

# **HYDE LEADERSHIP CHARTER SCHOOL**

## **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT



Thomas K. Sturtevant, Executive Director prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Thomas K. Sturtevant has served as Executive Director since April 16<sup>th</sup>, 2014.

Stephen Trowbridge has served as Chief Operating Officer since April 19<sup>th</sup>, 2017.

Christine Moloughney-Froman has served as Elementary School Director (grades K-3) since November 16<sup>th</sup>, 2017.

Lex Zain has served as Middle School Director (grades 4-8) since September 1<sup>st</sup>, 2013.

Celia Sosa has served as High School Director (grades 9-12) since September 1<sup>st</sup>, 2010.

Elizabeth Martin has served as Special Education Director since September 1<sup>st</sup>, 2013.

Valarie Hunsinger has served as Director of Development since August 1<sup>st</sup>, 2017.

## SCHOOL OVERVIEW

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.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	78	74	76	71	74	76	75	71	80	75	83	53	61	947
2016-17	78	80	77	78	72	73	73	78	73	87	81	57	48	955
2017-18	81	83	82	83	77	77	73	75	79	33	109	62	63	977
2018-19	82	79	79	80	83	76	76	79	77	79	78	34	75	977
2019-20	80	83	80	78	78	78	75	75	77	88	77	24	83	976

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 30<sup>th</sup>. BEDS Day Enrollment and Accountability Cohort numbers may differ due to High School credit accumulation and student withdrawal from the school.

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of High School after entering the 9<sup>th</sup> grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2017-18	2014-15	2014	66	0	66
2018-19	2015-16	2015	61	0	61
2019-20	2016-17	2016	64	1	63

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to 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 Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	66	0	66
2018-19	2015-16	2015	61	0	61
2019-20	2016-17	2016	63	0	63

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	4	0	4
2018-19	2014-15	2014	1	2	3
2019-20	2015-16	2015	4	0	4

## PROMOTION POLICY

As a result of the transition to remote learning, the state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

Present the school’s promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school’s requirements are consistent with the State Commissioner’s Part 100.5 Diploma Requirements. Indicate any adjustments made due to the COVID-19 school closure.

Hyde’s High School grade promotion policies continue to match those set forward by the state in the Academic Policy Guide. Students are promoted from 9th to 10th grade upon earning 8 credits. Students are promoted from 10th to 11th grade upon earning 20 credits, including 4 credits in English and 4 credits in Social Studies. Promotion of students from 11th to 12th grade is based on completion of 30 credits. Graduation was awarded if students reached 44 credits in required subject areas and met testing requirements set forward by the state. Courses are determined by a student's ability to meet the standards in each course based on the material covered. Students who did not meet the requirements in the 2019-2020 school year were given an incomplete grade to be resolved for potential credit through summer school or the first semester of the 2020-2021 school year.

## GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the COVID-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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**

68.5% of Hyde students in their first year in the Total Graduation Cohort earned at least ten credits in 2019-20. 66% of Hyde students in their second year in the Total Graduation Cohort earned at least ten credits in 2019-20.

87% of the 2019 Cohort met the promotion criteria, and 63% of the 2018 Cohort met the promotion criteria.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	62	63%
2019	73	87%

**ADDITIONAL EVIDENCE**

While Hyde did not meet this accountability measure for students in either their first or second year, students in their first year of High school had a higher promotion rate than the previous year’s data (87% versus 81%). Even though only 68.5% of students in the 2019 cohort earned 10 or more credits by the end of their first year, 87% of them accrued enough credits to be promoted by the end of their freshman year, including credits accrued during their 8th grade year at Hyde. While only 63% of students in the 2018 cohort were promoted, the promotion from 10th to 11th grade has more specific requirements in subject areas which tends to be the barrier for some students to be promoted.

Hyde continues to work with students to resolve incompletes that may have been obtained in S2 credits due to the barriers and trauma many of our students faced and experienced in the transition to online learning at the end of the 2019-2020 school year, as a result of the COVID-19 pandemic. This data does not yet include credits that may have already been granted from summer school. Additionally, we have myriad systems in place, including a Student Support Team process and academic advising, to support students to track their academic progress and identify needed interventions and supports.

**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.

**As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.**

**RESULTS AND EVALUATION**

Hyde met this accountability measure for the 2019-2020 school year with 89% of students in the 2018 cohort scoring 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 at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	63	96.8%
2017	2018-19	56	95%
2018	2019-20	62	89%

**ADDITIONAL EVIDENCE**

Compared to last year's data, Hyde has improved Regents passing rates in all cohorts. Students in their second year of High School last year had a 78.85% passing rate versus 89% for students in their second year of High School this year. However, that trend is not just with the specific cohort as the students in the 2017 cohort have a higher passing rate than the 2018-19 3rd year students (95% vs. 82.1%). Students in their 4th year of High School also have a higher passing rate than the previous year's 4th year students (96.8% vs. 95.08%).

We have obtained these goals and surpassed last year's data as a result of our renewed commitment to challenging all of our students in Regents courses and ensuring all students access to Regents courses and exams.

**Goal 1: Absolute Measures**

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

## METHOD

This measure examines students in two High School Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for High School graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

## RESULTS AND EVALUATION

In 2019-20, 87.3% of Hyde’s four-year Total Graduation Cohort graduated, and 90% of Hyde’s five-year Total Graduation Cohort graduated. We met the requirement for the four-year graduation rate but did not meet the requirement for the five-year graduation rate.

Students in the five-year cohort who were working towards their graduation had a difficult time connecting with remote learning. We have remodeled our systems for this upcoming school year to provide additional Social Emotional Learning (SEL) support alongside implemented academic interventions to better address student needs. In addition, we are increasing synchronous instruction and time for teachers and students to have 1:1 support sessions.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	66	94%
2015	2018-19	61	84%
2016	2019-20	63	87.3%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	57	88%
2014	2018-19	66	95%
2015	2019-20	61	90%

## ADDITIONAL EVIDENCE

While we did not meet the goal for five-year graduation, we were able to increase the graduation rate of the 2015 cohort from 84% to 90%. Additionally, while we did not meet this metric this year, we have met this goal in previous years. We will continue to support students who did not graduate within the expected 4-year timeframe and have developed responsive schedules for them. Note

<sup>1</sup> The state’s guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

that beyond the five year graduation timeline, Hyde remains deeply engaged in supporting students to meet this important benchmark.

**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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

**Goal 1: Absolute Measure**

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

**METHOD**

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

**As a result of the Board of Regents’ guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.**

**RESULTS AND EVALUATION**

For the 2019-20 school year we had no students in the 2016 Cohort attempt the bi-literacy pathway exam for their High School diploma. Therefore, this metric is not applicable to Hyde this year. However, we did have one student attempt and achieve this metric from the 2015 Cohort.

**Percentage of the 2016 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 = $[(b)/(a)]*100$
Bi-Literacy Pathway			

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall	N/A	N/A	N/A
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### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	N/A	N/A
2015	2018-19	61	100%
2016	2019-20	N/A	N/A

### ADDITIONAL EVIDENCE

Hyde will continue to use the 4+1 pathways to ensure increased access to graduation of students and provide support to those students wishing to obtain diplomas through this route. Additionally, many of our students take and pass the LOTE and Geometry exams in addition to the 5 Regents Examination requirement.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

While we did not meet 75% of students obtaining 10 credits or more, we were within 10% of the goals and are working to resolve incompletes from S2 and have not entered summer school credits that may bring our percentages closer to passing/passing the goal.

Hyde far surpassed the 75% regents pass rate by 14% for those in their second year of High School.

Our goal of 75% graduation rate for students in their 4th year of High School was passed by 12.3%.

While we did not pass our goal of 95% of 5th year students graduating, we did see an increase in graduation rates in that cohort from 84% to 90% and will continue to work with the students who have not yet graduated from that cohort.

