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**Eugenio María de Hostos  
Charter School**

**2021-22 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Mary Muñoz, Director of School Leadership and Accountability, and Leslie Rivera, Director of Academic and Related Services, prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Julio Vázquez	Co-founder, Chair	Academic, Building, Finance, Fundraising, Personnel
Eugenio Marlin	Co-founder, Vice Chair	Building, Nominating
Angélica Pérez-Delgado	Secretary	Finance, Nominating, Personnel
Connie O. Walker	Treasurer	Academic, Finance, Nominating
Ray Ciccarelli	Trustee	Finance, Fundraising
Dr. Miriam Vázquez	Co-founder, Trustee	Academic, Building, Finance, Fundraising, Personnel
Dr. Marcy DeJesús-Rueff	Trustee	Academic
Miguel Meléndez	Trustee	Building, Nominating
Robert Frasier, Jr.	Trustee, Parent Representative	
Nelida Torres	Trustee, Parent Representative	

## SCHOOL OVERVIEW

Eugenio María de Hostos Charter School (EMHCS) opened in September 2000 as a Kindergarten through second-grade school, adding additional grades in subsequent years. The students represent a broad spectrum of learning styles and needs, and the population reflects each campus's multicultural community. The student population for the 2021-2022 school year consisted of 940 students total in grades K-12 on BEDS day, with a high of 975 students enrolled in December 2021. The demographics of our total student population comprised 74% Hispanic students, 23% Black students, 2% White students, and 1% Multiracial students. Eight percent are students with disabilities, 4% of students have 504 Plans, 19% are English Language Learners, and 85% are economically disadvantaged students. This year, the Zimbrich Campus housed students in grades K-6, in grades 7 and 8 at the Joseph Campus, and in grades 9-12 at the Kodak Campus. The mission statement drives the work at EMHCS: to create a safe and nurturing community of learners where students earn the Seal of Biliteracy (English and Spanish), learn to advocate for social justice, and are prepared to enjoy and access what the world has to offer. The leaders at EMHCS are dedicated to preparing students for the 21st century through high-quality delivery of instruction in English and Spanish, character education, and technology. As the entire staff of the three EMHCS campuses returned for two whole weeks of professional development in August 2021, administration, teachers, paraprofessionals, clerical and custodial staff members came together, reenergized and hopeful that the return of all students would reignite the same promise for a successful year that staff had always embraced every September before the pandemic. Social workers and outside consultants provided social-emotional assistance and professional development opportunities to support staff as they transitioned back to full-time, in-person responsibilities at the three school campuses. Recognizing that students also would require additional care, social workers provided weekly lessons differentiated to meet the needs of assigned groups of students. K-8 scheduled intervention block times for social-emotional learning lessons. Two intervention teachers were assigned to the high school to provide additional academic and social-emotional support.

EMHCS partners with EL Education to collaborate with school leaders to oversee academic systems and provide professional development to the school's instructional teams. EL Education's core practices guide school leaders, staff, and students to strive for excellence while working within three dimensions of education: mastery of knowledge and skills, habits of character, and high-quality work. Grade-level teams implement curriculum mapping and planning to develop quality lessons to meet Next Generation/Common Core Learning Standards. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum. Students in grades Kindergarten through second learn Spanish through the Dual Language model, where the language of instruction alternates between English and Spanish. Native Spanish speakers in grades 3-12 learn Spanish during Spanish Language Arts, and students learning Spanish as a second language study Spanish during a World Language block. Parents are encouraged to be active participants in their children's education programs. Teachers communicate classroom updates and student academic progress with parents on a routine basis through various communication methods, i.e., phone calls,

emails, and apps. EMHCS invites parents to participate in scheduled student-led conferences, PTO meetings, and school events.

At EMHCS, culture, character, and advocacy are developed, learned, and sustained through the structure of Crew. It is a time when we come together as a community to promote shared understanding and allow each student to have a voice. It is a time when students learn, promote, and reflect on EMHCS PRIDE to demonstrate these habits in their daily lives. It is a safe space where students are nurtured and known well by at least one adult. At EMHCS, we promote PRIDE as the character traits we want our students and staff to possess. PRIDE stands for perseverance, respect, integrity, dedication, and excellence.

