, authentic instructional strategies aligned to Daggett's System (ICLE), and unit 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 did not make adequate progress in overall proficiency and in some cases regressed. For 2018-2019 our teachers will closely monitor the success of our students.

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




Our Academic Leadership team consisting of the Director of Academic Programs, Academic Dean K-1 and Academic Dean 2-3 will continue to support the development and implementation of a rigorous New York State standards based curriculum with diverse offerings that provides equity of access, tools for success, and an inclusive environment for all students. Through observation and instructional coaching, we continue 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 the lens of student engagement with the materials of learning and with other students. This school year we will pilot the use of TORSH Talent to support our teacher development.

TORSH Talent is an observation, feedback and data management platform that gives opportunity to observe teachers in action, reflect on practice, collaborate with others, measure the effectiveness of instruction. Through the use of video recordings of instruction teachers will be able to reflect on pedagogy and along with coaching support create goals to further develop and strengthen their practice.

In assessing the needs of our current 3rd grade cohort which includes 35% students with disabilities and 35% English Language Learners, we have restructured our Teaching Assistant support to have one Teaching Assistant in each of the 3rd grade classrooms. This is a shift from last year, where Teaching Assistants supported across grade levels. Teaching Assistants support students by providing one-on-one and small group instruction, and small group intervention and student support. We feel confident that this increase in support will have a positive effect on the academic and social emotional growth of our 3rd grade students.

In order to further support students identified for Special Education services, we will have 3 ICT classrooms in both 1st and 3rd grade and 2 ICT classrooms in K and 2nd grade, 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 grade 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.

To further build on our team's capacity as literacy instructors, professional development throughout the school year will focus on a deep understanding of the standards, effective instructional practices, implementation of our curriculum with fidelity, building and maintaining student engagement in reading and the high leverage co-teaching models. Our



professional development program is a gradual release model, starting out with a leadership learning sessions and faculty workshops, moving into collaborative planning/ grade group meetings, then into "fishbowl" demonstration lessons in classrooms of study, and finally into 1:1 targeted support and coaching cycles.

Data and Assessments: In the Elementary School teachers will continue to 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. Instructional staff will use SchoolPace, which is an online performance management system that provides student performance data in real-time. SchoolPace shows detailed information about reading progress. Teachers are able to get actionable insight into the volume of reading being completed, the amount of growth being made and which reading standards are being mastered. These analytics are driven by data from the eIRLA. With eIRLA, a formative assessment conferencing tool, teachers can track which standards each student has mastered, and use embedded assessments to provide evidence of that mastery. SchoolPace will track IRLA levels, Reader Engagement, Reading Practice, Conferencing and Reading Proficient levels.

In addition to SchoolPace we will use NWEA MAP results, Grade-level Benchmark "state test" like assessments in quarters 2 and 3 for 2nd and 3rd grade to monitor student growth. As mentioned in the Curriculum and Instruction section above, 3rd grade teachers will assess students' understanding of standards through weekly constructed responses. In addition to the biweekly data driven instruction meetings there will be school-wide data meetings held on a quarterly basis which will include intensive student work analysis and curriculum development.

In grades 4-8, 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 will continue to utilize eDoctrina for quarterly interim assessments in all content areas which are aligned to our scope and sequences and instructional program. We will also better align formative and summative assessments in ELA to what students will be exposed to on the NY State Test. We will improve the quality of information and turnaround time in the assessment-feedback loop, and data will be used to not only guide modifications to the existing instructional plans but also to guide the planning of intervention, and individual instructional plans for specific students. In grades 4-8, student growth will continue to be measured by the MAP NWEA and Reading Inventory 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 standards 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).⁷ 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

61% of students in the 2015 Accountability Cohort passed with a score of 75 or a Level 4 on the Common Core exam, as the following table demonstrates. Hyde did not meet this goal for the 2015 cohort. In response, we have restructured the English team and hired more experienced teachers. We have also added a Special Education Teacher to the high school team, who provides additional support in English.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁸