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.	NOT MET
Leading Indicator	Each year, 75 percent of students in the High School Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	MET
Absolute	Each year, 75 percent of students in the fourth year High School Total Graduation Cohort will graduate.	MET
Absolute	Each year, 95 percent of students in the fifth year High School Total Graduation Cohort will graduate.	NOT MET

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
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.	NA

### ACTION PLAN

Our graduation results have been consistently strong, with an average four-year graduation rate of 90% and a five-year graduation rate of 94% since our first graduating class. During the 2020-21 school year we plan to implement new and continue existing practices that have been proven to be successful, including but not limited to the following:

- **SEL:** Time is built into all staff schedules each day specifically for counseling services and 1:1 assistance. Additionally, Discovery Groups and School Meetings provide time for students and staff to connect with each other.
- **Increased Elective Course Offerings:** In order to tap into varied student interests, Hyde is increasing the amount of electives available including but not limited to: Latin American History, African American History, advanced arts courses, Critical Media Literacy, Activism Expression, and Theatre.
- **Increased Access to Advanced Courses:** Hyde offers seven different AP courses and assists students in completing College Now courses offered by the CUNY/SUNY school system to obtain college credit. We are now an AP Capstone school. We also have added advanced art courses for students to continue to grow and challenge themselves in a multitude of ways.
- **Neighborhood Partnerships:** Hyde works with the local community to support our students in their continued growth.
- **Office Hours:** All teachers have office hours four days a week to provide assistance for students.
- **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.
- **Professional Development (PD):** Our 2020-2021 PD Calendar reflects our commitment to engaging all students and developing relevant, anti-racist curriculum across all subject areas. Teachers will receive ongoing training on curriculum development, a wide range of tools including EdPuzzle, Screencastify, Zoom, Read and Write, FlipGrid, NearPod, Code.org, Google Suite, and more.
- **Grade Updates:** Students and Guardians are given accounts to access their schedules and grades for each class through PowerSchool. Students can see assignments posted to their grade in real time. Departments have created timelines for turning work back to students so that they are able to get feedback in a useful time period.

- **Family Partnership:** 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. The Family Education Department also works to ensure a connection between the school and families to improve student outcomes.
- **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

Summary of changes to the College Preparation Goal due to the COVID-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index ("CCCRI").

### 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.

The college access program continues to evolve the programming in accordance with our student body. Our goal is to ensure that every graduate has the option to go to college and is provided support to unlock their unique potential. Our services and partnerships seek to enhance the student experience as they explore all possible postsecondary options.

**Services Offered:**

- Step by step guidance through the college application process
- Credit tracking toward graduation and advance regents attainment
- Specialized scheduling to maximize student academic profiles
- Bi-Weekly College Prep Sessions for 11th Grade Cohort
- Daily College Prep Classes for 12th Grade Cohort
- Family preparation session during the summer
- One-on-One Counseling and partnership with family through the postsecondary process
- 50+ College Representative visits per year
- 10-15 College Trips per year
- College application and postsecondary exploration online database through Naviance
- Support with completing college essays, applications, resumes, and supplements
- Support in completing FAFSA, TAP, Excelsior, EOP/HEOP and CSS Profile
- Evaluation and comparison of financial aid packages
- Supporting families with making the “best fit” decision by College Decision Day
- College interview preparation
- Tracking students through the college transition process (Course enrollment, roommate selection, loan counseling, etc.)
- Access to military, Job readiness and Gap Year programming
- Access and recommendations for Pre-Collegiate program
- Access to over a hundred scholarships
- Access to community and citywide enrichment programs
- Access to pre-collegiate programs
- Internship placement & Summer employment support
- Supporting students with transition planning (from 2-4 year programs, graduate school, service or the workforce)Bi-Weekly College Prep Sessions for 10th Grade Cohort
- Targeting students to apply for EA & ED
- Micro-grants for pre-collegiate programs and alumni

We partner with a number of organizations to provide access and support to our youth. They include POSSE, CollegeNow, Civic Builders, Get Schooled, The Hunts Point Alliance of Children, The College Action Consortium of NY, New York State Association for College Admissions Counseling, National Association for College Admissions Counseling, National College Access Network, Rocking the Boat, The Opportunity Network, and The Options Institute. We have invited City Year, AmeriCorps, and all branches of the armed forces to present to students. We continue to explore new partnerships that can enhance students' exploration of all postsecondary options.

## 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;
- 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 indicators, and the overall percentage achieving any indicator.

We partner with The City University of New York’s Hostos Community College through College Now. For the 2019-2020 school year 24 students enrolled in six different courses with a 100% passing rate. For the fall semester of 2020-2021 school year we have 26 students enrolled. Students enrolled in Psychology, English, Business, Trigonometry, Philosophy, History, and Visual Arts. We continue to partner with the CUNY start program, College Now schools such as Baruch College and Lehman College, and Monroe Colleges’ Jumpstart program. Students attend these programs free of charge.

## RESULTS AND EVALUATION

In 2019-20, 51% of total graduates demonstrated college preparation by the following indicators: Passing CUNY College Now 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.



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2016 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	36	25	69.4%
Passing a college level course offered at a college or university through a school partnership with a college or university	14	14	100%
Achieving the college and career readiness benchmark on SAT	58	18	31%
Earning a Regents diploma with advanced designation	63	27	43%
Overall	63	32	51%

### ADDITIONAL EVIDENCE

51 % of students in the 2016 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, embed SAT prep in core math and English 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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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 (AP Research and AP Seminar)

2020-2021: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, Computer Science Principles, and the AP Capstone program (AP Research and AP Seminar)

### 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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

### 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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 2: Absolute Measure

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

## METHOD

The ultimate measure of whether a college prep High School has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## RESULTS AND EVALUATION

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2014	2017-18	62	59	95%
2015	2018-19	52	50	90%
2016	2019-20	55	55	100%**

**\*\*Projected Matriculation Rate. Actual value will be updated on SY21 APPR.**

### ADDITIONAL EVIDENCE

Over the last three years, an average of 97% (164/169) 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.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Hyde is unable to calculate performance in two of these measures and did not meet the target of having 75% of graduating students demonstrate their preparation for college by one or more possible indicators of college readiness. However, that an average of 97% of students have matriculated into college over the past three years, including 100% of students in the 2016 cohort, speaks to our ability to prepare students for college and support them to take the important initial matriculation step.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	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.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	MET
	[Write in optional measure here]	

### ACTION PLAN

Hyde is determined to achieve all college-related measures. Below we have outlined our plan for the 2020-21 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 the College Board to host an SAT School Day. SAT prep books were distributed to all sophomore and Junior students free of costs. 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 meetings 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.

**Robust Counseling Team:** Our College Access and Success team is led by the Assistant Director and consists of two College Counselors, a Director of Family Education & Post-secondary Success and two Success Counselors. The Success Counselors role is a stipend position currently held by two 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 in 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 we worked to establish the Robin P. Maitra Scholarship Fund in collaboration with his family in his memory. Grants are awarded to a senior who exemplifies 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

### ELEMENTARY AND MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary and Middle School ELA Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

#### Goal 3: English Language Arts

Students in grades 3-8 will be on target to meet or exceed 2018-2019 NYS exam score.

## BACKGROUND

### Curriculum

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, American Reading Company's 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. This practice continued during remote instruction.

Our Middle School curricula, Houghton Mifflin Harcourt's (HMH) *Into Reading* for grades 4-5, and *Into Literature* for grades 6-8, 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. The primary reading focus teaches students to use "signposts" to purposefully read and dig through thought-provoking texts, allowing them to synthesize ideas with their peers. Through thematic units, students engage with both literature and informational texts to explore an essential question. The unit culminates with a performance task and research-based project that ties in to the essential question. Furthermore, an online independent reading library that ranges from novels to leveled articles allows students to build stamina and apply skills learned through close reading with their teachers. Both curricula 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.

During the 2019-2020 academic year, we integrated blended learning in ELA intervention in grades 4 and 5 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). In grades 6-8, Tier 1 and Tier 2 support were provided through direct teacher instruction, focusing on word studies, small group instruction and on-going progress monitoring with tools like HMH's Reading Inventory, teacher-created exit tickets and eDoctrina to monitor data. Lastly, teachers and leaders strategically supplemented all curricular materials to ensure that every learner had access to core content and was pushed to meet the rigor of the Common Core State Standards. In addition to our curricula, teachers implemented our school consistent literacy practices, focusing on explicit vocabulary instruction, the implementation of engagement and thinking routine, and mnemonics to support students in remembering some of these strategies when close reading a text and answering evidence-based short responses (SEE, PAM).

## Instruction

During the shift to remote instruction, we continued to utilize the ARC Core units as the framework for remote instruction. The Elementary School Program initially followed an asynchronous learning model. We felt strongly that this approach to learning offered our students and families the flexibility they needed during our swift shift to remote instruction. Teachers posted pre-recorded lessons in reading and writing to their online classrooms and students completed those lessons at their own pace throughout the day. Teachers provided feedback to students on assignments through various technology platforms as well regular weekly live check-ins each week. We increased use of synchronous instruction as our time online extended. Synchronous offerings included the whole group and small group as well as 1:1 live instruction.

Lessons and classwork for Students with Disabilities and English Language Learners were adapted for students based on the individual student's need. Students were also provided with additional 1:1 conferencing throughout remote instruction.