## ENROLLMENT SUMMARY

The table below provides the school’s BEDS Day enrollment for each school year:

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	105	109	73	75	54	55	49	55	52	39	52			718
2018-19	100	104	101	78	80	52	49	49	53	52	47	46		811
2019-20	93	82	99	95	78	81	50	56	56	53	55	42	38	878
2020-21	91	98	83	103	98	80	81	54	55	63	52	55	28	941
2021-22	67	96	93	84	93	84	73	90	59	52	60	48	41	940

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2018-19 school year and were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 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, were enrolled at the school on BEDS Day in October, and remained there until June 30<sup>th</sup> of that year.

### Fourth-Year High School Accountability Cohorts

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Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2019-20	2016-17	2016	42	1	42
2020-21	2017-18	2017	40	4	40
2021-22	2018-19	2018	44	0	51

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	42	0	42
2020-21	2017-18	2017	36	4	40
2021-22	2018-19	2018	50	1	51

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	1	4	5
2021-22	2017-18	2017	2	0	2

### PROMOTION POLICY

EMHCS promotion requirements and graduation policy align with NYS regulations. Students must earn a minimum of 22 credits and pass 5 exams to graduate from high school.

- Students are required to take four years each of English and Social Studies and is encouraged to take four years of Math and Science, although only three years of Math and Science are required under the NYS regulations.
- Math course options include Common Core Algebra, Common Core Geometry, Common Core Algebra 2, Financial Math, and Pre-Calculus.
- Science course options include Regents Living Environment, Regents Earth Science, Regents Chemistry, Environmental Science, and Principles of Engineering.
- Students must take Spanish each year on a Spanish Language Arts or World Language track towards earning the Seal of Biliteracy. Students complete a capstone project and present it to the Seal of Biliteracy committee.
- Art courses include Art History and Studio Art to meet the 1.0 Fine Arts credit requirement.
- Physical Education is required to be taken for a half credit yearly, and Health is required for half credit, offered in freshman or sophomore year.
- All students are scheduled for Crew each semester and earn an elective half credit yearly.
- Social Justice is an elective course available to all high school students.

To advance to the next grade level, students must attain the following:

Grade 9 → Grade 10	A minimum of 5.5 credits + 1 Regents exam
Grade 10 → Grade 11	A minimum of 11 credits + 3 Regents exams
Grade 11 → Grade 12	A minimum of 16 credits + 5 Regents exams

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

75% or more of EMHCS students will meet New York State requirements for graduation within four years after entering the ninth grade.

#### 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 required 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. Based on the school’s promotion requirements, the measure requires that 75 percent of the first and second-year high school Total Graduation Cohorts earn the required number of credits.

**RESULTS AND EVALUATION**

Each high school student can earn a maximum of 8.5 credits each academic year. Most students from the 2020 and 2021 cohorts attained the required number of credits to be promoted to the next grade level for the upcoming academic school year. 77% of the 2020 cohort, or 37 students, achieved the goal of attaining ten credits at the end of the 2021-2022 school year. 78% of the 2021 cohort, or 41 students, met the goal of attaining at least five credits in their first year of high school. The 2020 and 2021 cohorts slightly exceeded the 2020-21 results despite the transition for students back to whole in-person learning and an increased rigorous academic program. To ease the transition into the high school environment, a 9<sup>th</sup>-grade orientation occurred and was attended by both parents and students, which included an overview of the academic program, school events, and a tour of the school. Parents/guardians are provided with regular feedback through consistent Crew leader availability by phone and email, home mailing of progress/report cards four times throughout the year, and expected to attend Student Led Conferences at least twice yearly for students in Grades 9-12. Parents/guardians are invited to engage as partners in their child’s education and encouraged to participate in school events.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	47	77%
2021	52	78%

