

HYDE LEADERSHIP CHARTER SCHOOL

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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by

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Celia Sosa, Executive Director prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Herbert B. Fixler	Chair	Executive, Strategic Planning, Education, Nominating, Human Resources, Finance/Audit/Investment, Marketing/PR/Advertising, Facilities, Development
Chavon T. Sutton	Vice-Chair	Executive, Strategic Planning, Education, Nominating, Finance/Audit/Investment,
Herbert M. Kaplan	Secretary	Nominating, Development
Tony Stoupas	Treasurer	Executive, Strategic Planning, Finance/Audit/Investment, Facilities
Ruth Jarmul		Marketing/PR/Advertising
Deborah Dumont		Executive, Education
Susan Engel		Strategic Planning, Nominating, Human Resources, Marketing/PR/Advertising, Development
Nicholas A. Ober		Human Resources, Marketing/PR/Advertising, Facilities
John P. Espinosa		Education, Finance/Audit/Investment

Celia Sosa has served as Executive Director since July 1st, 2021.

Stephen Trowbridge has served as Chief Financial & Operating Officer since April 19th, 2017.

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

Lex Zain has served as Chief Academic Officer since July 1st, 2021.

Ada Garcia has served as Middle School Director (grades 4-8) since July 1st, 2021.

Matthew Hittenmark has served as High School Director (grades 9-12) since July 1st, 2021.

Elizabeth Martin has served as Special Education Director since September 1st, 2013.

Valarie Hunsinger has served as Director of Development & Marketing since August 1st, 2017.

Elizabeth Hittenmark has served as Director of Student and Family Support since April 1st, 2006.

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 unique potential, and that school is a place for students to develop the skills and mindsets needed to become their best selves. 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
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
2020-21	81	83	83	81	77	78	78	78	78	17	108	31	113	986

The School Enrollment by Grade Level and School Year table reflects BEDS Day enrollment numbers. Accountability Cohort numbers reflect enrollment for the cohorts as of June 30th. BEDS Day Enrollment and Accountability Cohort numbers may differ due to High School credit accumulation and student withdrawal from the school.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS Day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	61	0	61
2019-20	2016-17	2016	64	1	63
2020-21	2017-18	2017	54	2	54

TOTAL COHORT FOR GRADUATION

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

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	61	0	61
2019-20	2016-17	2016	63	0	63
2020-21	2017-18	2017	54	0	54

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	3	1	4
2020-21	2016-17	2016	6	1	7

PROMOTION POLICY

Hyde Leadership High School maintained its standard promotion requirements through the year. While learning was remote for the duration of the school year, each course was required to have 265 minutes of work each week. This included live remote instruction and asynchronous work.

Please reference the "[Promotion Criteria](#)" chart below for more detailed information on promotion criteria per grade level. All courses awarded a single credit after successful completion of learning standards and assessments.

The majority of courses offered this school year were the same as in years past. However, we added more semester-based courses and electives in order to give students more options for earning credits in core subject areas. Elective courses, arts courses and content-electives courses shifted to a semester model to establish consistency in credit awards of "1" credit, from ".5" which resulted in an increase in instructional minutes per course per semester. The added bonus of this shift allowed for more student choice per semester in course placement.

Completion of the following courses awarded an English credit: English I-IV, Rhetoric I-III, AP Seminar, AP Research, and AP Literature. The following courses awarded a math credit: Algebra I & II, AP Statistics, Computer Science through Statistics, Financial Literacy, Geometry, Intermediate Algebra, and Precalculus. History credits were awarded with successful completion to the following courses: African American History, Latin American History, AP US, AP World History, Civics and Economics, Global History I & II, and U.S. History. Science credits were awarded for: Anatomy and

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Physiology, AP Computer Science Principles, Chemistry, Environmental Science, Kinesiology, and Living Environment. Arts credits were awarded for: Advanced Art, Advanced Dance, Advanced Band, Film, Intermediate Art, Intermediate Dance, Intro to Art, Intro to Performing Arts, Intro to Music, Music: Band and Visual Art. Spanish credits were awarded for: AP Spanish and Spanish I-III. Physical education and health credits were awarded through successful completion of those courses directly. Elective courses offered were: Activism Expression, Critical Media Literacy, and Theatre. Interdisciplinary courses that cover both subject learning standards fulfil a distribution requirement, but are awarded a single credit.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

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

Promotion Criteria

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

Subject	Credits	Required Regents Exams for Graduation	Additional Regents Exams Required for an Advanced Regents Diploma
ENGLISH	8	English Language Arts (Common Core)	
MATHEMATICS	6	Algebra (Common Core)	Geometry and Algebra II (Common Core)
SCIENCE	6	Living Environment	Chemistry <u>or</u> Physics or Earth Science
SOCIAL STUDIES	8	Global History, U.S. History	

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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

63% of Hyde students in their first year in the Total Graduation Cohort earned at least ten credits in 2020-21. 57% of Hyde students in their second year in the Total Graduation Cohort earned at least ten credits in 2020-21.

86% of the 2020 Cohort met the promotion criteria, and 61% of the 2019 Cohort met the promotion criteria.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	77	61%
2020	71	86%

ADDITIONAL EVIDENCE

Hyde met this accountability measure for students in their first year but did not meet the measure for students in their second year. While the transition to remote learning did impact student performance, we have built various tools to help students complete additional credits over the course of the school year, summer, and into the next school year. We have created a robust, in-person, summer school program to assist students in attaining lost credits from the year. In accordance with the DOE student incomplete policy, our school is providing support and in-person instruction throughout the summer for students to resolve incompletes and master learning standards. While some rising sophomores received guidance in the enrollment in DOE summer school options, all students have the access to resolve semester 2 incompletes by the end of 2021-22 Fall Semester. Additionally, some students were provided the option to accelerate study via state approved online providers. While these are the promotion percentages based on June credits, we hope to have more students eligible for promotion at the end of August which would factor into 2020-2021 school year promotion outcomes.

Our promotion percentages from the 2018-2019 school year were 83% for students in their second year of high school and 81% for students in their first year. Accordingly, our first year student promotion increased this year despite the challenges posed by the pandemic. However, our

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promotion percentage of students in their second year decreased. Students in this cohort have now been online for the majority of their high school term, which has impacted their school performance and affected credit accumulation. Additionally, credit criteria for promotion from sophomore to junior is more restrictive in terms of requirements for credit accrual in specific subject areas. Many students might have enough credits but not in the correct courses to be promoted. Again, our summer initiatives are designed to support more students to meet promotion criteria before the school year is officially completed.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits								
Cohort	2017-18		2018-19		2019-20		2020-21	
	IEP Percent Promoted	Overall Percent Promoted	IEP Percent Promoted	Overall Percent Promoted	IEP Percent Promoted	Overall Percent Promoted	IEP Percent Promoted	Overall Percent Promoted
2016	46%	78%						
2017	100%	86%	43%	83%				
2018			85%	81%	31%	63%		
2019					75%	87%	25%	61%
2020							79%	86%

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, 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 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

In 2020-2021, 91% of the students in the 2019 cohort passed at least three different New York State Regents exams required for graduation. 93% of students in the 2018 cohort completed this metric. For the 2017 cohort, 100% of students completed this metric successfully. Many of our students come in from Hyde’s middle school with Regents credits in US History, Algebra, and Living Environment. This allows many of our students to take more advanced Regents courses starting their freshman year in high school. Due to this, students have more chances to obtain an Advanced Regents diploma. Additionally, we have started to work with students in lower grade levels earlier to encourage them to obtain the Advanced diploma.

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)
2017	2018-19	54	100%
2018	2019-20	61	93%
2019	2020-21	77	91%

ADDITIONAL EVIDENCE

Each cohort has improved in this metric. Students have also been supported by our robust team of educators who are experts in their content areas and have been working diligently on scaffolding and differentiation practices in order to reach all students.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 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.¹

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

RESULTS AND EVALUATION

Hyde met the four-year accountability metric but did not meet the five-year accountability metric. Students who are at risk of not graduating on time are worked with throughout the year with both

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

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

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academic and socioemotional support. Specific administration and counselors work with each student individually to address concerns and support students and their families. Our Family Education Dept. also worked diligently with families to ensure students had access to computing devices and the internet in order to be successful in graduation. We are working to create additional support systems for students in younger cohorts as well to proactively support them in credit accrual. Students in their fourth year also complete the Senior Process in which students work with their peers and staff to focus on their academic and emotional growth in their final year. This works as an additional support system to motivate students.

While we did not meet the requirements for the five-year graduation metric, we continue to work with our students who have not yet graduated to support them in obtaining their high school diploma or other routes to which they wish to graduate. Students and families are supported with regular check-ins from both academic staff and counseling staff.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	61	84%
2016	2019-20	63	87%
2017	2020-21	54	87%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	66	95%
2015	2019-20	61	95%
2016	2020-21	63	90%

ADDITIONAL EVIDENCE

During the 2021-2022 school year, we will be providing additional support to students with outstanding credits needed to graduate and work on addressing those needs earlier on in a student's high school career. Our summer school program is one tool we have created to help address credit issues. A new position, Dean of Student Engagement, has been created to provide additional support for students. Specifically, this role will create a program for students who are in their 5th year or more of high school. The Dean of Student Engagement will also create other opportunities for students to reinvigorate their interest in school and their education. The role will also work with younger students who are not making steady progress towards graduation support systems earlier on for students.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

Hyde’s 2020-2021 percentage of students who have graduated in four years is above that of the district for the cohorts 2015, 2016, and 2017. Each cohort has a graduation rate of over 20% higher than the district. Hyde has various support systems in place to support students with credit deficiencies, including academic and socioemotional support. Additionally, while it does not count in traditional graduation metrics, we have one student from the 2017 cohort who completed their High School Equivalency (HSE).