All Middle School ELA classes were co-taught. ICT continues to be the norm for our students and teachers, which allows us to have fully inclusive class sections containing a balanced number of students with IEPs. Additionally, a full-time third teacher (ENL) provided push-in services to meet the needs of our multilingual learners. During co-teaching, we focused on small group instruction across all grades to meet individual needs. In all grades and sections 4-8, we utilized station teaching frequently, which allowed teachers to zone in on specific skills and push independent reading, in addition to differentiated instruction.

The Middle School followed a live synchronous model during remote learning with classes in the morning and small group conferences and teacher office hours for 1:1 support in the afternoon. After training teachers to use Google Classroom and Google Meet effectively, we developed a plan to start remote learning with a novel study in each grade. Books were made accessible to students in digital format and engaging lessons were planned and delivered via Google Meet while work posted on Google Classroom. During online learning, we still maintained our consistent literacy practices, using this as an opportunity to heavily push speaking and listening by facilitating student discussions, rather than just a heavy focus on writing. Co-teachers used parallel teaching to minimize the teacher to student ratio and provided office hours and conferences twice a week to ensure the needs of students were being met. At the culmination of the novels, teachers and students transitioned back into curriculum, as *Into Reading* and *Into Literature* were both made available online for students and teachers.

## Assessment

The Elementary School utilized American Reading Company's Independent Reading Level Assessment (IRLA) as one assessment tool we used to assess student reading levels. We ended the 2019-20 school year with 69% of our Kindergarten, 39% of 1st graders, 33% of 2nd graders, and 44% of 3rd graders reading on grade level. Kindergarten and second grade made 9 months of growth and 1st grade and 3rd grade made 8 months of growth during the school year. 3rd graders were also administered simulated state test like questions, through quarterly benchmark exams. These benchmarks were used to gauge students' understanding of the standards and create groups for targeted instruction. Additionally, we administered NWEA two times (fall, winter) to assess standards mastery and growth. We did not administer the spring assessment due to the challenges of COVID-19 connected to access to devices as well as connectivity issues. For the 2019-2020 school year, the Middle School ELA department used a variety of exams to evaluate student achievement, including HMH's Reading Inventory, which measures a student's

reading level by providing a Lexile; NWEA, which measures reading growth; and internally developed assessments using resources from released NYS exams and resources from the curriculum in order to track standards mastery. We planned to administer the NYS ELA Standardized Exam, but were not able to due to COVID-19.

### **Professional Development**

In Elementary School, throughout the course of the year, teachers were offered professional development led by an American Reading Company (ARC) Literacy Coach as well as members of the Academic Leadership Team. Topics included implementing high leverage reading strategies in the classroom, supporting multilingual learners in IRLA, supporting a school wide literacy initiative around goal setting. Teachers were also observed by the ARC Coach during ELA blocks and were given targeted feedback and action steps for implementation.

Additionally, the Elementary School utilized TORSH Talent, an observation, feedback and data management platform to provide guided coaching to teachers. Through the use of video recordings of instruction teachers were able to reflect on pedagogy and along with coaching support created goals to further develop and strengthen their practice. This tool was utilized from October-February.

During the shift to remote instruction, professional development in ELA continued in a virtual format. The ARC coach continued to support teacher development and student literacy growth by facilitating a workshop on hosting virtual reading conferences with students. During remote instruction, coaches were able to observe synchronous and asynchronous lessons and provide feedback to teachers. Additionally, teachers were given professional development on Educational Technology tools such as ARC Bookshelf, EdPuzzle, Nearpod, Flipgrid and Vocaroo, to support student engagement and growth during remote instruction.

For professional development in the Middle School, we focused heavily on teachers internalizing the new curriculum, with support from HMH and the instructional coach, learning how to use data to drive instruction, and making the curriculum accessible to all students through engagement strategies, text-dependent questions, and assessment. Teachers started the school year with an in-person training from HMH on implementing the new curriculum, in addition to in-house training that focused on:

- Backwards planning (August/September)
- Engagement Tools and Routines (October-December)
- eDoctrina (February)
- Creating Text-Dependent Questions and Checks for Understanding (February-March)
- Test Preparation (February-March)
- Remote Learning Tools (March-June)
- Curricular Audits (April-May)

### **Method**

Due to the cancellation of the New York State ELA exam, for students in grades 3-8 we will report out on NWEA data as well as Quarter Benchmark assessments. NWEA shows aggregated projected proficiency data to determine how a group of students is projected to perform on the state exam.



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

The internally created quarterly benchmark exams were developed using released state test questions and included multiple choice, short answer and extended response questions.

### RESULTS AND EVALUATION

The Elementary Schools Independent Reading Level Assessment (IRLA) results are listed below. We ended the 2019-20 school year with 69% of our Kindergarten, 39% of 1st graders, 33% of 2nd graders, and 44% of 3rd graders reading on grade level. Kindergarten and second grade made 9 months of growth and 1st grade and 3rd grade made 8 months of growth during the school year. Our goal K-3 was for each grade to meet or exceed one year's worth of growth. We believe, based on where we ended the year, that grade levels would have met that goal if not faced with the challenges faced due to the pandemic.

Independent Reading Level Assessment 2019-2020				
Grade	K	1	2	3
<b>Proficient or Above Grade Level</b>	69%	39%	32%	44%

The Middle School Reading Inventory results for 2019-2020 are below. Reading goals are individualized for the student, based on their current Lexile, and the points they are expected to increase in an academic year.

Reading Inventory Results 2019-2020					
Grade	4	5	6	7	8
<b>Met/Exceeded Yearly Growth Goal</b>	42%	45%	56%	57%	64%
<b>Average Lexile Increase by Points</b>	115	72	61	75	92

It is important to note for this exam that yearly growth is determined by the Fall Lexile Measure (see chart below for annual growth for students within the grade level band); the lower the original lexile measure is, the more points students are expected to grow in a year.

Annual Lexile Growth by Grade and Lexile Band					
Grade	4	5	6	7	8
<b>Lexile Band</b>	740-940	830-1010	925-1070	970-1120	1010-1185
<b>Average Annual Lexile Growth</b>	81-50	73-43	45-31	45-34	46-32



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

One important trend to note in the Reading Inventory data above is the increase in student growth over time. As students continue through Middle School, the percentage of students meeting or exceeding their yearly growth goals increases. This indicates the positive impact of our curriculum and instruction over time. Additionally, many students continue to make significant growth over the course of a year. These data also indicate that students are closing the gap between reading below grade level and reading on grade level over their time in our Middle School.

The results of the Quarter 2 benchmark exam are below. This exam was internally created and administered in December. It is important to note that this exam assessed students in both writing and multiple choice, as the NYS State ELA exam would. The results below represent the average scores on the **exam**.

Quarter 2 ELA Benchmark 2019-2020						
Grade	3	4	5	6	7	8
<b>Multiple Choice</b>	35%	54%	61%	53%	64%	64%
<b>Writing</b>	22%	62%	68%	85%	71%	83%
<b>Total</b>	30%	56%	61%	64%	65%	83%

After analyzing the results of NWEA's Reading Growth exam, below are the projected proficiency rates based on the Elementary School's Winter Administration (3) and Middle School's (4-8) Spring administration during remote learning. It is important to note that NWEA only assesses students through multiple choice questions.

NWEA Projected Proficiency Rates 2019-2020						
Grade	3	4	5	6	7	8
<b>Projected Proficiency</b>	*15% based on Winter administration	17%	15%	37%	29%	38%

Upon analyzing the results, it is important to note that in Middle School both the Reading Inventory and NWEA were administered in a remote setting, which we believe impacted the results. While we did our best to support students, we had no control over the testing environment that the student was in at home. The second quarter exam results (administered in December) are a closer comparison to the end of year Reading Inventory data than to NWEA. Furthermore, the internally created benchmark exams assess students in writing, whereas NWEA does not. This is important when projecting proficiency in the ELA state exam, as writing is a big component of the exam. Our results indicate that there is a correlation between a student's reading level and their proficiency in exams. As a result, more work needs to be done as a school to push students' reading levels. Lastly, in addition to working on reading levels, we need to ensure that teachers really understand the

standards and what it's asking of students, as once a student understands a standard, they should be able to answer the question with confidence, whether in multiple choice or writing.

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL ENGLISH LANGUAGE ARTS GOAL

Based on the data points referenced above, Elementary and Middle school students were on track to meet or exceed 2018-2019 NYS exam scores as of our first benchmark administration in December 2019. The end of year NWEA prediction goals for grades 4-8 may not fully represent student proficiency given the conditions under which the assessment was administered. The HMH Reading Inventory growth data indicate that the percentage of students meeting or exceeding their yearly growth goals increases over time and that students continue to close the gap between reading below grade level and reading on grade level during their years in the Middle School.