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	57	74%
2014	2017-18	66	67%
2015	2018-19	61	61%

⁸ Based on the highest score for each student on the English Regents exam

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirements 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 13%. Our performance against this indicator correlates to our strong graduation performance and practices identified as informing our success in that area apply to this measure.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	57	93%
2014	2017-18	66	98%
2015	2018-19	61	93%

ADDITIONAL EVIDENCE

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

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

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent +Passing
2015	68	76%	62	87%	61	93%
2016	73	62%	69	70%	67	84%
2017			59	42%	57	75%
2018					70	33%

Goal 3: Absolute Measure

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

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.¹⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 English Language Arts MIP for all students of 191.

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

RESULTS AND EVALUATION

Hyde did not meet this accountability measure. Our performance is, in part, a reflection of our program’s encouragement for students to take the exam as early as student’s freshman year. We rely

¹⁰ 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

on this data to inform instructional choices and support systems.

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
61	8.2	32.78	24.59	36.06

PI = 172.11

ADDITIONAL EVIDENCE

We have implemented the following programmatic elements in response to student performance:

English Labs: In labs, identified students work on needed reading and writing skills based on observational and assessment data gathered by intervention and core class teachers. Lessons during these periods are implemented from the guide "RTI Intervention Strategies for Secondary Classrooms."

Targeted ELL support with both pullouts, co-taught classes, and office hours with ENL Teacher.

Professional Development: Common Core Alignment and UDL workshops throughout the year will provide teachers with continued support in ensuring all lessons meet grade level standards and we are providing multiple pathways to master standards according to UDL.

Teachers use **scaffolded AP Literature and AP Language resources** from "Applied Practice" in all English classes grades 9-12 to align English curriculum to college-ready standards.

Rhetoric & Composition classes use Sadlier to aid with vocabulary acquisition and application. This year we will focus on increased targeted writing intervention in this course and explicit PSAT (9&10) and SAT (10&11) prep using Khan Academy.

Increase in **Co-taught classes** with both SPED and ENL services.

NYU Resident intern presence in 11th grade classes as extra resources for individualized student support and differentiation.

Goal 3: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

While the district has yet to release data for the 2015 cohort, Hyde met this goal in comparison to district data released for the 2013 and 2014 cohorts, as the following table demonstrates.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	53%	57	34%	1954
2014	2017-18	67%	66	35%	2019
2015	2018-19	56.45%	61	N/A*	N/A*

*Data not released yet.

ADDITIONAL EVIDENCE

Hyde significantly outperforms district schools in this area. Students in Hyde's 2015 cohort outperformed district school's 2014 cohort by 21.45%.

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 2015 cohort, Hyde met this goal in comparison to district data released for the 2013 and 2014 cohorts, as evidenced in the table below.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	93%	57	63%	1954
2014	2017-18	98%	66	64%	1287
2015	2018-19	91.94%	61	N/A*	N/A*

*Data not released 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 the 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 2015 cohort, Hyde met this goal in comparison to district data released for the 2014 cohort, as evidenced in the table below.

English Regents Performance Index (PI)¹¹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	155	57	118	1578
2014	2017-18	180.9	66	112	2019
2015	2018-19	172.13	61	N/A*	N/A*

*Data not released yet.

ADDITIONAL EVIDENCE

Hyde significantly outperforms district schools in this area. Students in Hyde’s 2015 cohort outperformed district school’s 2014 cohort by over 60 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 8th grade English language arts exam will meet the college and career readiness standards (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 standards.

RESULTS AND EVALUATION

Hyde met this goal with 68% of students in the 2015 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 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	49	49%
2014	2017-18	50	64%
2015	2018-19	56	68%

¹¹ For an explanation of the procedure to calculate the school’s PI, see page 25.