It is worth noting that though this is but one APPR measure, we believe that our success in graduating students from high school and the college enrollment and matriculation rates of our graduates (described later in this section) are compelling evidence of the overall effectiveness of Hyde’s K-12 program.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	61	84%	1207	61%
2016	2019-20	63	87%	1893	66%
2017	2020-21	54	87%	1893**	66%**

***SY21 Data not yet published*

Goal 1: Absolute Measure

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

METHOD

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

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As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled 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

N/A We did not have any students complete any pathway exams this year

Percentage of the 2017 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
NA			
NA			
NA			
Overall			

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	61	100%
2016	2019-20	NA	NA
2017	2020-21	NA	NA

ADDITIONAL EVIDENCE

N/A We did not have any students complete any pathway exams this year. One student from the 2015 cohort took and completed the 4+1 pathway in January of the 2019-2020 school year. Note that a myriad of students have completed the Geometry and LOTE Regents and have proceeded to either get a Regents diploma or an Advanced Regents diploma.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

While we did not fully meet the metric of having 75% of students in the first and second years obtain 10 or more credits, we did have 86% of the students in their first year meet promotion criteria. Additionally, we hope that through internal and external summer schools, students will be able to obtain more credits during this school year.

We far exceeded the second metric of having 75% of students in the high school graduation cohort scoring at least a 65 on three different Regents exams by having 91% of students in the 2019

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cohort, 93% in the 2018 cohort, and 100% of students in the 2017 cohort pass three or more Regents exams.

Our four-year graduation metric was met and passed by 12% as 87% of our 2017 cohort graduated this year. Furthermore, a student from the 2017 cohort completed their HSE. While it does not count in the traditional metrics, we think it is important to mention.

While we did not meet the metric of having 95% of students in their fifth year graduating, we are close at 87%. In addition, one student from the 2016 Cohort did complete their HSE this year.

Our graduation numbers well exceed that of the School district. The four year graduation cohort at our school had an 87% graduation rate compared to last year's District graduation rate of 66% (this year's data has not yet been published), a surplus of 21%.

Because we did not have any students in the graduating class complete an alternative pathway, that metric is not comparable.

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

ACTION PLAN

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

- **Office Hours:** All teachers are assigned office hours and are available two to four afternoons per week to assist students with their work.
- **Chromebooks:** Each student is issued a Chromebook at the start of the year and may take the device home to access and complete assignments. Additionally, over the course of the past year, we have worked with students and families to support access to the internet at home which will continue to help students over the next year.
- **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.
- **Increased Use of Educational Tools:** Over the past year and a half, we have found a plethora of effective educational resources to use in the classroom to assist students in their learning in school and outside of school. Many of these tools allow teachers to immediately see students' level of understanding of a topic and address needs in the moment.
- **Grade Updates:** Students and parents/guardians are given accounts to access their grades for each class through PowerSchool. Students can see assignments posted to their grade in real time. Departments have created timelines for turning work back to students so that they are able to get feedback in a useful time period.
- **Neighborhood Partnerships:** Hyde works with the local community to support our students in their continued growth.
- **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, School Counselors, and Director of Student Support 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.

- **Talking Points:** At the end of this school year we implemented the Talking Points app which allows for faster and increased communication between the school, teachers, students, and families.
- **MTSS Initiative:** Our Multi-Tiered System of Supports initiative will begin the 2021-2022 school year. This initiative will start with our 9th grade English and History teachers with the goal of expanding it each school year to other subject areas and grade levels. This is a tool to serve all students who are struggling in specific academic, behavioral, and socio-emotional areas in an inclusive setting. We aim to assess students, make instructional decisions based on identified needs, and provide systems of support for teachers to address needs in the classroom as well as for students in an individualized manner. We will begin with prioritizing specific New York State standards based on the identified student needs that overlap in content areas such as History and English. From there, we will work to create goals, methods, materials, and assessments aligned to those standards using UDL guidelines as well as differentiation specific to the subgroups we serve in our inclusive classrooms (Students with IEPs, Multilingual Learners, students with 504 plans, etc.) Data will be collected in various ways including the NWEA Map Growth multiple times in the academic year as well as teacher-made assessments, and quarterly benchmarks to identify learners who need support beyond Tier I. Those Tier II & III supports will be provided in a time-limited, individualized way with our Deans, counselors, Director of Student Supports and other administrative staff. Data will be analyzed in “reflection cycles” to continually monitor student progress and make adjustments to the supports where and when needed, being sure to create a school-wide system that fosters equity and inclusion.
- **Dean of Student Engagement:** This upcoming school year we are excited to add a new role to our team, the Dean of Student Engagement. This role will be responsible for supporting our students through various means including but not limited to: designing and implementing the Comeback Scholars Program for students who need 5+ years of high school, track student credit accrual, develop a comprehensive program for student internships and job shadowing, coordinate collective services and resources for each student in tandem with the student support team, and lead in house intervention professional development to support teachers in their support of students.
- **High School Literacy Specialist:** In addition to the Dean of Student Engagement, we are also adding a HS Literacy Specialist to support our MTSS initiative. This role will provide additional supports for students and teachers including but not limited to: proactively analyzing and identifying (based on data and classroom observations) goals and steps towards resolving the learning challenges of students as well as use of compensatory strategies such as assistive technologies, administer literacy assessments to monitor progress of systems, collaborate with the team to develop MTSS for tiers I, II, and III, coordinate monthly meetings with 9th grade Humanities teachers and others to discuss data points as found in NWEA, measure academic progress, provide professional development for staff, and lead Tier II and Tier III meetings with the team to create intervention plans for students.
- **Track progress towards graduation:** The high school leadership team has developed a team-based approach to tracking and supporting student progress towards graduation. Various members of the leadership team, including the High School Director, Director of College Counseling and Postsecondary Success, Dean of Student Engagement, School Counselors, and High School Director of Student Support regularly meet with students to

review accrued and outstanding credits and develop action plans in response to performance. The High School Director and Director of Student Support 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.

- **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.
- **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 number 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 arts courses for students to continue to grow and challenge themselves in a multitude of ways.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

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 that fosters unique potential. Our services and partnerships seek to enhance the student experience as they explore all possible postsecondary options.

We partner with a number of organizations to provide access and support to our youth. They include POSSE, CollegeNow, Civic Builders, Get Schooled, and The Hunts Point Alliance of Children, The College Action Consortium of NY, and New York State Association for College Admissions Counseling, and 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.

Our academic program is consistently evolving to meet the needs of our scholars and improve educational outcomes based on alumni data. In response, we have methodically increased our Advanced Placement options and access, supported students earlier in their pursuit of the Advanced Regents Diploma, and provided in-house support for SAT prep.

RESULTS AND EVALUATION

The 2020-21 AP data is not yet available to make a consistent comparison of growth. Previous AP Data has shown that our students have been most successful with the performance based exams such as AP Spanish, AP Computer Science Principles, AP Seminar, & AP Research. We continue to offer open access AP programming to all students and hope to increase enrollment for performance based courses for the 2021-2022 school year.

SAT School Day was held in 2020 for the cohort of 2017 where 23% achieved college ready score on their first attempt, due to Covid-19, many students did not retake or attempt the SAT. Many colleges chose to waive this requirement for the 2020 and 2021 admissions seasons which reduced incentive and need for students to sit for additional standardized exams.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

We partner with The City University of New York’s Hostos Community College through College Now. For the 2020-2021 school year 37 students enrolled in nine different courses with a 78% passing rate. Many students had to withdraw from enrolled courses due to Covid-19 related complications. The majority of students who found success in the online College Now program are from the 2018 cohort, our rising senior class. We continue to partner with the CUNY start program, College Now schools such as Hostos, Baruch College and Lehman College, and Monroe Colleges’ Jumpstart program. Students attend these programs free of charge.

Percentage of the 2017 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	Complete Data Not Yet Available	Complete Data Not Yet Available	Complete Data Not Yet Available
Passing a college level course offered at a college or university through a school partnership with a college or university	6	6	100%
Achieving the college and career readiness benchmark on SAT	47	11	23%
Earning a Regents diploma with advanced designation	47	20	43%
Overall	47	23	49%

ADDITIONAL EVIDENCE

We are still awaiting the 2021 AP Data to fully compare this cohort to previous years, but are proud that 49% of students in the 2017 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:

2015-2016: English Literature, U.S. History, Spanish Language & Culture, & Calculus AB

2016-2017: English Literature, U.S. History, Spanish Language & Culture, Calculus AB, World History, & Computer Science Principles

2017-2018: English Literature, U.S. History, Spanish Language & Culture, Statistics, World History, & Computer Science Principles

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

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

2021-2022: English Literature, English Language, 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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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 2020-21 and provide preliminary matriculation data for 2017 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.

Our school has developed comprehensive Access and Success programs aligned to NCAN (National College Access Network) common measures for college access and success to strategically monitor student outcomes and pathways.

College Access Services Offered:

- 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 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
- Tracking, support, and guidance in enrollment with College Now & Jumpstart courses
- SAT/ACT preparation and resource support
- SAT/ACT registration and support
- ACCUPLACER preparation and scheduling
- Access to pre-collegiate programs
- Internship placement & Summer employment support
- Supporting students who attend community college with the transition and 4-year planning

College Success Services:

- Social media outreach and information sharing, email blasts, phone calls, site visits, and periodic mailings to maintain communication with alumni
- Financial planning meetings with families

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- Organized alumni events throughout the year
- Mentorship pairing within the community or college campus
- Individualized support for alumni returning to college following a stop out
- Graduate school and career preparation events
- Webinars on financial aid, time management, and other pertinent topics
- Support with Transfers, Transcripts, re-enrollment, course selection, and resource allocation on campus.
- ACCES-VR Support
- Micro-grants allocated semesterly to support enrollment/persistence
- Student outcome monitoring by cohort

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
2015	2018-19	54	47	87%
2016	2019-20	56	51	91%
2017	2020-21	47	44	94%**

***Projected Matriculation Rate. Actual value will be updated on SY22 APPR.*

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 91% 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. Due to the pandemic, many students have reconsidered their postsecondary aspirations, with some choosing immediate employment in order to support their families during such an uncertain financial atmosphere. We continue to support all our graduates as they pursue their unique potential.