### ACTION PLAN

#### Curriculum

The Elementary School will continue to utilize American Reading Company's ARC Core as well as internally created ELA units that are culturally responsive (using the framework provided by Gholdy Muhammad's Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy) to structure the literacy development of our early readers and writers.

These programs have adapted tools for the online learning environment which will be used to create and differentiate instruction as needed. UDL principles will be utilized to reduce barriers to learning so that all the students can engage in learning.

To target reading in the Middle School, we will implement an online-based independent reading library (myOn by Renaissance Learning) that allows students to select from over 6,000 book titles. The library includes books in Spanish, books at different grade levels, and is interactive, allowing students to actively engage with the text and teachers to see what students are doing at all times. In addition, each book is connected to an Accelerated Reader quiz, which is a formative assessment tool to determine how well the student understood what they read, helping teachers gather data to inform their instruction. In addition, we have added intervention through writing courses in grades 4-7, which include units that are aligned to the ELA curriculum and common core standards and are social studies themed, which will allow an earlier exposure for our students to social justice and history. The courses will focus on the art and process of writing, with a heavy emphasis on analyzing mentor texts, to then recreate a similar task with guidance and mini lessons from the teacher. We hope to increase our students' stamina and investment in writing through this course, while also exposing them to important moments in history.

#### Instruction

Teachers will use curriculum, various online instructional tools and best practices to provide rigorous and culturally responsive instruction. General Education, Special Education, Intervention and ENL teachers will work collaboratively to ensure equity and access for all students. All K-3 students will receive a Chromebook. Across divisions, during remote and hybrid learning, students will receive live co-teaching instruction and asynchronous instruction each day. Students will also receive additional 1:1 support on a weekly basis. The amount of 1:1 and small group instruction will vary based on the needs of the students in order to provide additional services to Students with Disabilities, English Languages Learners and students in need of additional SEL and academic

support. We will maximize the use of technology in order to ensure that students will continue to receive instruction through the use of high leverage co-teaching models such as parallel teaching, stations teaching and alternative teaching. We will also foster student collaboration through synchronous and asynchronous instruction. Services for English Language Learners as well as Special education services will continue for students with IEPs whether 100% remote or using a blended/hybrid model for scheduling. Staff will continue to provide specially designed instruction and curricular adaptations through face to face or remotely delivered instruction and material adaptation.

In order to maintain and significantly improve our ELA results in grades 3-8, 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 will continue using Understanding by Design to ensure we are backwards planning the curriculum at all times, meeting the demands of the Common Core Learning Standards, and exposing students to a variety of genres that are also culturally relevant. In addition to the foci mentioned above, teachers will focus on reading with a purpose, and 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.

### **Assessment**

K-8 students will complete the NWEA MAP assessment in Reading three times throughout the school year. Teachers will use the results to plan for differentiated instruction, develop interventions for struggling students, and see what students are ready to learn next. The first administration will occur at the beginning of the school year regardless of setting.

K-3 Students will be assessed using the Independent Reading Level Assessment (IRLA). 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.

In terms of assessments, the Middle School will use HMH's Reading Inventory for student reading levels and NWEA for mastery of standards. We will continue to administer the HMH Reading Inventory four times yearly to students in Grades 4-8 to assess their Lexile level and to what extent students meet or exceed their annual reading growth goals. NWEA will be administered three times yearly as well to assess mastery of standards. We will also use Accelerated Reader quizzes connected to our online independent reading library to assess students' reading comprehension. We plan on using a combination of both assessments in order to drive daily instruction. In addition, formative assessments provided by the curriculum will also be used. To better support with the monitoring of students during remote learning, Go Guardian will be used for instruction and for testing.

### **Professional Development**

Professional development in ELA will continue to focus on a deep understanding of the standards, effective instructional practices and building and maintaining student engagement in reading and writing. Due to COVID-19 Hyde's professional development programs will continue to be hosted virtually in the new school year. The beginning of the school year, professional development will focus on Social-Emotional Learning and Trauma-Informed Instruction, Establishing School Culture in

a Virtual Environment. Throughout the year, topics will focus on anti-racism, Culturally-Responsive Teaching (CRT), best practices and instructional pedagogy for math in synchronous and asynchronous Learning environments as well as co-Teaching in the virtual environment and differentiation for SPED & ENL learners.

Middle School teachers will continue to receive professional development focused on best practices for remote learning, with an emphasis on engagement tools and backwards planning. Furthermore, teachers will receive professional development from Renaissance Learning to use their curricular resources to facilitate student reading comprehension growth. The Reading Coordinator, together with the instructional coach, will provide teachers with ongoing feedback and professional development, and the ENL coordinator will actively work with teachers to make the curriculum accessible to all. Lastly, there will be ongoing professional development in understanding data including using NWEA in order to guide instruction and monitor student progress towards standards mastery and using the Reading Inventory to track students' reading growth throughout the year. Training will include learning how to interpret the data, using the data in your instruction, as well as teaching students to know, understand and be responsible for their data.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the COVID-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8<sup>th</sup> grade in a modified format based on instructions under each respective measure below.

#### Goal 3: Absolute Measure

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

#### METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.**

## RESULTS AND EVALUATION

67% of students in the 2016 and 2018 Accountability Cohorts 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. However, due to the lack of June and August Regents examinations, many of our students were not able to retake exams in order to earn a higher score. We will continue to provide support through our English and Special Education teams.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	44	<b>67%</b>
2015	2018-19	61	0	38	61%
2016	2019-20	63	3	40	67%

### Goal 3: Absolute Measure

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

### METHOD

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

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.**

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort who ever sat for the exam who have achieved at least Performance Level 3 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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 Cohort**

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	65	98%
2015	2016-19	61	0	57	93%
2016	2019-20	63	3	56	93%

### ADDITIONAL EVIDENCE

We are on track to continue to have all cohorts meet this goal by graduation. By having our students sit for the Regents examination for English starting in their freshman year, we increase the chances of students proving their mastery earlier in their High School journey.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	69	70%	67	84%	63	93%
2017	59	42%	57	75%	56	93%**
2018			70	33%	62	63%**
2019					73	0

*\*\*Calculation does not include exemptions. Percentage calculated using (c)/(a-b) from the previous table.*

### 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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

### **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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### **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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### **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.

Due to the fact that the state does not finalize High school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### **Goal 3: Growth Measure**

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

## **METHOD**

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



**RESULTS AND EVALUATION**

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2016 Cohort not proficient in 8<sup>th</sup> grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Hyde met this goal with 55% of students in the 2016 cohort who were not proficient in 8th grade scoring a Level 4 by completion of their 4th year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	50	0	32	64%
2015	2018-19	56	0	38	68%
2016	2019-20	45	3	23	55%

**ADDITIONAL EVIDENCE**

While the number of students who passed this accountability measure is lower than previous years, this resulted from student’s inability to sit for the June and August regents examinations. Prior to this year, 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. We will continue to have students sit for the English Regents starting in their freshman year and continuing to offer support for students throughout their time in High School.

**Goal 3: Growth Measure**

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

**METHOD**

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



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

Hyde met this goal with 93% of students in the 2016 cohort who were not proficient in 8th grade achieving a Level 3 score or higher.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	50	0	49	98%
2015	2018-19	56	0	52	93%
2016	2019-20	43	3	37	93%

### ADDITIONAL EVIDENCE

Our school's performance against this measure continues to significantly surpass the goal by more than 15%.

**Goal 3: Optional Measure**  
 [Include additional measures that are part of the Accountability Plan.]

**METHOD:**

**RESULTS AND EVALUATION:**

**ADDITIONAL EVIDENCE:**

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Hyde met all of the measurements for English that could be calculated this year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the High School Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	MET

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ACTION PLAN

The following are specific areas of focus for the English Department

- Professional Development:** The High School leadership team continues to focus on increasing teacher capacity to engage all students. We have revised our structure to include a Director of Teaching and Director of Academic Programs, who are focused on working with teachers to maximize learning and engagement. We have also added a Social Worker to our team, focused on maximizing SEL supports. 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. Beginning in 2018-19, we implemented an instructional coach model that allowed teachers to get targeted feedback on their pedagogy and how it affected student performance. We will continue to provide support for teachers during the 2020-21 school year in the classroom. This includes staff supporting each other through peer observations and feedback as well as observations and feedback from Department Heads and Administrators. Additionally, teachers are

encouraged to participate in online training beyond our internal PD programming and share best practices with the school.

- **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 a 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.
- **Increased English Electives:** We have added increased English elective courses in order to support students in their growth and development in English.