¹² Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

We have made steady progress against this goal with 19% more students in the 2015 Accountability Cohort meeting this goal as compared to the 2013 Accountability Cohort and 4% more students in the 2015 Accountability Cohort meeting this goal compared to the 2014 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 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

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 93% of students in the 2015 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 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	49	92%
2014	2017-18	50	98%
2015	2018-19	56	93%

ADDITIONAL EVIDENCE

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

¹³ Based on the highest score for each student on the English Regents exam

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

We are committed to providing the resources needed for our students to become proficient readers, writers, and users of the English language. Hyde is committed to a culture of continuous growth in this area.

In 2018-19, Hyde did not meet all of the measures for evaluation 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.	Not met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam for students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Not met
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Pending data release- met based on data released for 2017-18
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.	Pending data release- met based on data released for 2017-18
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.)	Pending data release- met based on data released for 2017-18
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English Language Arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	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 th grade English Language Arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met

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: The high school leadership team is focused on increasing teacher capacity to engage all students. We have revised our structure to include a Director of Teaching and Learning and Instructional Coach, focused on working with teachers to maximize learning and engagement. In addition to internal professional development workshops, English teachers will continue to select relevant workshops at the National Conference of Teachers of English each year.

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. Additionally, English teachers provide 1:1 intervention. Furthermore, given the number of students with IEPs, we added an additional Special Education Teacher, which allows for more heterogeneously grouped classes.

School-wide writing initiative: The English team continues to lead our writing initiative to ensure that we are holding to a consistent standard for introducing and citing evidence. Classroom visuals focused on introducing and citing evidence in the text of a paper rather than a Works Cited page. The English team will lead professional development workshops for the staff on this initiative.

GOAL 4: MATHEMATICS

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

BACKGROUND

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.

High school math teachers use the Engage New York State Common Core curriculum to design rigorous mathematics courses in order to prepare students for post-secondary mathematics courses. Foundational skills needed for college level work are assessed early on and diversified course offerings maximize student engagement. 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. Teachers are encouraged to transcend the space of the classroom by exposing students to real-world mathematical concepts.

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 2019. 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.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	77	0	0	0	3	80
4	79	0	0	0	3	82
5	74	0	0	0	1	75
6	75	0	0	0	0	75
7	77	0	0	0	1	78
8*	N/A	N/A	N/A	N/A	N/A	N/A
All	382	0	0	0	8	390

**8th Graders took the CC Algebra Regents*

RESULTS AND EVALUATION

35.8% of Hyde students enrolled in at least their second year was proficient on the NYS -mathematics examination in 2018-19.

Performance on 2018-19 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	23%	77	23.2%	73
4	39%	79	39.5%	76
5	41%	74	43.5%	69
6	27%	75	26.5%	68
7	43%	77	46.5%	71
8	N/A	N/A	N/A	N/A
All	35%	382	35.8%	357

**8th Graders took the CC Algebra Regents*

¹⁴ 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.

ADDITIONAL EVIDENCE

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	CC Algebra	90.10%	71
8	2017-18	CC Algebra	74.00%	77
8	2018-19	CC Algebra	81.82%	77

Despite the strong performance of students in grade 8 on the Algebra I regents as indicated above, Hyde did not meet the accountability measure of 75 percent of students enrolled in at least their second year achieving proficiency. We feel confident that we would be closer to meeting the goal if somehow students' performance on the Algebra I regents was included in the data set.

ADDITIONAL EVIDENCE

The below table indicates that the percentage of Hyde students in at least their second year achieving proficiency has decreased from SY 2017-18 to SY 2018-19.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27.5%	69	36.2%	70	23.2%	73
4	26.6%	64	52.2%	69	39.5%	76
5	29.9%	67	40.3%	67	43.5%	69
6	24.6%	65	53.2%	62	26.5%	68
7	36.1%	72	43.9%	66	46.5%	71
8	N/A	N/A	N/A	N/A	N/A	N/A
All	29.1%	337	45%	334	35.8%	357

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.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. 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

Hyde's aggregate Performance Index on the state mathematics exam has met the 2018-2019 Measure of Interim Progress set for in the state's ESSA accountability system. Based on the data table below, Hyde's PI exceeded the state's MIP by 3 percentage points. This is in large part due to the overall proficiency ratings in grades 4, 5 and 7 and the targeted instruction that took place during Saturday academy, small group instruction and intervention strategies implored by teachers of mathematics.