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

ACTION PLAN

Hyde is determined to achieve all college-related measures. Below we have outlined our plan for the 2021-22 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 Director of College Counseling & Post-secondary Success and consists of two College Counselors, and three Success Counselors. The Success Counselors role is a stipend position currently held by three staff members. We hope to institute a new cohorted support system which engages our Alumni as ambassadors to help support their peers in persisting through degree attainment. 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. We have awarded family support grants throughout the pandemic to assist with the purchase of groceries and cover possible travel expenses as well.

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.

Director of College Counseling and Postsecondary Success: The re-introduction of this role is to refocus resources and support for our access and success programs. As we traverse the new policies of college admissions, financial struggles, mental health supports, and general reimagining of college-going culture, this role will serve as both a leader for our scholars and key adviser for our academic planning to assure that we are responsive and up-to-date in preparing our scholars for college and a career beyond.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

BACKGROUND

Curriculum

Hyde utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-8. 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 Elementary School continued to utilize American Reading Company's ARC Core as well as internally created ELA units. This year we developed internally created ELA units using the framework provided by Ghody Muhammad's *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. The purpose of our identity unit was for K-3 students to be more intentional about naming their identities by engaging in multi-layered texts and using their knowledge of their identity to analyze representation in the media. Through action projects students identified ways to change our society to reflect an accurate representation of themselves in the media. Throughout the year, General Education, Special Education, Intervention and ENL teachers worked collaboratively to ensure equity and access for all students through weekly co-planning sessions as well as team meetings.

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 examine 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 2020-2021 academic year, we initially approached intervention through writing. Students explored units that were aligned to the ELA curriculum and common core standards and were social

studies themed. This allowed our younger students to be exposed earlier to social justice and history, which typically starts in the 6th grade. The courses focused on the art and process of writing, with a heavy emphasis on analyzing mentor texts, and then recreating a similar task with guidance and mini lessons from the teacher. To target reading in the Middle School, we implemented 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, which allows students to actively engage with the text and teachers to see what students are doing at all times. Students in need of Tier 3 Intervention started out the year with System 44, but unfortunately, were not invested in the program. As a result, we decided to pilot Lexia Learning's Core5 and PowerUp in March, which resulted in higher student investment and participation. In addition to our curriculum, teachers continued to implement our school's 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

K-3 students received Chromebooks for the school year. Hyde continued to maximize the use of technology (e.g. Zoom breakout rooms) in order to ensure that students continued to receive instruction through the use of high leverage co-teaching models such as parallel teaching, station teaching and alternative teaching during our remote program. We also fostered student collaboration through synchronous and asynchronous instruction.

In the Elementary School, teachers designed co-taught lessons that utilized various programs and tools to ensure accessibility, engagement with multi-layered texts, collaboration and discussion, and multiple opportunities for writing and speaking. Students also received foundational reading instruction in individual and small group settings both synchronously and asynchronously.

Platforms and programs used by K-8 teachers to engage students include the following:

- Google Classroom
- Google's G Suite
- ReadandWrite
- Nearpod
- EdPuzzle
- Screencastify
- Kami
- Zoom
- FlipGrid
- Vocaroo
- Mote
- IXL

- Text Databases:
 - NewsELA
 - Epic!
 - ARC Bookshelf

The Middle School followed a live synchronous model during remote learning, and 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. 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 focus on specific skills and push independent reading, in addition to differentiated instruction. This was possible through the use of breakout rooms in Zoom. When the 4th grade transitioned to in-person learning in April, we continued to use the same model, which enabled a low teacher to student ratio where students were grouped based on the level of support needed for the day's lesson. 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 strong focus on writing. Co-teachers used parallel teaching to minimize the teacher to student ratio. In addition, office hours and conferences took place to ensure the needs of students were being met.

During remote learning, the ELA department used the following platforms to promote student engagement:

- Google Classroom
- Zoom
- Flipgrid
- Padlet
- Kami
- Nearpod

Assessment

The NY State ELA test was offered to Hyde remote students, and 27 students across grades 3-8 took the exam.

The Elementary School and Middle School also administered NWEA to assess standards mastery and growth. NWEA was administered two times in Elementary School (fall and spring) and three times in Middle School (fall, winter and spring). More information about this year's NWEA administration is detailed in the **Additional Context and Evidence** section below.

The Elementary School utilized the Independent Reading Level Assessment (IRLA), 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 online IRLA toolkits and Foundational Skills toolkits enabled teachers to provide differentiated, targeted and efficient skills instruction embedded into 1:1

conferences and small groups. Additionally, the Elementary School utilized internal assessments, including quizzes, writing assignments and oral presentations to assess ELA standards.

During 2020-21, the Middle School primarily used the following exam to assess student growth and achievement in ELA: NWEA Map Growth, in-house assessments and HMH's Reading Inventory.

For the 2020-2021 school year, the Middle School ELA department decided to focus on reading growth while in remote learning, and administered three rounds of NWEA Map Reading Growth, as well as The Reading Inventory to track student growth. Teachers also used formative and summative assessments from the curriculum. Due to the number of conferences and restorative practices put in place to help students succeed, we also decided to track end of year performance by class.

Professional Development

Professional development programs were hosted virtually this school year. The beginning of the school year, professional development focused on Social-Emotional Learning and Trauma-Informed Instruction and Establishing School Culture in a Virtual Environment and Effectively Using Technology for Engagement. Throughout the year, topics focused on anti-racism, Culturally-Responsive teaching, best practices and instructional pedagogy in synchronous and asynchronous learning environments as well as co-teaching in the virtual environment and differentiation for SPED & ENL learners.

In the Elementary School, ELA Professional Development also centered around applying an equity framework to ELA unit planning, the Science of Reading, high leverage co-teaching in the remote setting, ELL support systems in the virtual classroom and supporting reading instruction and conferencing in the virtual classroom.

Virtual professional development sessions were offered to Middle School ELA teachers. Teachers received professional development on:

- Independent reading best practices
- Unit planning
- Backwards design
- Breaking down common core standards
- Creating effective checks for understanding
- Lesson modeling
- Grading for equity
- Rubric scoring for holistic grading
- Understanding the Reading Inventory
- Understanding NWEA Map Growth
- Using data to inform student conferences

2020-2021 Modality Summary

Hyde's Kindergarten through 8th grade started off the school year with a fully remote program. Hyde's K-8 online ELA instruction continued to create opportunities to engage students with the content and with each other in new and innovative ways. We committed to engaging students in critical thought and dialogue, and to ensuring that students received additional support through 1:1 conferencing. Our K-8 remote schedules reflected a blend of synchronous and asynchronous ELA instruction. In addition to live ELA lessons, teachers posted pre-recorded lessons and assignments in

Google Classroom and provided students with ongoing feedback utilizing various Edtech tools such as Kami, Motr, Flipgrid and Vocaroo. We utilized Zoom breakout rooms to support the various co-teaching models that would normally be deployed in traditional classroom settings and students also received small group conferencing at various points throughout the week in addition to structured class times.

The Elementary School, through the UDL lens, created virtual classroom spaces to promote access for all students. Visually engaging and interactive, these virtual spaces accommodated multiple learning styles through the use of images, audio and video recordings. Virtual classrooms were updated daily for students to readily access their synchronous and asynchronous instruction and class wide and individualized resources and activities. Learning activities were designed in such a way that there were multiple options for students to demonstrate what they know.

The Middle School fine-tuned its schedule throughout the year, in order to strike a healthy balance with screen time, work load, and the amount of support students received. The schedule included with consistent times for classes to meet virtually. In addition, regular conferencing on Wednesdays allowed students to have access to all of their teachers in a small group setting.

The number of conferences per student varied and increased as needed in order to provide additional services to Students with Disabilities, English Languages Learners and students who were in need of additional SEL and academic support. Additionally, Students with Disabilities and English Language Learners, with parental consent, received all mandated services.

Hyde welcomed back Kindergarten, 3rd and 4th grade students to a 4 days/week, in-person program in April 2021. Class cohorts remained the same, with co-teachers leading instruction virtually and in-person. The Elementary School schedule for ELA instruction remained unchanged as well, with one exception. Students who were in person received 1:1 and small group instruction in person. The Kindergarten ENL teacher worked with our in-person provisional Kindergarten ELLs to provide services. Students with Disabilities in K-8 who had mandated Occupational Therapy received the service in person. Additional mandated services continued to be provided remotely. Middle School students continued to work with the curriculum, but there was an increase in the number of students submitting work, as well as passing their class when they started to receive in-person support.

METHOD

During 2020-21, the school(s) primarily used NWEA to assess student growth and achievement in ELA. NWEA was administered two times in Elementary School (fall and spring) and three times in Middle School (fall, winter and spring). More information about this year's NWEA administration is detailed in the **Additional Context and Evidence** section below.

RESULTS AND EVALUATION

The 2020-2021 NWEA Grade Level Norms for ELA are below. In 3rd grade the number of students who were at or above the grade level norm when compared to the fall 2020 administration decreased. Factors influencing this outcome are discussed in the **Additional Context and Evidence** section below.