## GOAL 4: MATHEMATICS

### ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS

Summary of changes to the Elementary and Middle School Mathematics Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

### Goal 4: Mathematics

Students in grades 3-8 will be on target to meet or exceed 2018-2019 NYS exam score.

#### BACKGROUND

##### Curriculum

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. The Bridges Intervention program, which is aligned to the core curriculum, was used to instruct and monitor the progress of students.

The Middle School used Bridges in Mathematics (Bridges) in grades 4th and 5th and Connected

Math Project 3 (CMP3) for grades 6-8 for our core curricula. CMP3 is a problem based curriculum, while Bridges provides similar complex problem solving but it offers more direct instruction and more practice of numeracy. This helps the 4th and 5th grade students wrap up their journey of “Numbers and Operations” and “Operations and Algebraic Thinking,” which they started in Kindergarten. Students in the 4th and 5th grade spend a lot of time examining the relationship between numbers in order to help them master the four basic operations of Multiplication, Division, Addition and Subtraction of positive rational numbers. These skills prepare students for further number sense and the development of algebra. If any student continued to struggle after the implementation of either curriculum, the math team took note of that and addressed those concerns during our intervention classes. Math intervention teachers used a variety of curricular resources including released items from the state, IXL, and the Certica bank of questions from eDoctrina.

### **Instruction**

In K-3 we continued an emphasis on students developing multiple strategies when problem solving through the Cognitively Guided Instruction (CGI) model. We also used inquiry-based instruction through the Bridges curriculum to meet math standards. The K-3 Math Intervention Specialist worked with students in small groups and 1:1 to provide specific, targeted instruction based on student data. During the shift to remote instruction, we continued to utilize the Bridges units as the curriculum for math for remote instruction. The Elementary School Program initially followed an asynchronous learning model. We felt strongly that this approach to learning offered our students and families the flexibility they needed during our swift shift to remote instruction. Teachers posted pre-recorded lessons in math to their online classrooms and students completed those lessons at their own pace throughout the day. Teachers provided feedback to students on assignments through various technology platforms. We increased the use of synchronous instruction as our time online extended. Synchronous offerings included the whole group and small group as well as 1:1 live instruction.

Lessons and classwork for Students with Disabilities and English Language Learners were adapted for students based on the individual student’s need. Students were also provided with additional 1:1 conferencing throughout remote instruction.

In Middle School, co-teaching was the norm in all class sections. Additionally, we had an ENL teacher dedicated to supporting multilingual learners in math. The number of teachers in the department allowed us to schedule smaller math sections when we moved to remote learning in March. Three math teachers were placed in each grade (four in sixth grade), which meant one teacher was responsible for each homeroom. This ratio was 26:1, which meant manageable grading, parent contact, office hours, student conferences, lesson creation and data tracking. In order to meet our ICT requirements teachers rotated the groups in order to have students work with the special education and the general education teacher. The feedback received from teachers was that they appreciated the load because they also had to manage their home lives at the same time. Parents and students also were appreciative because of the constant contact and clear point person when any issues arose.

### **Assessment**

The Elementary School student growth was monitored through internally developed biweekly quizzes and curriculum-based assessments. Student performance on the assessments was entered into Forefront, a cloud-based system that manages Bridges assessment data. Forefront allowed teachers to visualize classroom and school results, and monitor student progress on standards through advanced reporting options to inform instruction. Students were identified for intervention and enrichment using this data and the data gathered from their independent practice. Through a more strategic pacing calendar process we carefully planned when and how we addressed standards identified, through the 2018-2019 item analysis. We simulated state test questions, through quarterly benchmark exams which were used to gauge students' understanding of the standards and create groups for targeted instruction. Additionally, we administered NWEA two times (fall, winter) to assess standards mastery and growth. We did not administer the spring assessment due to the challenges of COVID-19 connected to access to devices as well as the internet.

In the Middle School, we planned for two benchmark exams for Grades 4-8 aligned to the NYS Math Exam for Grades 4-7 and three mock exams based on previous Algebra Regents exams for 8th grade. We administered NWEA three times (fall, winter, spring) to assess standards mastery and growth. Teachers administered biweekly formative assessments to prepare students for the benchmark/mock exams and eventually the state assessments.

### **Professional Development**

In July of 2019 a team consisting of the Elementary School Director, Director of Academic Programs, Academic Dean K-1, Academic Dean K-3 and Team Leads for first and second grade attended the Math Learning Center's (MLC) annual Leadership Institute. The Institute offered our team tools for developing and sustaining a successful implementation of Bridges in Mathematics, Number Corner, and Bridges Intervention and enhancing our leadership effectiveness by differentiating supervision and coaching practices.

In August of 2019 our Math Intervention Specialist attended a week long Mathematics Institute hosted by Metamorphosis. This institute focused on explorations of specific strands in mathematics (number, data, geometry, algebra) as well as a focus on problem solving, assessment, conferring, and writing. Information from both the MLCs Leadership Institute and Metamorphosis Mathematics Institute informed the professional development series teachers were offered at the beginning of the school year.

Similarly with ELA, using TORSH Talent teachers were able to reflect on pedagogy and along with coaching support created goals to further develop and strengthen their math instruction.

During the shift to remote instruction, professional development in math continued in a virtual format. During remote instruction, Academic Deans were able to observe synchronous and asynchronous lessons and provide feedback to teachers. Additionally, teachers were given

professional development on Educational Technology tools such as the Math Learning Center's digital math manipulative apps, Google Classroom, Nearpod, Flipgrid and Vocaroo, to support student engagement and growth in math during remote instruction.

Along with the Elementary School team, a team of two Middle School teachers, the Dean of School Life and Student Support, and the Math Coach attended the Math Learning Center's (MLC) annual Leadership Institute in July 2019. The institute offered us exposure to various keynote speakers and gave us ideas to enrich our curriculum and practices for the 2019-2020 school year. We began the year by analyzing the ISA from the 2019 NYS Math exam results and setting growth goals for the year. Department meetings throughout the year focused on unpacking standards, engaging lesson delivery, and increasing overall student mastery. We had planned to take a group of teachers to the centennial NCTM conference, but this conference was cancelled due to the pandemic.

Upon the announcement of the switch to remote learning, the Middle School devoted three days of professional development to developing a remote learning plan using the Chromebook capabilities our students had. Our commitment to ICT and training the staff to use technology in the classroom proved valuable during the remote learning months. Our school became a one-to-one Chromebook school four years ago, and the math department had made a commitment to technology three years ago prior to the remote learning launch this spring. The team started with the use of smart notebooks to create lessons and use the interactive whiteboard in the classroom. The past two years we used the Smart Learning Suite to create digital lessons which the students can access in their chrome books during class or at home. The use of Google classrooms and the Google suite was also previously implemented in order to increase engagement and 21st century skills. During the pandemic, we were able to add Google Meet to the team repertoire and use all the previous tools that were used during person to person instruction. During remote learning, Smart Learning Suite provided the opportunity for the students to follow a set of prepared slides along with the teacher as well as for teachers to administer checks for understanding using various engaging tools, set students up in groups, and implement collaborative slides, amongst other instructional tools.

### METHOD

Due to the cancellation of the New York State ELA exam, for students in grades 3-8 we will report out on NWEA data as well as Quarter Benchmark assessments. NWEA shows aggregated projected proficiency data to determine how a group of students is projected to perform on the state exam. The internally created quarterly benchmark exams were developed using released state test questions and included multiple choice, short answer and extended response questions.

The Middle School math department planned to use the New York State Math exam in May of 2020 and the Algebra I Regents exam in June of 2020 as our proficiency indicators. Our backwards planning was established with these assessments in mind, using external benchmarks and NWEA assessments as checkpoints. The way we structured our assessment windows were as follows.

- A. Use the NWEA to establish a baseline in September and start the proficiency prediction process for the New York State Math Exam. In prior years we have seen a pattern with the

performance in the state exam and the prediction given by the NWEA assessment tool. We are looking closer at this predictor before we can definitively determine a clear correlation.

- B. Purchase benchmarks from Rally Education with items aligned to the NYS exam to administer two times per year according to the standards taught prior to the administration of the assessment. The first benchmark was in mid-December covering 40-50 percent of the material for the year. We planned to administer the second benchmark in mid-March covering 100 percent of the material. 8th grade had a similar benchmark in December and anticipated having a set of three mock tests (items from prior Regents exams) in April, May, and June respectively. We were able to analyze and reflect on our classroom approach according to how students performed on the benchmark in December and would have done the same with the benchmark in March and Regents mock exams. The in-classroom assessments and checks for understanding laid out a path towards the benchmark. Due to the school closure and the novel coronavirus we have the data provided by the NWEA as predictors with only two administrations of the test instead of three, and we have the benchmark data from the December benchmark. We also have the Algebra I regents exam exemption data based on end of year course grades.