Mathematics 2018-19 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	34	23	12

$$\begin{aligned} \text{PI} &= 34 + 23 + 12 = 69 \\ &+ 23 + 12 = 35 \\ &+ (.5)*12 = 6 \\ \text{PI} &= 110 \end{aligned}$$

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

A school 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 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.¹⁵

RESULTS AND EVALUATION

Students enrolled in at least their second year at Hyde outperformed those in their host district, Community District 8 during SY 2018-19, as the chart below indicates.

State Mathematics Exam
Charter School and Disct Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	23.2%	73	44%	2034
4	39.5%	76	36%	2145
5	43.5%	69	38%	2121
6	26.5%	68	34%	2111
7	46.5%	71	29%	2107
8*	N/A	N/A	N/A	N/A
All	35.8%	357	35%	12692

**Hyde Middle School progresses students through the high school curriculum and into college readiness by requiring that all 8th graders take 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

¹⁵ 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](#).

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	27.5%	30%	36.2%	41%	23.2%	44%
4	26.6%	26%	52.2%	32%	39.5%	36%
5	29.9%	30%	40.3%	30%	43.5%	38%
6	24.6%	23%	53.2%	27%	26.5%	34%
7	36.1%	19%	43.9%	29%	46.5%	29%
8*	N/A	16%	N/A	24%	N/A	N/A
All	29.1%	24%	45%	30%	35.8%	35%

**8th Graders took the CC Algebra Regents*

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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Using the 2017-18 Comparative Performance results, Hyde’s effect size was .76. The table below presents the 2017-2018 grade level and aggregate Effect Size results.

2017-18 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	94.0	79	32.9	39.2	-6.3	-0.30
4	96.1	71	50.7	31.2	19.5	1.01
5	92.2	73	41.1	27.1	14.0	0.81
6	93.2	72	48.6	25.9	22.8	1.30
7	90.7	74	43.2	23.7	19.5	1.05
8	N/A	N/A	N/A	N/A	N/A	N/A
All	93.2	369	43.1	29.6	13.5	.76
School’s Overall Comparative Performance:						
<i>Higher than expected to a meaningful degree</i>						

EVALUATION

Using the 2017-18 results, Hyde met this accountability plan goal. Although our Math proficiency performance decreased between 2017-18 and 2018-19 we are expecting our effect size to still fall in the higher than expected category.

ADDITIONAL EVIDENCE

We absolutely met this goal for the 2017-2018 school year. This was in part due to the performance of students in grades 4-8. We believe that the apparent decline between SY 2015-16 and 2016-17 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 2016-17 had their results been included.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
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
2017-18	3-7	94.0	382	43.1	29.6	0.76

Goal 4: Growth Measure¹⁶

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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.¹⁷

RESULTS AND EVALUATION

Hyde met this goal in 2017-18. Our mean growth percentile was 70.8 which exceeds the target score of 50.0.

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁷ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	68	50.0
5	71.4	50.0
6	68.1	50.0
7	75.3	50.0
8	N/A	50.0
All	70.8	50.0

EVALUATION

In SY 2017-2018, Hyde met this accountability plan goal. We exceeded this target by 20.8 percentile points.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2016-17	2017-18	2018-19	Target
4	54	68	NA	50.0
5	48	71.5	NA	50.0
6	46	70	NA	50.0
7	61	75	NA	50.0
8	N/A	N/A	NA	50.0
All	52	71.1	NA	50.0

SUMMARY OF THE MATHEMATICS GOAL

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


For the 2018-19 school year, we are confident that we will have achieved four out of the five goals once the data associated with the growth goal is made available.