In grades 4-8, the number of students that were performing at grade level in the fall also ended the year performing at or above grade level. It is important to note that the 7th and 8th grades had more practice with standardized questions than the other grades, and as a result, they were able to significantly increase the number of students ending the year at or above grade level.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Hyde’s students with disabilities in grades 3-8 continue to make growth as noted by exceeding the target in ELA by nine percentage points for the following measure: *median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.*

NWEA MAP ELA Growth: Grade Level Norms (2020-2021)

Grades	All Students				
	Number of Students (Fall - Spring)	No. Ss at or above GL Norm with Standard Error Fall 20	% GL Norm with Standard Error Fall 20	No. Ss at or above GL Norm with Standard Error Spring 21	% GL Norm with Standard Error Spring 21
3	54	32	59%	14	26%
4	75	29	39%	30	40%
5	76	36	47%	39	51%
6	64	25	39%	36	56%
7	71	31	44%	40	56%
8	73	41	56%	47	64%
All	413	194	47%	206	50%

The 2020-2021 Map Growth Summary for ELA is below. While we don’t have a baseline to compare the met projected growth to, we are going to track the projected growth on a yearly basis, in order to analyze any patterns or correlations. We are going to analyze the in-person results of the met projected growth to the results below, which are from a year of remote learning.

NWEA ELA MAP Growth Summary Spring 2020-21

Grades	All Students	
	Percent MET Projected Growth at Year End	Number Tested
3	24%	54
4	49%	75
5	49%	76
6	47%	64
7	38%	71
8	56%	73

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

All	45%	413
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End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²	Number Tested	Percent Proficient	Number Tested
3	20%	54	20%	54
4	27%	75	27%	75
5	30%	76	30%	76
6	34%	64	35%	63
7	48%	71	50%	68
8	51%	73	54%	69
All	36%	413	36%	405

ADDITIONAL CONTEXT AND EVIDENCE

Hyde’s Kindergarten through 8th grade started off the school year with a full remote program. The Elementary School provided all K-3 students with a Chromebook bringing our K-8 program to full 1:1 computing. Students identified in need of internet connectivity were provided with mobile hotspots. However, students with mobile hotspots and/or their own internet provider continued to face connectivity issues during remote learning including but not limited to completing online assessments. In addition to connectivity issues, we found in the Elementary School that caregiver support influenced students' results during the fall administration of NWEA. Students reported much higher proficiency rates than they had in the past, which called into question the integrity of the results across all grade levels. Based on that fall administration experience, we made the decision not to administer the winter NWEA session and created a plan to offer the final administration of the school year in person. The participation rate for ELA in fall 2020 was 88%, while in the spring of 2021 only 64% of the students took the MAP Growth. Some families had concerns about their child attending an in person exam, which resulted in a decrease in the number of students who took the spring 2021 ELA MAP Growth Assessment. While the participation rate was higher in the fall, there were significant concerns around the integrity of the results related to caregiver influence. We believe that this influence resulted in a higher number of students who were at or above their Grade Level Norm in the fall of 2020, which a factor was contributing to the decrease in students who were at or above Grade Level Norm in the spring of 2021.

² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Middle School Reading Inventory results for 2020-2021 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 2020-2021					
Grade	4	5	6	7	8
Met/Exceeded Yearly Growth Goal	30%	50%	55%	52%	52%
Average Lexile Increase by Points	100	113	74	77	80

It is important to note for this exam that annual 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
Lexile Band	740-940	830-1010	925-1070	970-1120	1010-1185
Average Annual Lexile Growth	81-50	73-43	45-31	45-34	46-32

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.

Below is the end of year performance of students in ELA courses. Due to some of the challenges from remote learning, we implemented many opportunities to support students in passing the course. Students enrolled at Hyde for at least two years continue to successfully pass their ELA course. The consistent practices we continue to implement in the classroom help students become familiar with the priorities implemented.

End of Year Performance on 2020-21 English Language Arts By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Course Passing	Number Tested	Percent Course Passing	Number Tested

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

4	91%	77	91%	77
5	92%	78	92%	77
6	77%	78	77%	77
7	91%	78	92%	75
8	77%	78	77%	74
All	86%	389	86%	380

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL ENGLISH LANGUAGE ARTS GOAL

We are committed to providing the resources needed for our students to become proficient readers and users of the English language. We have always believed in a culture of continuous improvement where student achievement and success has no limit even in the face of extreme circumstances, such as a global pandemic. Meeting two of the four measures below further fuels Hyde’s determination to respond to the challenges created by COVID-19. Below we outline an action plan that is being implemented during the upcoming school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps while taking into account the social-emotional toll COVID-19 has had on our community.

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	413	45%	Not Met
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	299	55%	Met
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through	Students with disabilities ³	50%	144	59%	Met

³ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is five or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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8 th grade general education students at the school.					
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁴	2+ students	75%	405	36%	Not Met

ACTION PLAN

The Elementary School will implement a reimagined Multi-Tiered System of Supports (MTSS) in the 2021-2022 school. During phase one of implementation we conducted a needs assessment, identified priority focus areas and established our vision for MTSS. Utilizing Michael McSheehan and Loui Nelson’s Reimagining MTSS Through UDL: A Practice Profile we identified Priority Standards and Prevention as the areas of focus for the 2021-2022 school year. Our vision statement is included below.

We seek to empower, collaborate, unify and liberate; however, with regard to student outcomes, our current reality does not reflect this. Our current system reflects a reactive approach to a multi-tiered system of support on an individualized basis. By year three of implementation, we seek to improve our systems and instruction with a goal of 80% of our students only needing Tier I support systems by developing a proactive approach to multi-tiered systems of support for all students. We aim for those in Tier 1 to be meeting the expectation in all markers in academics and SEL as measured by screeners and internal assessments. It is our aim that this includes students from all of our demographic markers (i.e. ELL, Gen and Special Ed, Race, Economic Disadvantage).

Regarding Priority Standards, the following selection criteria was established for a standard to be a priority standard at Hyde, the standard must have:

- endurance: support student success in school and work career beyond the particular grade
- readiness: be a prerequisite concept/skill needed to enter the next grade or course of study
- leverage: has application in more than one discipline
- does not support the mastery of another standard

Instructional leadership and grade level teams collaborated to select the following as Priority Standards for the 2021-2022 school year.

Priority ELA Standards for 2021-2022 School Year*			
Kindergarten	1st Grade	2nd Grade	3rd Grade
RI.K.2	RI.1.2	RI.2.2	RI.3.2

⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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RI.K.4	RI.1.4	RI.2.4	RI.3.4
RI.K.5	RI.1.5	RI.2.5	RI.3.5
RI.K.6	RI.1.6	RI.2.6	RI.3.6
RI.K.9	RI.1.9	RI.2.9	RI.3.9
RL.K.2	RL.1.2	RL.2.2	RL.3.2
RL.K.3	RL.1.3	RL.2.3	RL.3.3
RL.K.4	RL.1.4	RL.2.4	RL.3.4
RL.K.6	RL.1.6	RL.2.6	RL.3.6
RL.K.9	RL.1.9	RL.2.9	RL.3.9

* Additional Priority standards will be added during the August 2021 Professional Learning Institute and are subject to change based on the results from the ELA prevention screeners in September.

We have developed a practice of prevention in ELA which includes, selecting our prevention screener, (NWEA), designing a timeline for administering the screener (within the first three weeks of school and data cycle which includes analysis of the results, and progress monitoring. The results of the screeners will be used to inform the ELA scope and sequence to support Tier 1 high-quality core instruction. Researched based Literacy interventions will be used to support identified by the screeners as at risk for literacy outcomes (Tier 2).

To further strengthen our ELA program, the Elementary School has added a K-3 Literacy Instructional Specialist as part of the Academic Leadership Team who will support teachers with literacy instruction and curriculum planning by designing and leading professional learning related to using data to inform instruction, intervention, and curriculum.

In addition to the MTSS implementation we will have a robust Kindergarten Literacy program next year that will focus on explicit phonics instruction and specific initial sounds and sight words. The program has embedded activities connected to the curriculum and spirals all of the content. Additionally, teachers will employ stations teaching to reduce the student to teacher ratio and focus on specific phonics skills in each area.

In terms of assessment, the Elementary School will continue to use NWEA to assess ELA standards mastery and growth. We are also adding MAP Reading Fluency to measure oral reading fluency through an online, adaptive benchmark and progress monitoring assessment. The Elementary School will continue to use the Independent Reading Level Assessment (IRLA) to formatively assess students on reading.

Middle School will continue to use our common core based curriculum, Into Reading and Into Literature. In addition, all students in grades 4-5 will use Lexia's Core5 for intervention and enrichment, while students in grades 6-8 will use Lexia's PowerUp. Intervention classes in the 4th and 5th grade will focus on the adaptive software to provide the tiered intervention needed by student, along with the Rigby Leveled Guided Reading library provided with Into Reading, while students in grades 6-8 will use the adaptive software in one station for tiered intervention, and in the other station continue to learn about social justice through thematic units with essential questions. All students will continue to read independently and take quizzes on MyOn and Accelerated Reader from Renaissance Learning.

In planning for the return of in-person instruction, we will continue with ICT classrooms that are co-taught, along with the use of varied co-teaching models. We will continue to train teachers on

the implementation of our signature literacy practices, and backwards design in planning. Lastly, we will use eDoctrina from the start of the year to track standards mastery, as well as expose students in all grade levels to more standardized question practice.

In an effort to minimize the number of assessments students take in a year, we will no longer be using HMH's Reading Inventory, and instead will rely on NWEA Map Growth to determine reading levels and growth. We will be implementing a series of data conferencing cycles where teachers train students on how to interpret their data and set bite-sized goals.