**ADDITIONAL EVIDENCE**

The Cohort 2019 will be our third cohort of students to matriculate through EMHCS fully and were the class that went fully remote as 9<sup>th</sup> graders in 2020. As an organization, we are working towards disaggregating our data further to break down the numbers to even more specific student characteristics. This will go beyond a class year for a more in-depth analysis of our organization’s impact on student success. Below are the characteristics we will examine for each class year:

- Gender
- Race
- Years matriculated in our organization
- Economic status
- English Language Learning designation
- Students with Disabilities

### 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, 2020-21, and 2021-22 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 2022, the 2019 cohort will have completed its second year.**

### RESULTS AND EVALUATION

This year 81% of our second-year cohort scored at or above proficient on at least three different New York State Regents exams required for graduation. EMHCS exceeded our goal by 6% after our return to full-time in-person instruction from the pandemic. We will continue to focus on the implementation of multiple strategies aimed at increasing student performance on Regents exams and benchmark assessments, including:

- Operating on a 4x4 block semester schedule to support students with catching up on credits and decrease the number of Regents exams. This approach will also allow students to make up credits that were not earned due to the COVID-19 pandemic.
- Offering students additional opportunities to earn course and regents credit during the summer program at EMHCS.
- Providing Regents review courses and credit recovery courses. Students who sat for regents level courses but could not meet exemption requirements during assigned testing periods were enrolled in credit recovery courses to meet course and state requirements. Within this window, students take regents review and/or credit recovery preparation courses focusing on major concepts, skills, and standards covered on the exams.
- Identifying students deemed as academically at-risk.
- Increasing academic and SEL supports (i.e., Teachers: intervention, Special Education, Crew, counselors, and community resources).

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)
2018	2019-20	51	98%
2019	2020-21	49	91%
2020	2021-22	47	81%

**ADDITIONAL EVIDENCE**

This is an additional area that, as an organization, we are committed to disaggregating the data further. We will use this data to guide our teaching practice further and improve our systems. School Leaders will complete report cards review and meet with teachers to discuss academic plans for students. School leaders will use data analysis in teachers' meetings to identify instructional strategies and checkpoints

**Goal 1: Absolute Measures**

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

**METHOD**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>1</sup>

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

**RESULTS AND EVALUATION**

Overall, EMHCS exceeded the goal of a 75% graduation rate for the 2018 cohort with a 92% graduation rate. Twelve percent of the cohort graduated in June 2021, 78% of students completed the graduation requirements in June 2022, and two students persevered and graduated in August 2022. Twenty-four percent of the students graduated with the Seal of Biliteracy. Within the 2018 cohort, 76% of the students received an Advanced Regents Diploma, and the remaining 24% of graduates received Regents diplomas. Two active students from the 2017 cohort graduated in June 2022, with the 2018 cohort bringing the total 5-year graduation to 87%, 8% short of the 95% goal. As with previous years, Edgenuity, a credit recovery software program, was offered to students to recover Regents credits not earned the first time students

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

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took a course. Academic support was also planned and put in place for high school students in need of meeting academic standards. Students who were initially behind their cohort peers were identified at the beginning of the school year and assigned an intervention teacher. This teacher worked with students' core teachers to develop individualized plans to support students in meeting academic goals. In addition, the school counselor reviewed students' four-year plans with parents, students, and crew/advisory leaders. Credit recovery classes were offered to students who did not earn the required credits within their grade level.

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2019-20	42	35	83%
2017	2020-21	39	32	82%
2018	2021-22	51	47	92%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	N/A	N/A	N/A
2016	2020-21	41	36	88%
2017	2021-22	39	34	87%

#### 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 unavailable at this time, schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

#### RESULTS AND EVALUATION

Due to the fact that the state does not finalize high school outcome data until later in the school year, and data before 2021-22 are not suitable for comparison, the calculation of this measure is not required.