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.	MET
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	MET
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 2017-18 results.)	MET

ACTION PLAN

Curriculum and Instruction: In K-3 we will continue an emphasis on students developing multiple strategies when problem solving through the Cognitively Guided Instruction (CGI) model. We will also continue to use inquiry-based instruction through the Bridges curriculum to meet math standards. Student growth will be monitored through internally developed biweekly quizzes and curriculum-based assessments 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, which is aligned to the core curriculum, will be used to instruct and monitor the progress of students. Our K-3 Math Intervention Specialist will identify students and provide specific, targeted instruction based on student data.

In analyzing our 3rd grade results on the state Math test we noticed that over the past two years our students have performed below New York City. Through a more strategic pacing calendar process we have carefully planned when and how we are addressing these standards. Similarly to our plan for ELA we will simulate state test like questions, specifically constructed response, often to build practice, stamina and confidence around test taking. Additionally these state-test like assessments will be used to gauge students' understanding of the standards.




The Item Skills Analysis will provide greater detail on how individual students performed however in reviewing the scale score ranges associated with each performance level we noticed that 11 students (15%) were 4 points or less away from proficiency. We are confident that the regular practice on constructed response type questions will have an impact on improving student proficiency rates.

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, unit 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. Throughout the year, all math teachers will have two weekly meetings with the math coach focusing on curriculum, and instruction. We are also committed to ensuring that teachers in the math department have a deep understanding of content, effective instructional practices and the progression of standards from one grade to the next.

Using SMART technologies, TI-Nspires, eDoctrina Computer Based Testing 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. We will continue to provide students with experiential learning opportunities which will allow them to experience math in the world around them and to foster a deeper understanding of mathematical concepts..

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.

Personnel: We've committed significant resources to growing the skills of our faculty in response to student need(s) 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) continue to focus on one grade level as




opposed to splitting grade levels. We have also added an additional FTE who is licensed in TESOL in order to ensure that we are reaching our MLLs. 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.

Our Academic Leadership team consisting of the Director of Academic Programs, Academic Dean K-1 and Academic Dean 2-3 will continue to support the development and implementation of a rigorous New York State standards based curriculum with diverse offerings that provides equity of access, tools for success, and an inclusive environment for all students. Through observation and instructional coaching we continue 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 the lens of student engagement with the materials of learning and with other students.

This school year we will pilot the use of TORSH Talent to support our teacher development. TORSH Talent is an observation, feedback and data management platform that gives opportunity to observe teachers in action, reflect on practice, collaborate with others, measure the effectiveness of instruction. Through the use of video recordings of instruction teachers will be able to reflect on pedagogy and along with coaching support create goals to further develop and strengthen their practice.

To advance further our team's development as math educators, over the summer, our Elementary School Director, Director of Academic Programs, Academic Deans for grades K-1 and 2-3, 1st Grade Team Leader and the 2nd Grade Team Leader attended the Bridges Leadership Institute. The institute offered ways to continue with a successful implementation of Bridges in Mathematics, encourage professional growth of teachers, experience math practices in action and how we can support families with math learning outside of school.

Additionally, we have added the role of K-3 Math Intervention Specialist to our intervention team. The Math Intervention Specialist K-3 provides strategies for teaching and supporting students in the math skills needed to learn mathematical concepts, problem-solving and algebraic thinking skills. The Math Intervention Specialist attended the Metamorphosis Teaching Learning Community's Keys to Mathematics institute to gain strategies to deepen their own content knowledge, expand their pedagogical repertoire and learn how to differentiate lessons to meet the needs of a wide range, including special needs students and English Language Learners. The Math Intervention Specialist will turn-key these strategies for



colleagues during professional development sessions and coaching cycles throughout the school year. We will continue to provide all K-3 teachers of math with differentiated professional development on both the implementation of the Bridges Curriculum and Cognitively Guided approach and deepening staff's competency in elevating their instruction led by instructional and teacher leaders.

In assessing the needs of our current 3rd grade cohort which includes 35% students with disabilities and 35% English Language Learners, we have restructured our Teaching Assistant support to have one Teaching Assistant in each of the 3rd grade classrooms. This is a shift from last year, where Teaching Assistants supported across grade levels. Teaching Assistants support students by providing one-on-one and small group instruction, and small group intervention and student support. We feel confident that this increase in support will have a positive effect on the academic and social emotional growth of our 3rd grade students.