Middle School teachers will continue to receive professional development focused on best practices, 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 training, 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 to guide instruction and monitor student progress towards standards mastery. 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

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 high 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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

60% of students in the 2017 Accountability Cohort passed with a score of 75 or a Level 4 on the Common Core exam, as the following table demonstrates. Hyde did not meet this goal for the 2017 cohort. In response, we have added a Literacy Specialist to the High School team as well as hired an ENL Specialist to assist students and teachers in obtaining the goal. This is similar to our previous APPR scores in 18-19 of 62%. Students however, were not able to take the ELA exam for the past few admissions due to them being cancelled or severely disrupted due to the pandemic. We are confident that we will be able to meet this goal in the future when students are given the opportunity to demonstrate their knowledge on the Regents exams. The Dean of Student Engagement will also be able to support students in reaching this metric.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁵

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)
2015	2018-19	61	0	38	62%
2016	2019-20	63	3	40	67%
2017	2020-21	54	9	27	60%

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 high 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were

⁵ Based on the highest score for each student on the English Regents exam

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

RESULTS AND EVALUATION

We exceeded this goal by 16%. 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)
2015	2018-19	61	0	57	93%
2016	2019-20	63	3	56	93%
2017	2020-21	54	9	43	96%

ADDITIONAL EVIDENCE

We are on track to continue to have all cohorts meet this goal by graduation. Our additional support structures described in the "[Action Plan](#)" above will help improve this metric even more.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	57	75%	56	93%**	54	96%**
2018	70	33%	62	63%**	61	65%**
2019			73	0	77	18%**
2020					71	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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness 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 high 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

While we have fallen slightly short on this metric (48% instead of 50%) we are building more tools to support students in reaching this goal. We have met this goal in years past and believe that the effects of the pandemic impacted our performance against this metric. We look forward to being able to provide in person support this upcoming year to help students more effectively. While this does not compare to the district, we have historically performed above that of the district in this metric (district averages around 35%).

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

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Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2015	2018-19	56	0	38	68%
2016	2019-20	43	3	23	58%
2017	2020-21	32	9	11	48%

ADDITIONAL EVIDENCE

We were close to meeting this metric and will continue to work towards reaching this metric in the following years. We are confident that the additional support structures described in the “[Action Plan](#)” will inform our progress against this metric in the years to come.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Hyde met this goal with 92% of students in the 2017 cohort who were not proficient in 8th grade achieving a Level 3 score or higher. Hyde has consistently met this metric in previous years as well.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2015	2018-19	56	0	52	93%
2016	2019-20	43	3	37	93%
2017	2020-21	32	9	21	92%

ADDITIONAL EVIDENCE

Our school’s performance against this measure continues to significantly surpass the goal. Our additional support structures described in the “[Action Plan](#)” above will help improve this metric even more.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

The first metric, having 65% of students score at or above a 4 on the English Regents exam was not met, however, we were close to meeting the goal with 60%. This was undoubtedly affected by the cancellation of many Regents that would have allowed more students to retake the ELA exam and obtain higher scores. We have consistently met this metric in the past and expect to continue to meet this metric in the future.

The second metric, having 80% of students obtain a 3 or higher on the English Regents exam was met and exceeded (96%, a 16% increase over the goal). Hyde continually meets this metric and we expect to continue to meet this goal.

The metric of having 50% of students who did not score proficient in 8th grade score a 4 or higher on the English Regents was just short of being met (48%). Again, we believe this metric was affected by the cancellation of the Regents that prevented students from being able to retake the exam for a higher score.

The last metric in this area, we exceeded the goal of having 75% of students who did not score proficient in their 8th grade ELA score a 3 or higher on the ELA Regents by 17% with 92% of our students reaching this metric.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	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

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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 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade 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:

High School Literacy Specialist: In addition to the Dean of Student Engagement, we are adding a High School Literacy Specialist to support our MTSS initiative. This role will provide additional support systems for students and teachers including but not limited to: proactively analyzing and identifying (based on data and classroom observations) goals and steps towards resolving the learning challenges of students as well as use of compensatory strategies such as assistive technologies, administer literacy assessments to monitor progress of systems, collaborate with the team to develop MTSS for tiers I, II, and III, coordinate monthly meetings with 9th grade Humanities teachers and others to discuss data points as found in NWEA, measure academic progress, provide professional development for staff, and lead Tier II and Tier III meetings with the team to create intervention plans for students.

Professional Development: The High School leadership team is focused on increasing teacher capacity to engage all students. We have revised our structure to include a Dean of Student Engagement and a Literacy Specialist, focused on working with teachers to maximize learning and engagement. In addition to internal professional development workshops, English teachers will continue to select relevant workshops at the National Conference of Teachers of English each year.

MTSS Initiative: Our Multi-Tiered System of Supports initiative will begin this upcoming school year. This initiative will start with our 9th grade English and History teachers with the goal of expanding it each school year to other subject areas and grade levels as a tool to serve all students which are struggling in specific academic, behavioral, and socio-emotional areas in an inclusive setting. We aim to assess students, make instructional decisions based on identified needs, and provide systems of support for teachers to address needs in the classroom as well as for students in an individualized manner. We will begin with prioritizing specific NYS standards based on the identified student needs that overlap in content areas such as History and English. From there, we will work to create goals, methods, materials, and assessments aligned to those standards using UDL guidelines as well as differentiation specific to the subgroups we serve in our inclusive classrooms (Students with IEPs, Multilingual Learners, students with 504 plans, etc.). Data will be collected in various ways including

the NWEA Map Growth multiple times in the academic year as well as teacher-made assessments, and quarterly benchmarks to identify learners who need support beyond Tier I. Those Tier II & III supports will be provided in a time-limited, individualized way with our deans, counselors, Director of Student Supports and other administrative staff. Data will be analyzed in “reflection cycles” to continually monitor student progress and make adjustments to the supports where and when needed, being sure to create a school-wide system that fosters equity and inclusion.

School-wide writing initiative: The English team continues to lead our writing initiative to ensure that students are prepared to write college level pieces including proper research citations in MLA and APA format. Consistent practice includes a cross curricular acronym and visuals focused on introducing, citing, and analyzing evidence as well as professional development workshops for the staff on writing across the curriculum.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

Curriculum

Hyde utilizes a rigorous, interdisciplinary, standards-aligned curriculum in grades K-8. Our mathematics curriculum is aligned with the Common Core State Standards (CCSS).

The Elementary School continued to use problem solving-based Cognitively Guided Instruction (CGI) and Bridges in Mathematics and Number Corner Programs from the Math Learning Center. The Math Learning Center developed technology-enhanced activities to support implementation regardless of setting. Tools were adapted to support crucial Bridges elements — interaction, discourse, collaboration, and sense-making for both synchronous and asynchronous instruction. The Math Learning Center also provided adjustments to the pacing of the math units to accelerate students’ engagement with the major concepts of the grade level.

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 in Base Ten” 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 EngageNY, IXL, and the Certica bank of questions (NWEA style questions) from eDoctrina.

Instruction

All K-3 students received a Chromebook. During remote learning, students received live co-taught math instruction each day and asynchronous instruction 2x/week. Math instruction was enhanced by the digital tools designed by the Math Learning Center. K-3 teachers maximized the use of technology and provided instruction using high leverage co-teaching models such as parallel teaching during live math blocks. Collaboration and engagement amongst students occurred during synchronous and asynchronous instruction. The Elementary School used Zoom breakout rooms for small groups, FlipGrid to engage in discourse during the Number Stories block, a catalog of Math Learning Center's Math Apps that were designed as virtual representations of the manipulatives used in-person, Google Slides, Nearpod, and Kami to engage with interactive worksheets and IXL to provide additional practice of math skills. Additionally, each student was given a physical math kit containing the math materials and manipulatives they needed to support them in math instruction. To support English Language Learners, ENL teachers had weekly planning meetings with classroom teachers and were scheduled into live Math blocks 1 time/week.

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 continue with smaller math sections when we returned to remote instruction in August. As a school we attempted various schedules to support teacher and student personal struggles during the pandemic. In October we were able to develop a final schedule that was manageable for our staff members and our families. The math team returned to 2 teachers per class and one hour of math on M/T/TR/F. Similar to the spring we had conference and office hours that were used to help students struggling in the content. Different from the spring the content being delivered was again challenging and backed by our core and intervention curricula.

Assessment

The NY State Math test was offered to Hyde remote students and 26 students across grades 3-8 took the exam.

The Elementary School and Middle School also administered NWEA to assess standards mastery and growth. NWEA was administered two times in Elementary School (fall and spring) and three times in Middle School (fall, winter and spring). More information about this year's NWEA administration is detailed in the **Additional Context and Evidence** section below.

Additionally, the Elementary School utilized curriculum provided assessments, including the Bridges summative assessments and Number Corner checkup assessments to assess Math standards.

The Middle School administered the NWEA exam remotely three times (fall, winter, spring) to track student growth compared to national norms. Teachers exposed students to questions from our certica bank on a weekly basis in order to connect the learning in the classroom to the way questions were presented in the NWEA assessment. From previous years we noticed that students understood the content but struggled when the questions were presented in different ways. Introducing the content and NWEA style questions side by side helped close this gap.

Professional Development

Professional development programs were hosted virtually this school year. The beginning of the school year, professional development will focus on Social-Emotional Learning, Trauma-Informed Instruction, Establishing School Culture in a Virtual Environment and Effectively Using Technology for Engagement. Throughout the year, topics focused on anti-racism, Culturally-Responsive

teaching, best practices and instructional pedagogy in synchronous and asynchronous learning environments as well as co-teaching in the virtual environment and differentiation for SPED & ENL learners.

In the Elementary School, Math professional development centered on effective use of Bridges tools in the virtual classroom. Teachers received support as needed individually and in grade teams on using the virtual tools and adjusted Scope and Sequence provided by the Math Learning Center to adapt for the remote learning environment. Additionally, teachers received support on developing math assignments and assessments via programs such as Kami, Nearpod, and Google Slides.

The Middle School math team continued to use their strength in technology to deliver challenging lessons in order to promote student growth. Now with the understanding of remote learning, teachers started to find ways to develop more virtual access for students. The use of Google Slides, Smart Notebook, Nearpod, Padlet and Kami helped students and teachers communicate instantaneously. These platforms allowed students to follow a set of prepared slides, along with the teacher. In addition, it allowed teachers to administer checks for understanding using various engaging tools, set students up in groups, and implement collaborative slides, amongst other instructional tools. As a team we spent much of the time in August training each other on the use of these various softwares. In previous years when we introduced the software one of the teachers will become the go-to person for help. In the remote setting this person was able to train others in all the intricacies of the software. Teachers on the team also attended professional development offered by these companies in order to take full advantage of the software. Other providers of professional development like the Charter Center, and Math in the City implemented on-line professional development. This helped teachers looking for math content specified, ICT and ENL PD's to continue to develop their craft by attending these professional developments.