**RESULTS AND EVALUATION**

Given the lack of the state exam results for the 2019-2020 school year, grades 3-8 focused on the December benchmarks and on the NWEA predictor data.

Below are the results of the December Q2 benchmark exams, which used resources from Rally education in Grades 4-7 and past years’ Algebra Regents exam questions for 8th grade.

Q2 Benchmark Results (December 2019)						
Grade	3	4	5	6	7	8
Average	33%	50%	44%	47%	44%	76%

These data reflect that students were on track to improve their performance on the NYS math exam in 2019-2020 across all grade levels. Teachers used this data and the data from the winter NWEA to closely track students’ performance and provide remediation as necessary. Teachers also spiraled the content in the months leading up to the state exam in order to develop and/or maintain further mastery of the standards.

Another data set that we used and are continuing to track closer is the NWEA projected proficiency for Grades 3-7. The NWEA exam is typically administered a minimum of three times per year in order to determine how accurate the projected proficiency for the NYS math exam is. During the 2018-2019 school year the projected proficiency was accurate enough for us to consider looking at the NWEA as a prediction tool in preparation for the NYS exam.

**NWEA Projected Proficiency Rates 2018-2019**

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<b>Grade</b>	3	4	5	6	7
<b>Projected Proficiency</b>	35%	34%	45%	28%	44%

NYS Math Exam Proficiency 2018-2019					
<b>Grade</b>	3	4	5	6	7
<b>Proficiency</b>	23%	39%	41%	27%	43%

NWEA Projected Proficiency Rates 2019-2020					
<b>Grade</b>	3	4	5	6	7
<b>Proficiency</b>	35%	31%	11%	36%	37%

All three of the NWEA administrations in 2018-2019 were administered in the building in math classrooms. The 4th grade math team attributed the difference in the data to the adjustment period encountered by the 4th graders as is their first year in Middle School. The 4th grade students also took the NWEA three times and it was only their second year taking standardized tests. The prediction data for 2020 did not reflect our trajectory. We are attributing that to the remote administration of the exam during unprecedented times. We are confident that administering NWEA onsite and proctored by math teachers will continue to show that the projected proficiency data will begin to correlate with the performance on the state exam.

In the 8th grade, the state granted students who passed the Algebra I course an exemption for the Algebra I Regents exam.

8th Grade Regents Exemptions	Algebra I
Total Students	76
Total Students Exempt	73

Based on this exemption, 73/76, or 96%, of eighth graders were considered proficient in Algebra I.



## SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS GOAL

Present a narrative providing an overall discussion of its attainment of this Accountability Plan goal.

Based on our Quarter 2 benchmark data from December 2019, students in grades 3-8 were on track to meet or exceed the NYS math exam and Algebra I Regents exam scores from 2018-2019. NWEA projected proficiency may not be an accurate measure of student proficiency this year, and this is likely attributed to testing conditions in the spring of 2020, not the assessment itself. 96% of eighth grade students passed their Algebra I course and were granted exemptions for the Algebra I Regents exam by the state.

### ACTION PLAN

#### Curriculum

The Elementary School will continue to balance a problem solving-based Cognitively Guided Instruction (CGI) approach and Bridges in Mathematics and Number Corner Programs from the Math Learning Center. The Math Learning Center has developed technology-enhanced activities to support implementation regardless of setting. Tools have been adapted to support crucial Bridges elements — interaction, discourse, collaboration, and sense-making for both synchronous and asynchronous instruction.

Bridges for Mathematics (Bridges) in grades 4th and 5th and Connected Math Project 3 (CMP3) for grades 6-8 will continue to be our core curricula for the 2020-2021 school year. The intervention curriculum for the 2020-2021 school year for grades 4-7 will be Rally Education, IXL, standardized practice questions from prior released question state exam and Certica bank of questions that relates to the NWEA exam. Each year the math intervention team has to strike a balance between slowing down and remediating or staying side by side with the core classes. This year intervention classes are five periods as supposed to three which means we will have more time to meet but remediation and work from the curriculum.

#### Instruction

In Elementary School, teachers will use curriculum, various online instructional tools and best practices to provide rigorous and culturally responsive instruction in math. General Education, Special Education, Intervention and ENL teachers will work collaboratively to ensure equity and access for all students. All K-3 students will receive a Chromebook. During remote and hybrid learning, students will receive live co-teaching instruction and asynchronous instruction each day. Students will also receive additional 1:1 support on a weekly basis. The amount of 1:1 and small group instruction will vary based on the needs of the students in order to provide additional services to Students with Disabilities, English Languages Learners and students in need of additional SEL and academic support. We will maximize the use of technology in order to ensure that students will continue to receive instruction through the use of high leverage co teaching models such as parallel teaching, stations teaching and alternative teaching. We will also foster student collaboration through synchronous and asynchronous instruction. For example, students will use FlipGrid to engage in discourse during their Number Stories block. Services for English Language Learners as well as Special education services will continue for students with IEPs whether 100% remote or using a blended/hybrid model for scheduling. Staff will continue to provide specially designed instruction and curricular adaptations through face to face or remotely delivered instruction and material adaptation.

In Middle School, the math team is aiming to remain consistent and technologically savvy during the 2020-2021. We have planned the start of the year by focusing on the basics of unit planning and lesson planning. Each year the department improves in these areas and now the goal is to continue to improve in a remote setting. A unit plan now contains the same curricular material previously planned but with more engaging online activities which still masters the standards and collaborative student work done in Smart Learning Suite slides. We are made using various platforms and a variety of online tools in order to meet student's needs. The 5th grade team added Nearpod as a presentation tool to their classes in order to have a platform that catered to younger students. We are preparing three administrations of the NWEA in order to continue the analysis of the correlation between the NWEA and the NYS math exam.

### **Assessment**

K-8 students will complete the NWEA MAP assessment in Math three times throughout the school year. Teachers will use the results to plan for differentiated instruction, develop interventions for struggling students, and see what students are ready to learn next. The first administration will occur at the beginning of the school year regardless of setting. 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.

We routinely collect and analyze data on a variety of qualitative and quantitative measures in order to guide instruction, curricular choices, and personnel decisions. For the past two years we have decided to create or purchase our own internal assessment benchmarks in grades 3-8 in ELA and math, based on previously released NYS state exams (EngageNY), which are aligned to our scope and sequences and instructional program. Similar to the Living Environment and US History Regents benchmarks, Grade 8 math benchmarks are designed by the math instructional lead (i.e., math coach) and are standards based, aligned to our scope and sequence, and modeled after the Regents exam.

In an effort to improve the quality of information and turnaround time in the assessment-feedback loop, grades 4-8 will continue to use eDoctrina for real-time data and have added the Smart Notebook Learning Suite and NWEA MAP Skills as an accompaniment to our math curriculum. Data generated are 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.

### **Professional Development**

In grades K-3, professional development in math will continue to focus on a deep understanding of the standards, effective instructional practices and building and maintaining student engagement in math. Due to COVID-19 Hyde's professional development programs will continue to be hosted virtually in the new school year. The beginning of the school year, professional development will focus on Social-Emotional Learning and Trauma-Informed Instruction, Establishing School Culture in a Virtual Environment. Throughout the year, topics will focus on anti-racism, Culturally-Responsive Teaching (CRT), best practices and instructional pedagogy for math in synchronous and asynchronous Learning environments as well as co-Teaching in the virtual environment and differentiation for SPED & ENL learners.

In Grades 4-8, we've remained committed to adult learning and professional development.

More specifically, during math department meetings and as part of our overall plan for professional development, we will focus on the integration of technology, lesson planning and lesson delivery in order to make math more engaging to students. Moreover, we firmly believe that we will gain traction if we position our students and teachers in the math classroom to facilitate and orchestrate productive discussions in mathematics. Using the *5 Practices* as a guide, teachers will anticipate student misconceptions, monitor classroom discussions, select appropriate work for discussion, sequence the work according to student needs, and, finally, create connections to future and past tasks. We will also apply mathematical concepts in other content areas while focusing intentionally on the 6-8 STEM Framework.

We've committed significant resources growing the skill of our faculty in response to student need through individualized professional development tracks for teachers. We've reorganized our teacher programs and schedules in order to ensure that core teachers (i.e. non-intervention teachers) no longer split grades and also added an additional teacher to the intervention team. 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.

### HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the COVID-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8<sup>th</sup> grade in a modified format based on instructions under each respective measure below.

#### 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 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.

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Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.