In order to further support students identified for Special Education services, we will continue with 3 ICT classrooms in both 1st and 3rd grade and 2 ICT classrooms in K and 2nd grade, 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, we are maintaining our ENL staff of three and adding Professional Development sessions lead by the ENL staff where they share strategies for ELLs across content areas including math.

Moreover, while our SWD and ENL students have outperformed both the city and district proficiency ratings in ELA, in math we only outperformed the district relative to SWD and the state relative to ENL students. 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. We have dedicated a full-time ENL teacher to the math department and are confident that this will yield improved results for ENL students. Additionally, we have reassigned a number of teachers in our math department in order to improve co-teacher pairings and their overall effectiveness.

Data and Assessments: In the Elementary School, teachers will continue to 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. This year, in grades K-3, we will pilot use of Forefront Math, an online assessment tool that collects assessment data, tied directly to instruction, which we can then use to build reports that catalyze insights and improve instruction.

In addition to Forefront Math, we will use NWEA MAP results, Grade-level Benchmark "state test" like assessments in quarters 2 and 3 for second and third grade, Bridges assessments and CGI

Hyde Leadership Charter School 2018-19 Accountability Plan Progress Report
Page 56 of 80

quizzes to monitor students' progress towards math standards. In addition to the biweekly data driven instruction meetings there will be school wide data meetings held on a quarterly basis which will 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 create our own internal math assessment benchmarks in grades 4-7, based on previously released New York 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, IXL math 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, and individual instructional plans for specific students.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

26% of students in the 2015 Accountability Cohort at Hyde 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 Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2013	57	40%
2014	66	6%
2015	61	26.23%

EVALUATION

Hyde did not meet this goal for the 2015 cohort. This was our second 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 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 over 90% 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
2013	57	95%
2014	66	92%
2015	61	93%

¹⁸ Based on the highest score for each student on a mathematics Regents exam

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 93% of students in the 2015 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 Cohort¹⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	57	95%
2014	2017-18	66	92%
2015	2018-19	61	93%

ADDITIONAL EVIDENCE

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

¹⁹ Based on the highest score for each student on a mathematics Regents exam

Goal 4: Absolute Measure

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

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.²⁰ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

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

RESULTS AND EVALUATION

Hyde did not meet this accountability measure. The addition of a Special Education Teacher has allowed for a dedicated Math Special Education Teacher in the 2019-20 school year.

Mathematics Performance Index (PI) For the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
61	6.56	65.57	11.47	13.11

$$PI = 121.3$$

ADDITIONAL EVIDENCE

While we did not meet this accountability measure, we are confident that the restructuring of our team and resulting additional support will inform continued improvement in this area. This year, all Algebra and Geometry classes are co-taught allowing for more heterogeneously grouped classes.

²⁰ 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

Math Labs: In labs, identified students work on needed foundational math skills based on observational and assessment data gathered by intervention and core class teachers.

Goal 4: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Hyde met this measure surpassing the district by 20 points.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	40%	57	5%	1954
2014	2017-18	6%	66	6%	2019
2015	2018-19	26%	61	N/A*	N/A*

**Data not released yet*

ADDITIONAL EVIDENCE

We are confident that continued improvement in this area will sustain our significant outperformance of the state.

Goal 4: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Hyde met this accountability measure.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	95%	57	63%	1954
2014	2017-18	92%	66	62%	2019
2015	2018-19	93%	61	N/A*	N/A*

**Data not released yet*

ADDITIONAL EVIDENCE

Hyde continues to significantly surpass district performance in this area, with 31% more students reaching this goal as compared to district data released for the 2014 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

While data for the 2018-19 school year has yet to be released, we met this goal based on a comparison to data released for the 2017-18 school year.