2020-2021 Modality Summary

Hyde's Kindergarten through 8th grade started off the school year with a fully remote program. Hyde's K-8 online Math instruction continued to create opportunities to engage students with the content and each other in new and innovative ways.

Our K-3 remote schedules reflected a blend of synchronous and asynchronous Math instruction. In addition to live Math lessons, teachers posted pre-recorded lessons and assignments in Google Classroom and provided students with ongoing feedback utilizing various EdTech tools such as Kami, Flipgrid and Vocaroo. We utilized Zoom breakout rooms to support the various co-teaching models that would normally be deployed in traditional classroom settings. Through the UDL lens, created virtual classroom spaces to promote access for all students. Visually engaging and interactive, these virtual spaces accommodated multiple learning styles through the use of images, audio and video recordings. Learning activities were designed in such a way that there were multiple options for students to demonstrate what they know.

Hyde welcomed back Kindergarten, 3rd and 4th grade students to a 4 days/week, in-person program in April 2021. Class cohorts remained the same, with co-teachers leading instruction virtually and in-person. The Elementary School schedule for Math instruction remained unchanged as well, with one

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exception. Students who were in-person received problem solving-based Cognitively Guided Instruction (CGI) live.

METHOD

During 2020-21, the school(s) primarily used NWEA to assess student growth and achievement in Math. NWEA was administered two times in Elementary School (fall and spring) and three times in Middle School (fall, winter and spring). More information about this year’s NWEA administration is detailed in the **Additional Context and Evidence** section below.

RESULTS AND EVALUATION

The 2020-2021 NWEA Grade Level Norms for Math are below. In 3rd grade we saw a drop in the number of students who were at or above the grade level norm when compared to the fall 2020 administration. Factors influencing this outcome are discussed in the **Additional Context and Evidence** section below.

Hyde’s students with disabilities in grades 3-8 continue to make growth as noted by exceeding the target in ELA by 24 percentage points for the following measure: *median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.*

NWEA MAP Mathematics Growth: Grade Level Norms (2020-2021)

Grades	All Students				
	Number of Students (Fall - Spring)	No. Ss at GL Norm with Standard Error Fall 20	% GL Norm with Standard Error Fall 20	No. Ss at GL Norm with Standard Error Spring 21	% GL Norm with Standard Error Spring 21
3	56	28	50%	8	14%
4	74	39	53%	49	66%
5	78	34	44%	33	42%
6	77	29	38%	28	36%
7	62	45	73%	48	77%
8	77	39	51%	57	74%
All	424	214	50%	223	53%

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With three administrations of the NWEA, students and teachers are invested in tracking their growth. After the first administration in the fall and a reflection, students analyze their growth goals. The system sets a goal and the teacher helps the student understand the growth areas and skills needed to successfully meet the goal.

NWEA Math MAP Growth Summary Spring 2020-21

Grades	All Students	
	Percent MET Projected Growth at Year End	Number Tested
3	5%	56
4	41%	74
5	33%	78
6	57%	77
7	55%	62
8	55%	77
All	41%	424

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁶	Number Tested	Percent Proficient	Number Tested
3	11%	56	11%	56
4	31%	74	31%	74
5	31%	78	32%	77
6	32%	77	40%	76
7	66%	62	60%	59
8	61%	77	67%	73

⁶ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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All	39%	424	41%	415
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Students enrolled at Hyde for at least two years continue to successfully pass their math course. The consistent practices we continue to implement in the math classroom helps students become familiar with the priorities implemented. During our yearly planning, teachers analyze the content and standards of one grade above and one grade below. With the knowledge in mind they are to design a clear mathematical path for our students. As the students move through the math program we are able to close the achievement gap.

End of Year Performance on 2020-21 Mathematics By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Course Passing	Number Tested	Percent Course Passing	Number Tested
4	84%	77	84%	77
5	92%	78	92%	77
6	96%	78	96%	77
7	82%	78	83%	75
8	73%	78	73%	74
All	86%	389	86%	380

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	78
Total Students Exempt	57

Based on this exemption, 57/78, or 73%, of eighth graders were considered proficient in Algebra I.

ADDITIONAL CONTEXT AND EVIDENCE

Hyde’s Kindergarten through 8th grade started off the school year with a fully remote program. The Elementary School provided all K-3 students with a Chromebook bringing our K-8 program to full 1:1 computing. Students identified in need of internet connectivity were provided with mobile hotspots. However, students with mobile hotspots and/or their own internet provider continued to face connectivity issues during remote learning including but not limited to completing online assessments. In addition to connectivity issues, we found in the Elementary School that caregiver support influenced students' results during the fall administration of NWEA. Students reported much higher proficiency rates than they had in the past, which called into question the integrity of the results across all grade levels. Based on that fall administration experience, we made the decision not

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to administer the winter NWEA session and created a plan to offer the final administration of the school year in person. The participation rate for Math in fall 2020 was 86%, while in the spring of 2021 only 62% of the students took the MAP Growth assessment. While the participation rate was higher in the fall, there were significant concerns around the integrity of the results.

SUMMARY OF THE ELEMENTARY AND MIDDLE SCHOOL MATHEMATICS GOAL

We are committed to providing the resources needed for our students to become proficient mathematicians. We have always believed in a culture of continuous improvement where student achievement and success has no limit even in the face of extreme circumstances, such as a global pandemic. Meeting two of the four measures below further fuels Hyde’s determination to respond to the challenges created by the pandemic. Below we outline an action plan that is being implemented during the upcoming school year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps while taking into account the social emotional toll the pandemic has had on our community.

2020-21 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	424	41%	Not Met
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	294	73%	Met
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	50%	145	74%	Met
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according	2+ students	75%	415	41%	Not Met

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

to the most recent linking study comparing NWEA Growth to New York State standards. ⁸				
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ACTION PLAN

The Elementary School will implement a reimagined Multi-Tiered System of Supports (MTSS) in the 2021-2022 school. During phase one of implementation we conducted a needs assessment, identified priority focus areas and established our vision for MTSS. Utilizing Michael McSheehan and Loui Nelson’s *Reimagining MTSS Through UDL: A Practice Profile* we identified Priority Standards and Prevention as the areas of focus for the 2021-2022 school year. Our vision statement is included below.

We seek to empower, collaborate, unify and liberate; however, with regard to student outcomes, our current reality does not reflect this. Our current system reflects a reactive approach to a multi-tiered system of support on an individualized basis. By year three of implementation, we seek to improve our systems and instruction with a goal of 80% of our students only needing Tier I support systems by developing a proactive approach to multi-tiered systems of support for all students. We aim for those in Tier 1 to be meeting the expectation in all markers in academics and SEL as measured by screeners and internal assessments. It is our aim that this includes students from all of our demographic markers (i.e. ELL, Gen and Special Ed, Race, Economic Disadvantage).

⁸ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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Regarding Priority Standards, the following selection criteria was established for a standard to be a priority standard at Hyde, the standard must have:

- endurance: support student success in school and work career beyond the particular grade
- readiness: be a prerequisite concept/skill needed to enter the next grade or course of study
- leverage: application in more than one discipline
- does not support the mastery of another standard

Instructional leadership and grade level teams collaborated to select the following as the Math Priority Standards for the 2021-2022 school year.

Priority Math Standards for 2021-2022 School Year*			
Kindergarten	1st Grade	2nd Grade	3rd Grade
K.OA.1	1.OA.2	2.OA.1	DATA PENDING(WILL BE UPDATED BY 7/30)3.OA.3 3.OA.4 3.OA.5 3.NBT.1 3.NBT.2 3.NBT.3 3.MD.1 3.MD.2 3.MD.3 3.MD.4 3.G.1 3.G.2 *Fraction standards to be prioritized during August Professional Learning Institute.
K.OA.2	1.OA.3	2.OA.3	
K.OA.3	1.OA.6	2.OA.4	
K.NBT.1	1.OA.7	2.NBT.2	
K.MD.2	1.NBT.1	2.NBT.3	
K.MD.3	1.NBT.3	2.NBT.5	
K.G.1	1.NBT.4	2.NBT.7	
K.G.4	1.MD.2	2.NBT.8	
K.G.5	1.MD.3	2.MD.2	
K.G.6	1.MD.4	2.MD.5	
	1.G.1	2.MD.7	
*Counting & Cardinality standards to be prioritized during August Professional Learning Institute.	1.G.2	2.MD.8	
	1.G.3	2.MD.10	
		2.G.1	
		2.G.2	
		2.G.3	

* Additional Priority standards will be added during the August 2021 Professional Learning Institute and are subject to change based on the results from the ELA prevention screeners in September.

The Elementary School has developed a practice of prevention in Math which includes, selecting our prevention screener, (NWEA), designing a timeline for administering the screener (within the first three weeks of school and data cycle which includes analysis of the results, and progress monitoring. The results of the screeners will be used to inform the Math scope and sequence to support Tier 1 high-quality core instruction. Bridges Intervention will be used to support students identified by the screeners as at risk for math outcomes (Tier 2). Bridges Intervention is organized by content rather than grade and progress monitoring is a key feature of this program. Intervention sessions will be matched to student needs.

To further strengthen our math program, the Elementary School has added a K-3 Math Instructional Specialist as part of the Academic Leadership team who will support teachers with math instruction and math curriculum planning by designing and leading professional learning related to using data to inform instruction, intervention, and curriculum. A K-3 Math Intervention Teacher has also been added to the academic structure. This role will provide

strategies for teaching and supporting students in the math skills needed to learn mathematical concepts, problem-solving and algebraic thinking skills.