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

Cohort Designation	School Year	Charter School			Rochester City School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	42	35	83%	1,984	68%
2017	2020-21	39	32	82%	1,804	71%
2018	2021-22	51	47	92%	Not Available	Not Available

### ADDITIONAL EVIDENCE

76% of the fourth-year high school graduation cohort graduated in June 2022, with an additional 12% that graduated in June 2021 and 4% that graduated in August 2022. This brings our total to 92%, which is 21% higher than the 71% graduation rate of the 2020-2021 RCSD graduation cohort.

#### 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:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and student success rates in the templates below.

**As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those canceled 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**

All EMHCS students graduated with an Advanced Regents or a Regents diploma.

Percentage of the 2018 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 $=\frac{(b)}{(a)}*100$
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A
2018	2021-22	N/A	N/A

**SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL**

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

For the 2022-2023 academic year, EMHCS high school will continue to support students' social-emotional (SEL) and academic needs to promote student achievement and meet our mission. Classroom teachers, in collaboration with intervention teachers, special education teachers, social workers, and the academic counselor, will identify areas in need of remediation and will provide tiered assistance and support to meet the needs of students. The College and Career Liaison was added to the staff to focus on post-secondary goals and career pathways. The high school counselor at EMHCS will meet with students to discuss course requirements needed to support individual progress toward graduation. In collaboration with instructional staff, the school counselor and Crew Leaders will monitor student progress throughout the academic year and implement academic support through intervention teachers and credit recovery course options when needed. An instructional coach will guide teachers in using best practices in lesson planning, delivery, and assessment of learning across all departments and direct support to both the math and science departments. Illuminate, an online standards-based assessment and reporting program, is used to administer pre-assessment, formative, and summative assessments to high school students in each subject area. The assessment software provides teachers with immediate analysis of student data to identify learning gaps and monitor student progress. EMHCS is transitioning to an 8-period schedule to allow students additional time to learn the material and produce high-quality work as they succeed in a more rigorous academic environment. This will prepare them to achieve higher scores on Regents exams that more accurately reflect their academic potential.

## GOAL 2: COLLEGE PREPARATION

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75% of students will attend college informational activities to learn about opportunities post high school graduation.

EMHCS high school continues to provide students with opportunities to explore and learn about careers and postsecondary educational opportunities that align with their chosen career pathways. FAFSA events were held in person and virtually to help high school students with college applications for financial aid. Assistance was provided to students to apply to colleges through a common application. Additionally, workshops on the college application process were offered during CREW, an advisory block. The opportunities to conduct face-to-face college visits were limited; however, EMHCS took advantage of virtual opportunities to provide students with access to college information from special guests, with ten college visits facilitated throughout the year.

As students received acceptance documentation from colleges, further assistance and support were provided to maintain communication with their future colleges and advisors to understand and meet further requirements from the college. EMHCS works in partnership with the following programs:

- Rochester Institute of Technology (RIT)
- Puerto Rican Hispanic Youth Leadership Institute (PRHYLI)
- Monroe Community College (MCC)
- SUNY Brockport
- Urban League's Black Scholars Program

Additionally, all active members of the 2018 Cohort and six early graduates met the CCRI. The Guidance Counselor met with students one on one, in small and large group informational sessions to provide support on the college application process and to assist with the completion of scholarship applications. The Seal of Biliteracy is awarded by a school, district, or state to recognize students who have shown proficiency in two or more languages. Students at EMHCS pursue studies in both English and Spanish. High school students prove proficiency in English and Spanish by earning pathway points indicated by the NYS Seal of Biliteracy requirements and by researching, writing, and presenting capstone projects in both English and Spanish. 24% of students in the 2018 Cohort earned the Seal of Biliteracy. For the 2018 Cohort, a total of 102 college applications were submitted. All active students of the 2018 Cohort were accepted to Monroe Community College. Fourteen were accepted to a 4-year college and a total of twelve scholarships.

### 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 a college-level course offered at a college or university or through a school partnership with a college or university;
- Earning a Regents diploma with advanced designation;
- Earning the Seal of Biliteracy.

### 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 graduates who achieved relevant indicators, and the overall percentage of any indicator.