Mathematics Regents Performance Index (PI)
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	132.5	57	89	1578
2014	2017-18	102.5	66	100	2019
2015	2018-19	121.3	61	N/A*	N/A*

**Data not released yet*

ADDITIONAL EVIDENCE

We are confident that we will continue to outperform district rates based on comparison to 2017-18 data.

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 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

Hyde did not meet this accountability measure.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²¹

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	45	27%
2014	2017-18	46	2%
2015	2018-19	56	7.14%

ADDITIONAL EVIDENCE

The need in years past to more homogeneously group students has been addressed by restructuring. We have also found that students are not incentivized to retake exams once proficiency is achieved. Our focus is on working to ensure and increase in the number of students achieving this measure during their sitting for exams.

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 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

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 meet the English requirement for graduation.

RESULTS AND EVALUATION

Hyde met this accountability measure.

²¹ Based on the highest score for each student on the English Regents exam

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²²

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	45	93%
2014	2017-18	46	96%
2015	2018-19	56	90%

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.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²³

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

In 2018-19, we are confident that we will meet 5 out of the 8 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.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	Not Met
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Pending release of 2018-19 data- met based on comparison to

²² Based on the highest score for each student on the mathematics Regents exam

²³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

		released 2017-18 data
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.	Pending release of 2018-19 data-met based on comparison to released 2017-18 data
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.)	Pending release of 2018-19 data-met based on comparison to released 2017-18 data
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not 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 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

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.

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 implemented 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 2019-20, 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 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 New York State Science exam. 86% of all 4th graders who sat for the exam demonstrated proficiency. Moreover, students in grade 8 are not required to take the standard 8th grade science exam. Instead, students in grade 8 complete a high school level Living Environment course and the accompanying regents exam. 77.9% of all 8th grade students demonstrated proficiency on the Living Environment regents. Of the 77.9% of

students who demonstrated proficiency, 22% of the students met the college readiness cut-off.

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 grade 4 HMH Science Dimensions curriculum puts students in charge of their learning and enables teachers to seamlessly guide their students on this new instructional path. This means better engagement, deeper understanding, and greater student achievement. This curriculum also provides an online component that offers students opportunities to develop strong technological skills through an online platform that consists of active learning with investigation driven activities, innovative and exhilarating engineering and STEM activities, problem solving skills with performance-based assessment, motivating digital resources, including connections to Google Expeditions. Students are able to create enduring understandings with integrated Three Dimensional Learning and develop effective NGSS approaches with embedded professional support from HMH.

Grades 5-7, students experience STEM program through Introduction to Programming - LEGO® MINDSTORMS EV3 curriculum. This Introduction to Programming EV3 Curriculum is a curriculum module designed to teach core computer programming logic and reasoning skills using a robotics engineering context. It contains a sequence of 10 projects (plus one capstone challenge) organized around key robotics and programming concepts. This curriculum provides a structured sequence of programming activities in real-world project-based contexts. The projects are designed to get students thinking about the patterns and structure of not just robotics, but also programming and problem-solving more generally.

In preparation for Living Environment Course Grade 8 students use Holt McDougal HMH Biology Curriculum. This curriculum is designed to strengthen and emphasize vocabulary, reading, real-world connections, data analysis, and online resources. Vocabulary and reading support real-world Connections, intervention Strategies, strategies that are developed to specifically support ELL population, and a wide scope of differentiated learning. All components of Holt McDougal Biology are designed to fit easily within commonly used learning models to help build understanding through inquiry and exploration.

The high school offers Regents courses in Living Environment 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 interests and provide students with

opportunities to explore 21st Century fields, such as computer science. 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 4th grade and the Living Environment regents to students in grade 8 during the Spring of 2019. 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 2018-19, 75% of all tested students enrolled in at least their second year performed at proficiency on the 4th grade New York State science exam.

The following table displays comparative results for 4th students at Hyde and in CSD 8. In the last charter term, we increased rigor in science by requiring that all 8th graders take Regents Living Environment. As a result, Grade 8 students did not take the NYS science exam. With that being said, it is worth noting that as of August 2019, 77.9% of all 8th graders who completed the Living Environment regents (n=77) demonstrated proficiency.