Bridges for Mathematics (Bridges) in grades 4 and 5 and Connected Math Project 3 (CMP3) for grades 6-8 will continue to be our core curricula for the 2021-2022 school year. The intervention curriculum for the 2021-2022 school year for grades 4-7 will be Map accelerator, IXL, standardized practice questions from prior released question state exams and Certica bank of questions that relates to the NWEA exam. Both intervention and core teachers have to strike a balance between practices, task and standardized type questions. The math team in grades 4, 7 and 8 were able to increase the number of students meeting the NWEA grade level norms. Continuing to expose students to various types of questions will continue to increase the number of students who meet the grade level norms in the spring administration of the NWEA.

In preparation for in-person learning, the math team will start the year focusing on Social Justice, lesson delivery, and technology usage. We are choosing financial literacy as our act of Social Justice for the 2020-2021 school year. We are teaching “Financial Literacy Fridays” in order to promote better understanding of finances through a math lens. We are looking to increase the engagement in our classes by connecting the weekly objectives to the Friday literacy lessons. Continuing to work on the lesson delivery through unit planning, increasing student engagement and technology training will ensure students continue to successfully pass their respective math course.

Middle School 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 determine 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 analyze the data and then work in collaboration with the math coach to plan individualized student learning tracks and align individualized intervention plans.

For the past three years we have tracked the projected proficiency provided by the NWEA data reports. This being the second year of no state exam administration we felt the data was not reliable and will track the projected proficiency for the upcoming 2021-2022 school year.

In Grades 4-8, we remain 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. We have added a math department chair and a 4th grade level liaison who will lead the professional development plan for the upcoming school year. The chair, the liaison and the coach will work closely to streamline mathematical practices.

We’ve committed significant resources to growing the skill of our faculty in response to student needs through individualized professional development tracks for teachers. We have 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 a 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

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 high 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation 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 any exam.

RESULTS AND EVALUATION

67% of students in the 2015 Accountability Cohort at Hyde passed with a score of 80 or Level 4 on the Common Core Exam, as the following table reflects. Hyde met this metric. We have been working with the math department to make a more robust curriculum and to ensure that courses are created and run with equity and inclusion in mind.

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)
2015	2018-19	61	0	16	26.23%
2016	2019-20	63	5	17	29.31%

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2017	2020-21	54	27	18	67%
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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 high 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation 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 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Hyde far exceeded this metric with 98% of students in the 2017 cohort obtaining a 3 or higher on a Math Common Core Exam, 18% higher than the goal. Hyde has consistently surpassed this metric.

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)
2015	2018-19	61	0	57	93%
2016	2019-20	63	5	53	91.4%
2017	2020-21	54	6	47	98%

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.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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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.

The calculation of this measure is not required for 2020-21.

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.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

We are unable to evaluate this metric as we did not have sufficient data for the 2017 cohort due to the majority of our 8th grade students taking the Algebra Common Core Exam their 8th grade year and not the 8th grade math exam.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2015	2018-19	54	0	4	7%
2016	2019-20	NA	NA	NA	NA**
2017	2020-21	NA	NA	NA	NA**

** Students took CC Algebra Regents as 8th Graders

ADDITIONAL EVIDENCE

We are unable to evaluate this metric as we did not have sufficient data for the 2017 cohort due to the majority of our 8th grade students taking the Algebra Common Core Exam their 8th grade year and not the 8th grade math exam. However, we will continue to work with the Math Department to grow in this metric.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

We are unable to evaluate this metric as we did not have sufficient data for the 2017 cohort due to the majority of our 8th grade students taking the Algebra Common Core Exam their 8th grade year and not the 8th grade math exam.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁹

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th 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)
2015	2018-19	56	0	54	96%
2016	2019-20	NA	NA	NA	NA**
2017	2020-21	NA	NA	NA	NA**

** Students took CC Algebra Regents as 8th Graders

ADDITIONAL EVIDENCE

We are unable to evaluate this metric as we did not have sufficient data for the 2017 cohort due to the majority of our 8th grade students taking the Algebra Common Core Exam their 8th grade year and not the 8th grade math exam.

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

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.

Hyde met the first metric of having 65% of students in the high school Accountability Cohort meet or exceed the Common Core score of 4.

Hyde also met the second metric of having 80% of students in the Accountability Cohort score a 3 or higher on a Common Core Math exam. We exceed this metric by 18%.

The other metrics we are unable to measure due to the cancellation of the Regents exams as well as our 8th grade students taking the Algebra regents instead of the 8th grade math exam.

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.	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 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	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 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

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

Professional Development: At the end of this school year, teachers developed individual growth plans with their supervisors that align with goals and areas for improvement for the upcoming year as well as identifying Summer Action steps to begin to reach those goals. As part of these plans, Math teachers select relevant workshops at the National Conference of Teachers of Mathematics each year. We have a robust support model that will allow teachers to get target feedback on their pedagogy and how it affects student performance.

Create a 21st century math classroom: Using SMART technologies, TI-Nspires and Chromebooks with MathXL, students will be able to visualize abstract concepts by using and manipulating digital models. Students will also be able to receive detailed, individualized feedback on concepts that they have not yet mastered and assignments that are adapted to their specific needs. Additionally, the use of Chromebooks and other technologies will allow for research and real world applications of technology in the classrooms. In working with the Dean of Student Engagement, we are developing experiential learning opportunities that will allow students to experience math in and around NYC to foster deeper understanding. Additionally, the past year and a half of being remote has increased our teachers and students comfort level in using other technologies that provide immediate feedback to both the teachers and the students so that action steps can be taken to improve student learning outcomes.

Increase Math Regents Pass Rate: The math team is working to increase the pass rate on Common Core Math exams by targeting students for small groups 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.

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

Increased Math Course Options: To provide students with a wide range of available math courses we have increased the number of math courses offered from seven to nine courses. Some of these courses are semester based and allow students to interact with new math concepts that they might not have access to in a traditional math class.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

All students experience rich scientific content through an interdisciplinary approach and relevant experiential project based learning aligned to NYS Next Generation Science Standards.

Curriculum

In Grades 4-7 McGraw Hill Inspire Science sparks students' curiosity through fascinating real-world phenomena. Students investigate, problem-solve, argue, and discuss scientific phenomena to make sense of the world from their perspective. The Inspire Science experience is structured in alignment with the 5E Instructional Framework. Instructional resources and practices aligned to this familiar framework empower educators to provide equitable science experiences for all learners through flexible approaches and research based scientific best practices.

McGraw Hill Inspire Curriculum puts students in charge of their learning and enables teachers to seamlessly guide their students on an instructional path that embodies consistent teacher-student partnership. Teachers and students are engaged in daily meaningful interactive learner engagement routines, practices, and strategies that provide students the opportunities for deeper understanding and greater student achievement through NGSS and STEM based instructional initiatives, game-based learning for STEM Education, and consistent Formative Assessments of student understanding. Such Formative Assessment of students build and provide evidence of understanding of scientific skills as they clarify, share, discuss and access scientific tasks. Students are able to provide feedback that moves learning forward, motivates and uses learners as instructional resources for one another.

Aligned to the Next Generation Science Standards and the NEW NYS 6-8 Science Learning Standards, New York Inspire Science is intentionally designed to gradually build knowledge and skills in all three dimensions according to the New York City Scope and Sequence. As students' progress through the program, their scientific knowledge builds from simpler concepts to more sophisticated ones. Learning progressions are specifically designed to build on prerequisite skills. For instance, students need to understand the water cycle before learning about how the environment is impacted by humans. In addition, modules are grouped into intuitive units so that related bundles of Performance Expectations may be explored together.

This Science Curriculum also provides justice centered reasoning and investigations that affords important opportunities for students to engage in topics and projects that support equitable learning tasks involving environmental science, engineering practices, and solidifying the core scientific knowledge based on the content being taught. This structure and presentation contributes and leads to the learning of relevant science topics, thoughtful and meaningful investigations that awakens students' curiosity and intuitiveness. These instructional tasks are aligned to core information and standards and are stored in an electronic library that updates monthly. Students are also able to

explore the crosscutting concepts as one of the three dimensions described in the Framework and the Next Generation Science Standards, which is a crucial critical role for science teaching and learning. Particular attention is given to how the crosscutting concepts can serve as tools to make sense of phenomena and design solutions to problems and how they can broaden access to science for all students.

In Grades 5-7 students experience an elective course offering solid Engineering Practices in Robotics through the EV3 Curriculum. This is a curriculum module designed to teach core computer-programming logic and reasoning skills using a robotics-engineering context. This course offering is enhanced in alignment with the Code.org® Computer Science online curriculum. This curriculum provides a structured sequence of programming activities in real-world project-based contexts. These projects are designed to get students thinking about the patterns and structure of not just robotics, but also programming and problem-solving more generally. Students' learning and understanding are assessed formatively and with a final summative project product.

In preparation for Living Environment Course Grade 8, students use McGraw Hill, New York Living Environment eCurriculum. This curriculum offers students a rigorous relevant interactive core content in correlation with the course expectations of NYS Living Environment Regents. Students are provided with a sequenced integration of audio, links to digital assets and access to Living Environment virtual labs, editable launch labs, mini labs, and bio labs for all learners and learning needs.

METHOD

Students had the opportunities for discovery through an anchor phenomenon that guides and leads students to inquire and investigate through 5Es, 5Ws and explore the 5cs.

Students accomplished learning tasks and investigations by creating intuitive, engaging, efficient, and effective learning experiences grounded and alignment to current research. This instructional pathway prepares students for standards based formative and summative assessments. This eCurriculum also afforded teachers the opportunity to create clear instructional vision for successful planning and implementation of authentic scientific project based learning and helped in getting systematic support for students with synchronous and asynchronous learning. The game based practices brought joy and strong engagement during independent and asynchronous instructional sessions.