### RESULTS AND EVALUATION

EMHCS met this absolute measure. The data indicated in the chart below highlights the three college preparation areas attempted by the 2018 Cohort students. The 2018 Cohort had 76% of

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students graduate with a Regents diploma with Advanced Designation. 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, most students could not take Regents exams during those canceled dates. However, students who qualified benefited from examination exemptions following state guidelines. Digital Electronics and Principles of Engineering are college courses provided to the students at the EMHCS high school through a partnership with Project Lead the Way (PLTW). PLTW provides the curriculum for the course as well as the training the teachers need to teach the course. Students are eligible to take Digital Electronics if they took and passed a digital drawing and production course that serves as a background foundation in digital electronics. Students can take Principles of Engineering after passing three Science credits; Living Environment, Earth Science, and Chemistry. College credit through the school’s collaboration with Rochester Institute of Technology is determined by the student scoring at least 75% on the final exam and earning an overall average of 85% for the class. Students taking this class are on track to earn an Advanced Regents diploma and have shown interest in technology fields. In the 2018 cohort, EMHCS had 10% of its students take the Principles of Engineering course and pass. Graduating high school students were also provided the opportunity and encouraged to earn the Seal of Biliteracy. The Seal of Biliteracy is an award given by a school, district, or state to recognize students who have shown proficiency in two or more languages. 24% of the 2018 cohort earned The Seal of Biliteracy upon graduation.

### Percentage of the 2018 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 a college level course through a school partnership with a university	6	5	10%
Earning a Regents diploma with advanced designation	47	39	76%
Earning the Seal of Biliteracy	24	12	24%
Overall	47	39	76%

#### **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 Institute does not require charters to report on this measure for 2021-22.

**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 Institute does not require charters to report on this measure for 2021-22.

**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 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 before 2021-22 and provide preliminary matriculation data for 2018. Schools may need 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**

During the 2021-2022 school year, 17 students from the 2018 cohort confirmed during counselor-led meetings they would be attending a post-secondary program upon graduation. This is 36% of the graduating class; therefore, EMHCS fell short of its 75% goal. Additional verification from WNYRIC and the National Student Clearinghouse confirmed that of the 2017 cohort, 31% matriculated into post-secondary programs, as indicated below, which differs from the 63% originally reported in the 20-21 Report.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	35	13	37%
2017	2020-21	39	12	31%
2018	2021-22	47	17	36%

**ADDITIONAL CONTEXT AND EVIDENCE**

As we assess the effectiveness of our programs, we acknowledge that we are not reaching our set goals. However, in December 2021, we had significant staff turnover that we believe significantly impacted the effectiveness of our college readiness program. Two counselors hired to support the program resigned, and only one position was filled during the year. To address the shortfalls of our program, we have employed a College & Career Liaison to communicate

with students and their families throughout the application process to complement and further support the work done by the school counselor. The College & Career Liaison also coordinates the post-secondary school and programs visits to our school to highlight various pathways after graduation to our students.

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

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.	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.	Not Met

**ACTION PLAN**

EMHCS continues to improve upon our college readiness program and what it has to offer, focusing on the following areas:

- A Bilingual College and Career Liaison will join the 2022-23 school year staff to focus on post-secondary goals and career pathways. This College and Career Liaison will also serve as the middle and high school liaison to begin a transition before students enter high school. In addition, they will facilitate parent meetings in Spanish and English to support families with the college process.
- Offer more opportunities to visit colleges and colleges coming into the school.
- Offer students more college readiness opportunities starting at middle school in the form of career interest forms and college interest forms.
- Support students with identifying and enrolling in early opportunities in technical and skilled trades before graduation.
- Adding a new college and career readiness liaison in collaboration with the high school counselor will offer increased opportunities for students to learn about and complete FAFSA programs and create more connections with colleges to have students or professionals come into the school to speak with and give information to students.
- Include a common application process with students during their junior year.
- Create a college road map for our students from 9th-12th grade, which provides clear, actionable steps for them and their families to engage with at all levels of their high school experience.
- Inform students of college scholarships and important application dates that are key to their successful matriculation into two and four-year college programs.
- In collaboration with senior CREW leaders, the guidance counselor will create and maintain a google classroom to maintain ongoing communication with all seniors and upperclassmen.