Charter School Performance on 2018-19 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	85%	68

EVALUATION

Hyde met this goal in SY 2018-19, albeit by comparing Hyde SY 2018-19 results with CSD 8’s SY 2017-18 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		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87.3	71	92.9	70	85%	68

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

At this time we are seeking district results for the 4th grade science exam in order to make a final evaluation. We are confident in our results and believe that we will have met this goal for the 2018-2019 school year.

2018-19 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁴	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85%	68	NA	NA

ADDITIONAL EVIDENCE

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	87.3%	71	92.9%	88	85%	NA*

*Data not released yet.

EVALUATION

At this time we are seeking district results for the 4th grade science exam in order to make a final evaluation. With that being said, we are confident in our results and believe that we will have met this goal for the 2018-2019 school year.

SUMMARY OF THE SCIENCE GOAL

According to the most recently available data, Hyde achieved all 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

²⁴ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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.	Pending

ACTION PLAN

Curriculum: To continue to improve the 8th grade Science program, upper middle school teachers will continue to collaborate with the High School Science department in order to develop an internal school based curriculum with a more urgent and intentional 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.

- **Data and Assessments:** In grades 4 and 8, students will 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 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

95% or above of Hyde students in 2013, 2014, and 2015 cohorts have annually passed a 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 Cohort²⁵

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	57	95%
2014	2017-18	66	97%
2015	2018-19	61	95%

Goal 5: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Hyde achieved this accountability measure exceeding District 8 performance by 34 percentage points. NYSED has not yet published data for 2018-19.

²⁵ Based on the highest score for each student on any science Regents exam

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	95%	57	63%	1954
2014	2017-18	97%	66	63%	2019
2015	2018-19	97%	61	N/A*	N/A*

**Data not released yet*

EVALUATION

We are confident that we will continue to significantly outperform district schools in this area.

ACTION PLAN

In an effort to increase Regents scores, college readiness, and 21st Century science literacy, the science department will continue to 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 2019-20 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 and

Mouse.org, 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.

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.

High school social studies courses are designed to prepare students for Regents exams and to think critically 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

Hyde met this accountability measure.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁶

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	57	90%
2014	2017-18	66	92%
2015	2018-19	61	82%

EVALUATION

We are confident we will continue to exceed this accountability measure. The drop in our rate is due to an increase in the number of students pursuing the 4+1 Pathway.

Goal 6: Comparative Measure

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

METHOD

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

RESULTS

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 25% compared to the 2017-18 school district data (2018-19 has not yet been released).

²⁶ Based on the highest score for each student on a science Regents exam

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	91%	57	52%	1954
2014	2017-18	95%	66	57%	2019
2015	2018-19	82%	61	N/A*	N/A*

**Data not released yet.*

EVALUATION

We are confident we will continue to outperform district rates in this area.

ADDITIONAL EVIDENCE

Since our Regents performance in social studies is strong, we have shifted our focus beyond Regents exams to offering students AP opportunities in World History, US History, and 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

Hyde met this accountability measure.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁷

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	57	91%
2014	2017-18	66	95%
2015	2018-19	61	80%

EVALUATION

Hyde met this goal in each of the last three years. 2013, 2014, 2015 cohorts all surpassed this threshold.

Goal 6: Comparative Measure

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

METHOD

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

RESULTS

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 28 percentage points as compared to data released for the 2017-18 school year.

²⁷ Based on the highest score for each student on a science Regents exam

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	91%	57	52%	1954
2014	2017-18	95%	66	52%	2019
2015	2018-19	80%	61	N/A	N/A

EVALUATION

Hyde significantly surpassed District 8's Global History Regents Passing Rate and we are confident that our 2015 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 2019-2020 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 2017-18 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

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	N/A*

*NEW YORK STATE HAS NOT YET DETERMINED THE SCHOOL'S ESSA STATUS FOR 2018-19