### RESULTS AND EVALUATION

29.31% of students in the 2016 Accountability Cohort at Hyde passed with a score of 80 or Level 4 on the Common Core Exam, as the following table reflects. While we did not meet this metric, our numbers have improved over the past 3 years. We will continue to challenge our students in rigorous math courses and provide various supports in Algebra and Geometry courses. All of our math courses have multiple teachers to provide additional support to students.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	4	6%
2015	2018-19	61	0	16	26.23%
2016	2019-20	63	5	17	29.31%

#### 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 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.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam**

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requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.

### RESULTS AND EVALUATION

Hyde met this goal with 91.4% of students in the 2016 Accountability Cohort scoring a Level 3 or higher. Our numbers for this metric have been consistently over 90% (10% higher than the goal) for the past three years.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	61	92%
2015	2018-19	61	0	57	93%
2016	2019-20	63	5	53	91.4%

#### 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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

#### 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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### 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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

#### Goal 4: Comparative Measure

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the fact that the state does not finalize High school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Hyde is unable to calculate this measure due to the fact that the majority of our incoming High School students have taken the CC Algebra Regents exam in 8<sup>th</sup> grade instead of the 8<sup>th</sup> grade math proficiency test. Therefore, we do not have the correct data to calculate this measurement.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	46	0	1	2%
2015	2018-19	56	0	4	7.14%
2016	2019-20	NA	NA	NA	NA**

\*\* Students took CC Algebra Regents as 8<sup>th</sup> Graders

### ADDITIONAL EVIDENCE

While we are unable to calculate this measurement it is a testament to Hyde’s challenging curriculum that most of our incoming High School students have already taken the CC Algebra Regents in 8<sup>th</sup> grade.

### Goal 4: Growth Measure

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### METHOD

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

### RESULTS AND EVALUATION

Hyde is unable to calculate this measure due to the fact that the majority of our incoming High School students have taken the CC Algebra Regents exam in 8th grade instead of the 8th grade math proficiency test. Therefore, we do not have the correct data to calculate this measurement. However, in past years we have met and exceeded this goal by over 15%. 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.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	46	0	43	93%
2015	2018-19	56	0	54	96%
2016	2019-20	NA	NA	NA	NA**

\*\* Students took CC Algebra Regents as 8th Graders

### SUMMARY OF THE HIGH SCHOOL 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.

In 2019-20, we were unable to calculate data for 4 of the 8 possible measures for evaluation due to the lack of Regents examinations due to COVID-19. Another 2 of the 8 possible measurements were also not able to be calculated due to students taking the CC Algebra Regents in 8th grade and now the 8th grade Math proficiency test. However, we will continue to prepare our students to be successful in mathematics.

<sup>3</sup> Based on the highest score for each student on the mathematics Regents exam



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### ACTION PLAN

- 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. The High School leadership team continues to focus on increasing teacher capacity to engage all students. We have revised our structure to include a Director of Teaching and Director of Academic Programs, who are focused on working with teachers to maximize learning and engagement. We have also added a Social Worker to our team, focused on maximizing SEL supports. Beginning in 2018-19, we implemented an instructional coach model that allowed teachers to get targeted feedback on their pedagogy and how it affected student performance. We will continue to provide support for teachers during the 2020-21 school year in the classroom. This includes staff supporting each other through peer observations



and feedback as well as observations and feedback from Department Heads and Administrators. Additionally, teachers are encouraged to participate in online training beyond our internal PD programming and share best practices with the school.

- **Create a 21st century math classroom:** Using SMART technologies, TI-Nspires and Chromebooks with MathXL and DESMOS 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 developed experiential learning opportunities that allowed students to experience math in and around NYC to foster deeper understanding. We will continue this as much as possible albeit with obvious restrictions from COVID-19 but will increase our use of online platforms to engage students.
- **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.
- **Co-taught Classes:** The majority of our math classes will be co-taught this year by at least 2 teachers in order to provide students with support. All of our Regents courses will be co-taught (Algebra, Geometry, and Algebra II) along with many of our other math courses.
- **Increased Math Electives:** We have added increased math elective courses in order to support students in their growth and development in math.

## GOAL 5: SCIENCE

### ELEMENTARY AND MIDDLE SCHOOL SCIENCE

Summary of changes to the Elementary Science Goal due to the COVID-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

### Goal 5: Science

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

## BACKGROUND

### Curriculum

Hyde Middle School utilizes a rigorous, interdisciplinary, standards-aligned curriculum in Grades 4-8. Our science curriculum is aligned with the Next Generation Science Standards and New York State Standards.

In Grade 4, the HMH Science Dimensions curriculum puts students in charge of their learning and enables teachers to facilitate and guide their students on this instructional learning pathway. This affords better engagement, deeper understanding, and greater student achievement. This curriculum also provides an online component that offers students opportunities to develop strong technological skills 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.

In Grades 5-7, students experience a 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.

### Remote Instruction

The pandemic upended normal school this spring and as such previously planned science instruction that was on the pathway of enriching our students had to be strategically modified to meet the needs of our 4-8<sup>th</sup> grade students in a remote learning environment.

Our science program took on the structure of synchronous and asynchronous online learning through Google Classroom. Before the rapid shift, grades four and eight students had completed the majority of state required labs and had the opportunity to continue hands-on activity through virtual labs. Students in grades five through seventh grade experienced robotics distance-learning strategies through engagement in high-quality science lessons. During structured live web

demonstrations by their teachers' students had the opportunities to reflect, exchange distance-learning ideas and tools, and pose questions to their teachers and peers. Through asynchronous learning, they were able to post in Google classroom responses to interactive questions that demonstrated their understanding of tasks and concepts taught.

Ongoing formative and summative assessments were teacher created and in alignment with NYS Core Science Standards and previous state assessments for grades 4 and 8<sup>th</sup> as well as eDoctrina-generated standard based questions.

### **Assessment**

Teachers administered both formative and summative assessments. Formative instruments of assessments for grades four through eight in both core science and robotics were standards-based teacher prepared assessments. Summative assessments for grades four and eight were also teacher created and aligned to NYS and NGSS Standards and structured in alignment with previous NYS 4th grade science assessments and Living Environment regents assessments for eighth graders. Summative assessments were scheduled to be administered quarterly, however due to our rapid shift to remote learning, summative assessments and the NWEA assessment were administered twice for the academic year 2019-2020.

### **Professional Development**

From August to March, professional development opportunities included offsite professional development at the NYC Charter Center, building-led sessions facilitated by administrators and teacher leaders as well as during one-to-one or co-teaching coaching sessions, curriculum meetings, and department meetings. During remote learning, professional development continued during curriculum and department meetings. Also, the instructional lead for the science department attended professional development sessions offered by the NYC Charter Center. Coaching sessions were ongoing during the remote environment. These sessions provided teachers with relevant practices and strategies to better support the teaching and learning of general science, application of online robotics coding and program as well as navigation of Gizmo which is an online platform for virtual scientific labs done through simulations.

### **METHOD**

The science department planned to administer two benchmark assessments to fourth grade students aligned to the state standards and NYS 4th grade science exams from previous years and three mock Living Environment Regents exams to eighth graders aligned to state standards and based on previous years' Living Environment Regents exams. Ultimately, only one benchmark was administered in December 2019 due to the shift to remote learning in March. NWEA was administered twice, once in the winter in the school building and once in the spring remotely. Students in eighth grade who passed the Living Environment course and completed all their required labs were granted Living Environment regents exam exemptions by the state.

RESULTS AND EVALUATION

In an effort to provide an authentic highlight of results that address Goal 5 (Science), we cross-referenced 2018-2019 academic year data points to determine the most reliable indication of student proficiency. After analyzing the data, we determined that end of year course grades were the closest comparison to 4th Grade NYS Science exam scores for fourth grade students and Living Environment Regents exam scores for eighth grade students.

**Grade 4 SY 2018-2019**

Below are the results of end of year course grades for fourth grade students in 2018-2019:

4th Grade Student End of Year Course Results 2018-2019	
Total Students	82
Total Students who passed science course	70

Out of a total of 82 students, 70 students passed their end of year course, which means the passing rate in 2018-19 4th Grade science was 85%.

The 4th Grade NYS Science exam results from 2018-2019 are as follows:

Total Tested n= 80	Grade 4	HYDE NYS Science 2018-19	
	Perf. Levels	no. of Students	Performance Level %
	4	16	20%
	3	54	67%
	2	9	11%
	1	1	1%
	Did not test	1	1%
	Total Proficient	70	86%

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Out of 81 students who tested, 70 students were proficient (i.e., earning a Level 3 or Level 4 score). Therefore, 86% of fourth grade students who demonstrated proficiency on the NYS Science exam in 2019. Thus, the end of year course grades and 4th Grade NYS Science exam results in 2018-2019 were very closely aligned.