- Continue planning with students regarding year-to-year requirements for graduation to earn an Advanced Regents Diploma, Seal of Biliteracy, and Seal of Civic Readiness.
- Establish partnerships with Alfred University to provide opportunities for campus visits and guest speakers.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

Students will become proficient readers and writers of the English language.

#### BACKGROUND

EMHCS changed the elementary master schedule and curriculum in response to this year's student achievement data and addressed learning gaps caused by the combination of in-person and remote learning due to the pandemic. The master schedule for the elementary building was recreated to allow extended time for a daily two-hour block for ELA. In grades K-2, the EL Education Language Arts curriculum was implemented vertically aligned with the ELA curriculum taught in grades 3-6. All students in grades K-2 focused one hour of study on foundational skills, followed by an additional hour of study in literacy. Students in grades 3-6 implemented the complete EL Education Language Arts Curriculum 2.0. This ELA curriculum included support for English Language Learners, provided research-based resources, used complex fiction and nonfiction texts, and aligned with our EL work plan and partnership with EL Education. In addition to these changes in curriculum, the school purchased digital supplemental programs to continue to support students. For assessments, grades 3-6 continued to use the American Reading Company's IRLA and ELA Interim Assessments. Grades K-6 used FastBridge, which provided a Universal screener, data reports, aligned interventions for small and whole groups, biweekly progress monitoring, and scripted lessons. In grades K-6, Common Planning Time continued to allow teachers opportunities to collaborate with both their same subject partners and their team partners. This time was embedded within the school day and occurred weekly to allow staff time to review data, make plans to support students, and adjust instruction as needed. To address the area of student learning gaps, a dedicated intervention block was scheduled for K-6. Two intervention teachers, grade level teachers, and paras grouped students based on baseline assessments and progress monitoring into small groups to provide targeted instruction to accelerate student progress growth.

Grades 7-8 implemented the full EL Education Language Arts Curriculum 2.0, which aligns with our EL work plan and partnership with EL Education. The middle school had a full-time ELA coach to support teacher coaching cycles and department meetings. Department meetings were held for teaching teams in grades 7-8 once weekly. During these meetings, teachers discussed and addressed content-specific academic needs based on assessment data and planned instruction with their instructional coach. The Fastbridge intervention program was also used in grades 7-8. The intervention program was differentiated in the middle school based on student needs. Students reading below grade level received targeted intervention based on specific skill needs within the five domains of reading instruction. Students reading on or above

grade level received enrichment opportunities 4-5 times per week. We also put the data in the hands of our students to help them better understand where they stood academically, analyzed their data, and actively participated in their academic goal setting. Examples of professional development opportunities include, but were not limited to, analyzing interim assessment data, formative assessments and student conversation cues, high-quality work, data-driven instruction, and student-led conferences.

## ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in the 3<sup>rd</sup> through 8<sup>th</sup> grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	80	0	2	2	3	85
4	89	0	0	2	4	95
5	82	0	1	2	2	86
6	77	0	2	1	3	81
7	94	0	1	0	3	97
8	63	0	0	0	4	67
All	485	0	6	7	19	511

## RESULTS AND EVALUATION

Overall, EMHCS has not met the goal of 75% proficiency in ELA, with 22% of our students at levels 3 and 4 decreasing 10% from the 2018-2019 reported proficiency scores of 32%. Students enrolled at EMHCS in at least their second year performed at a higher proficiency rate than recently enrolled students. For students enrolled in at least their second year, the greatest

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

difference in the 2018-2019 proficiency scores is in 3<sup>rd</sup> grade with a 50% decrease, likely resulting in the fact that these students left 1<sup>st</sup> grade at the beginning of the pandemic and returned to full-time instruction following interrupted foundational literacy instruction. Sixth grade, with a 31% proficiency for students in at least their second year at EMHCS, saw the greatest increase from 15% in 2018-2019.