The learning pathway ensured that critical decisions affecting teaching and learning were clearly defined with academic goals as a driver of planning and implementation. Teachers established an appropriate timeline for executing lessons. The learning pathway also ensured that all necessary instructional needs such as student support, staffing, technology requirements, and ongoing professional development were in place.

Assessment

Teachers administered standards based teacher prepared formative instruments of assessments for grades 4-8 assesses students' weekly, monthly, and quarterly academic performance in both core science and robotics. NWEA was used as the summative instrument twice, in the fall and in the spring. Teachers created and administered summative assessments for grades 4 and 8 were created with strict adherence to the NYS 4th Grade Assessment and Living Environment Regents. Assessments created were as follows: Authentic standards based daily, formatives and summative assessments,

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supported academic needs in distance learning, and project-based learning will be a major focus in the teaching of science. Thus, assessment focused on grading for equity to assess students' application of practices, strategies, and learning growth that demonstrate their knowledge and the value of learning. The 2020-2021 NWEA Map Science Growth Grade Level scores indicate that students on all grade levels that met the standard norm increased. This increase is as a result of the weekly, monthly and end-of-unit, teacher created and McGraw Hill standardized formative assessments administered in the remote learning environment.

Professional Development

Professional development opportunities included offsite virtual professional development offerings at the NYC Charter Center, building-led sessions facilitated by administrators during bi-weekly curriculum meetings and teacher leaders as well as during one-to-one or co-teaching coaching sessions, curriculum meetings, and department meetings. Bi-weekly, curriculum meetings and direct lesson debriefs sessions were ongoing. 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 virtual labs.

RESULTS AND EVALUATION

In grades 4-8, 85% of the students passed their respective science course. Except for grade 7 all students who are at least enrolled in our school for two years demonstrated a higher passing rate than students who are enrolled for year 1.

End of Year Performance on 2020-21 Science
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Course Passing	Number Tested	Percent Course Passing	Number Tested
4	81%	77	81%	77
5	82%	78	83%	77
6	95%	78	95%	77
7	81%	78	81%	75
8	85%	78	84%	74
All	85%	389	85%	380

In the 8th grade, NYS granted 66 students who passed the Living Environment Regents exemptions. Based on this exemption 66 students are considered proficient.

8th Grade Regents Exemptions	Living Environment
Total Students	78

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Total Students Exempt	66
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Having completed three administrations of the NWEA Assessment, students and teachers were able to have specific data conversations concerning student growth goals. Students became more aware of the systemic goals and gradually evidenced their aptitudes to apply the necessary skills set needed to achieve proficiency and goal mastery.

NWEA MAP Science Growth: Grade Level Norms (2020-2021)

Grades	All Students				
	Number of Students (Fall - Spring)	No. Ss at or above GL Norm with Standard Error Fall 20	% GL Norm with Standard Error Fall 20	No. Ss at or above GL Norm with Standard Error Spring 21	% GL Norm with Standard Error Spring 21
4	76	20	26%	29	38%
5	77	29	38%	32	42%
6	74	23	31%	27	36%
7	76	34	45%	40	53%
8	77	41	53%	47	61%
All	380	147	39%	175	46%

SUMMARY OF THE ELEMENTARY SCHOOL AND MIDDLE SCHOOL SCIENCE GOAL

Grade 4

Based on the comparative results of SY 2019-2020 and SY 2020-2021, students in Grade 4 had a decrease in their achievement of science proficiency. Students in Grade 4 end of year course achievement was 81% in SY 2020-2021. The data indicates that during in person learning students demonstrated an increased academic growth. Noteworthy, in spite of the pandemic, students in 4th Grade demonstrated resilience in their instructional gains. Moving forward and with focus towards in person learning, students should be able to make greater academic gains in science.

Grade 8

Based on the comparative results of SY 2019-2020 and SY 2020-2021, students in Grade 8 had a decrease in their achievement of science proficiency. This decrease was a result of the pandemic. However, Grade 8 students' still maintained an end of year course achievement of 85% in SY 2020-2021.

Note that the 85% students in 8th Grade successfully completed the NYS Mandatory Labs, and were awarded Living Environment Regents Exam exemptions.

ACTION PLAN

Curriculum

The Middle School will embark on the second year of *McGraw Hill New York eInspire Science for grades 4-7*. Grade 8 will continue the second year of *McGraw Hill New York Living Environment Biology*. Robotics will be offered as an after school elective. All courses will continue a design that works in strong alignment with Project Based Learning (PBL). Students will be instrumental in the PBL instructional component of the curriculum as teachers will be required to tap into students' unique potential and interest learning entry point. In preparation for Grade 8 Living Environment Course, teachers will source relevant current instructional resources in environmental science and any topic that has a need for deeper relevance that might be limited in the text. Using the *eInspire* electronic library and the offering of constantly updated *current eResources* teachers will explore what contributions can the disciplines of science make to ongoing struggles for social and environmental justice. This instructional correlation will explain to teachers and students how keeping this question at the center of their work provides opportunities for them to engage with scientific disciplines in deeper, more critical, and potentially transformative ways. Through discovery, teachers will engage students on how to create authentic, cross-curricular learning experiences that increase engagement and thinking.

This curriculum requires access to sustained instructional technology. To adequately meet this need, all students will have a laptop of their own. Hence, the focus of a more authentic instructional technology platform, teachers will be able to intentionally plan and use technology to help make lessons more engaging for all learners.

Instruction

This eCurriculum provides both teachers and students with easy access to instructional resources. The academic year 2021-2022 is planned to be an in-person learning community and as such teachers will for the first time explore and engage students with the instructional resources in person. Students will be configured in learning groups to meet their academic needs. Such groups will offer differentiated instruction, personalized learning plans, and PBL. Teachers will employ and engage students in co-teaching models that will offer and expand the teaching and learning of science into meaningful opportunities to learn the following scientific principles: Notice sense-making repertoire, support sense making and engage diverse sense making.

There will be continuity as the curriculum is unpacked to incorporate the following STEM Teaching Tools: A concerted focus on science and engineering in alignment with justice centered phenomena in Grades 4-8, experiential engagement with rigorous and relevant Life Science units, and to engage students in the development of the following five important soft learning skills, collaboration, challenge, curiosity, creativity, and community involvement. Students will continue to explore and be engaged in the 5E instructional model, as well as the 5Cs i.e. confronting challenges with collaboration, curiosity, creativity, and community awareness. In Spite of the instructional challenges experienced in the 2021 academic year all students passed their end of year science course. This achievement is a correlation of students' performance in

their theory and virtual laboratory classes. PBL also contributed to students' depth of learning and understanding of the core content. Noteworthy were the consistent instructional practices and strategies employed in science classes that contributed to students' achievement. In Grade 8, of the 78 enrolled students 66 students successfully passed the science course and as such are exempted from the 2020-2021 Regents Examination. Effective instructional indicators are a testament of students' achievement. The Middle School Science Department embraces the opportunity to improve the 2020-2021 instructional practices and to employ new in-person science initiatives in the upcoming academic year.

Assessment

Teacher prepared assessments in Grades 4-8 will be structured to incorporate the following scientific measures: quality, quantity, progress, analysis, learning goal, measure, result, plan and evaluation. Students will be assessed formatively, weekly, monthly, and end of quarter. Summative assessments will be administered using the NWEA series of administration. Teachers and students in the 2020-2021 cohort will use the 2020-2021 NWEA data to better inform instruction for the academic year 2021-2022.

Professional Development

During the 2021-2022 Academic year, professional development opportunities offered by the NYC Charter Center will continue to be an option for science teachers. Webinars, and virtual professional development offered by NASTA, ASCD, NYC Science Educators will be consistently sourced for science teachers. Teachers will continue to receive professional development in monthly PLCs, curriculum meetings, coaching sessions, and monthly department meetings. Embarking on the second year of this curriculum and with plans for in person instruction will require not only depth of instructional practices and strategies but varied instructional technological initiatives and consistent practices. Thus, professional development will incorporate content specific technology needs to support PBL and in-person and virtual labs.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Chemistry this past year. 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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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 2015, 2016, and 2017 cohorts have annually passed a New York State Regents science exam with a Score of 65 or higher, as the following table indicates.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort ¹⁰					
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)
2015	2018-19	61	0	58	95%
2016	2019-20	63	5	52	90%
2017	2020-21	54	4	48	96%

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.

The calculation of this measure is not required for 2020-21.

ADDITIONAL EVIDENCE

Hyde continues to work to grow and strengthen our Science Department and the tools in place to support our students in their science education and expect to continue to meet and exceed this metric. We will do this through continued professional development and support of our staff, inquiry and project based learning, increasing the availability of elective science courses such as computer science and anatomy and physiology, incorporating technology, and increasing science relevance to students' everyday lives.

¹⁰ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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 continues to meet and exceed this accountability measure with 91% of students in the Accountability Cohort scoring a 65 or higher on the U.S. History Regents.

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)
2015	2018-19	61	0	50	82%
2016	2019-20	63	6	48	84%
2017	2020-21	54	21	30	91%

EVALUATION

We are confident that we will continue to meet and exceed this accountability measure as we have consistently met and surpassed the goal of 75%. We have a robust History Department with many teachers having multiple years of experience and we are continuing to grow the talent of our team.

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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.

The calculation of this measure is not required for 2020-21.

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 multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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 continues to meet and exceed this accountability measure with 98% of students in the Accountability Cohort scoring a 65 or higher on the Global History Regents.

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)
2015	2018-19	61	0	49	80%
2016	2019-20	63	8	47	85%
2017	2020-21	54	9	44	98%

EVALUATION

We are confident that we will continue to meet and exceed this accountability measure as we have consistently met and surpassed the goal of 75%. We have a robust History Department with many teachers having multiple years of experience and are continuing to grow our team.

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.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [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
2018-19	Good Standing
2019-20	Good Standing
2020-21	N/A*

*NEW YORK STATE HAS NOT YET DETERMINED THE SCHOOL’S ESSA STATUS FOR SY 2020-21