### Grade 4 SY 2019-20

Below are the results of end of year course grades for fourth grade students in 2019-2020:

<b>4th Grade Student End of Year Course Results 2019-2020</b>	
<b>Total Students</b>	78
<b>Total Students who passed science course</b>	73

Out of a total of 78 students, 73 students passed their end of year course, which means the passing rate for the 2019-2020 4th Grade science course was 94%.

### Grade 8 SY 2018-19

Below are the results of end of year course grades for eighth grade students in 2018-2019:

<b>8th Grade Student End of Year Course Results 2018-2019</b>	
<b>Total Students</b>	77
<b>Total Students who passed science course</b>	70

Out of a total of 77 students, 70 students passed their end of year course, which means the passing rate in 2018-19 8th Grade Living Environment was 91%.

The 2019 Living Environment Regents exam results are as follows:

<b>Liv Environment June/August 2018-19 n=77</b>	<b>Count</b>	<b>Percentage</b>
<b>Overall Scaled Average:</b>	70.2	N/A
<b>Passing (inc. 55 IEP):</b>	60	78%

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

<b>State Pass (65+):</b>	57	74%
<b>College Ready (80+):</b>	17	22%

Out of 77 testers, 60 students, including students with IEPs passed, which is a **78% passing rate**, whereas only 57 students earned 65+ scores, bringing **the state passing rate to 74%**.

### **SY 2019-20**

Below are the results of end of year course grades for eighth grade students in 2019-2020:

<b>8th Grade Student End of Year Course Results 2018-2019</b>	
<b>Total Students</b>	76
<b>Total Students who passed science course</b>	73

Out of a total of 76 students, 73 students passed their end of year course, which means the passing rate in 2019-2020 8th Grade Living Environment was 96%.

Living Environment Regents Exemptions were as follows:

<b>8th Grade Regents Exemptions</b>	<b>%</b>	<b>Living Environment</b>
Total Students	100%	76
Total students earning exemption	96%	73

Students who passed the Living Environment course in 2019-2020 were considered proficient by the state and granted Living Environment Regents exam exemptions.

### **SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL SCIENCE GOAL**

#### **Grade 4**

Based on the comparative results of **SY 2018-2019 and SY 2019-2020**, students in Grade 4 have demonstrated an increase in their achievement of science proficiency. In spite of the pandemic, Grade 4 students' end of year course achievement increased from **85% in SY 2018-2019** to **94% in SY 2019-2020**, which is a total increase of 9%.

**Grade 8**

Based on the comparative results of **SY 2018-2019 and SY 2019-2020**, students in Grade 8 demonstrated an increase in their achievement of science proficiency. In spite of the pandemic, Grade 8 students' end of year course achievement increased from **91% in SY 2018-2019 to 96% in SY 2019-2020**, which is a total increase of 5%. All 8th Grade students successfully completed the NYS Mandatory Labs. 73 students (96%) were awarded Living Environment Regents Exam exemptions.

**ACTION PLAN****Curriculum**

In preparation for the new normal in both our remote and hybrid models, the Middle School has adopted a core textbook digital science curriculum for grades four through eight. Students and teachers can use these resources on a daily or regular basis for instructional and mediation purposes. Grades 4-7 will use McGraw Hill Inspire Electronic Curriculum. Grade 8 will use McGraw Hill Biology Electronic Curriculum. Students in grades 5-8 will be offered LEGO® MINDSTORMS EV3 curriculum as an elective. The selected curricula provide a teaching and learning environment whereby students are empowered to help design their learning experiences in partnership with their teachers. They also provide a broad range of content so that teachers can effectively meet learning needs ranging from remediation to acceleration.

**Instruction**

Using the digital curricula referenced above, Middle School teachers can effectively access and readily use instructional resources for differentiated and personalized instruction with immediacy and consistency. They can also motivate and engage students with different learning styles using multimedia content that is aligned to Google classroom platform and allows accessible transfer of data to the Middle School PowerSchool Gradebook. The digital curricular resources align with and provide resources for synchronous and asynchronous learning, flipped classroom models, station rotation, and whole group instruction.

**Assessment**

The digital curricula provide authentic standards-based daily formative assessments as well as summative assessments. These assessments are created to support the academic needs of students during remote learning. Additionally, the science department will administer NWEA with fidelity three times in the 2020-2021 school year.

**Professional Development**

During the 2020-2021 school year, professional development in the Middle School science department will be strategically facilitated through an established, structured professional learning community (PLC), which will meet twice per month. Our Middle School has established an instructional focus in alignment with Social Justice, Diversity and Equity in teaching and learning. PLC meetings will afford teachers the opportunities to think, peer share, research and come to

resolve and consensus through discovery and relevance collaboratively. Therefore, with a strong focus on current social issues in our society and community at large science will become relevant through critically thinking about cultural and environmental issues that influence our scientific world. Professional development in PLCs will help in implementing the vision outlined in the K-12 Science Education *Framework* and the *NGSS* are three instructional shifts: (a) explain phenomena and design solutions to problems, (b) engage in three-dimensional learning, and (c) build coherent learning progressions over time. Teachers can realize this expectation through this professional development approach of knowledge-in-use. Teachers will professionally grow each other during PLCs as we also embark on the task of revising our grading policy. Through onsite or during remote learning PLCs teachers will examine bias and inequality in traditional grading policy with the intent for collaborative reform.

### HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the COVID-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

#### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple High School science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Physics as well as supporting students who wanted to retake other science Regents not officially offered in the school year (Earth Science and Chemistry) it scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**



RESULTS AND EVALUATION

90% or above of Hyde students in 2014, 2015, and 2016 cohorts have annually passed a New York State Regents science exam with a Score of 65 or higher, as the following table indicates. Hyde consistently passes this metric by at least 15%. This year, we did not offer as many regents exams in science but we will continue to provide various regents courses as need arises.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	64	97%
2015	2016-19	61	0	58	95%
2016	2019-20	63	5	52	90%

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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

While we do not have access to the state data as of now, we have consistently achieved this metric in the past.

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 High School leadership team continues to focus on increasing teacher capacity to engage all students. We have revised our structure to include a Director of Teaching and Director of Academic Programs, who are focused on working with teachers to maximize learning and engagement. We have also added a Social Worker to our team, focused on maximizing SEL supports. Beginning in 2018-19, we implemented

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

an instructional coach model that allowed teachers to get targeted feedback on their pedagogy and how it affected student performance. We will continue to provide support for teachers during the 2020-21 school year in the classroom. This includes staff supporting each other through peer observations and feedback as well as observations and feedback from Department Heads and Administrators. Additionally, teachers are encouraged to participate in online training beyond our internal PD programming and share best practices with the school.

- **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. We will utilize online tools to continue to provide lab experiences in the time of COVID-19.
- **Increasing computer science mastery:** The science department currently offers a computer science course at the AP level. In an increasingly technology-centered society, this class increases students' computer literacy, provides necessary skills for innovation, increases science relevancy, and ultimately prepares 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, Mouse.org, and Girls Who Code, 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. We will utilize online tools to continue to provide lab experiences in the time of COVID-19.
- **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.
- **Increased Science Electives:** We have added increased Science elective courses in order to support students in their growth and development in Science.

## GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the COVID-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

**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.

**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.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

**RESULTS**

Hyde met this accountability measure and has consistently met this measure over the past 3 years.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	63	95%
2015	2016-19	61	0	50	82%
2016	2019-20	63	6	48	84%

**EVALUATION**

We are confident we will continue to exceed this accountability measure. The drop in our rate from 2017-18 is due to an increase in the number of students pursuing the 4+1 Pathway as we work to be more inclusive in our graduation methods.

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 and US History. Additionally, we have increased history elective courses in order to increase student learning outside of the Regents examinations standards.

**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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

**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.

**Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

RESULTS

Hyde met this accountability measure and has met this measure consistently in the past 3 years.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	66	0	63	95%
2015	2018-19	61	0	49	80%
2016	2019-20	63	8	47	85.5%

### EVALUATION

Hyde met this goal in each of the last four years. 2013, 2014, 2015, and 2016 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.

Due to the fact that the state does not finalize High School outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

### ADDITIONAL EVIDENCE

While we do not have access to the state data as of now, we have consistently achieved this metric in the past.

## GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the COVID-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

### 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

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

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	N/A*

\*NEW YORK STATE HAS NOT YET DETERMINED THE SCHOOL’S ESSA STATUS FOR SY 2019-20