### Performance on 2021-22 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23%	80	24%	63
4	18%	89	19%	78
5	11%	82	12%	75
6	29%	77	31%	65
7	20%	94	22%	64
8	17%	63	24%	41
All	20%	485	22%	386

#### Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 3: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**RESULTS AND EVALUATION**

Comparative data has not yet been released.

2021-22 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	24%	63		
4	19%	78		
5	12%	75		
6	31%	65		
7	22%	64		
8	24%	41		
All	22%	386		

**ADDITIONAL EVIDENCE**

Data not yet released.

**Goal 3: Comparative Measure**

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

The Institute conducts a comparative performance analysis that compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

The Institute does not require charters to report on this measure for 2021-22.

**Goal 3: Growth Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**INTERNAL EXAM RESULTS**

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup>-grade exams, the school used the following assessment to measure student growth and achievement in ELA: Fastbridge. FastBridge is a formative assessment system for teachers, born out of research-led innovation at the university level, designed to build a robust Multi-Tiered System of Support (MTSS) and ensure educators have the right tools and the right data to provide timely, targeted support for their learners. Students in 3-8 take aReading, an adaptive computer assessment in which questions vary based on student

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

responses. Fastbridge aReading is designed to assess students' broad reading abilities and predict overall reading achievement. It aligns with the Common Core State Standards and National Reading Panel's Report. Fastbridge aReading skills addressed are the following:

- Concepts of Print
- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension
- Orthography
- Morphology

### 2021-22 FASTBRIDGE 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 <sup>rd</sup> to 8 <sup>th</sup> -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	523	21.50	Not Met
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> -grade students whose achievement did not meet or exceed the in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	N/A	N/A	N/A
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> -grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> -grade general education students.	Students with disabilities <sup>4</sup>	N/A	32	N/A	N/A

### End of Year Growth on 2021-22 FASTBRIDGE ELA Assessment By All Students

Grades	aReading Growth	Number Tested
3	16%	89
4	11%	96
5	11%	90
6	15%	81
7	13%	98
8	10%	69
All	13%	523

<sup>4</sup> 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

**ADDITIONAL CONTEXT AND EVIDENCE**

The organization transitioned in the 2021-22 school year to using Fastbridge as an internal exam measure. In previous years the organization used iReady. As we assess the effectiveness of our exam measure, we acknowledge that we are not reaching our set goals. During the school year, we had a significant staff turnover of intervention and classroom teachers, resulting in increased classroom substitutes. Student and staff absences due to COVID-19 impacted the fidelity of implementing the assessment. In addition, Fastbridge is a new system that we are still learning and collaborating with the company in designing the appropriate changes to provide the most accurate information and train new staff.

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

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

**ACTION PLAN**

Specifically, some adjustments were made in response to this year’s 3-8 ELA student achievement data and addressing learning gaps caused by the combination of in-person and remote learning due to the pandemic. In grades K-2, the EL Education Language Arts curriculum will continue with full implementation, with all students focused for one hour of study on foundational skills followed by an additional hour of study in literacy. Students in grades 3-8 will continue to utilize the full EL Education Language Arts Curriculum 2.0. This ELA curriculum includes support for English Language Learners, provides research-based resources, uses complex fiction and nonfiction texts, and is aligned with our EL Work Plan. Grades K-6 will use the Fountas & Pinnell Benchmark Assessment System (BAS) for assessments. Grades K-8 will continue to use FastBridge, which provides individualized instruction, intervention support, progress monitoring, and targeted resources to help accelerate student growth.

In grades K-6, Common Planning Time will continue to allow teachers to collaborate with their subject partners and their team partners. This time is embedded within the school day and occurs weekly to enable staff to review data, make plans to support students, and adjust

instruction as needed. To address student learning gaps, a dedicated intervention block will continue for K-6. Intervention teachers, grade level teachers, and paras will group students based on baseline assessments and progress monitoring into small groups to provide targeted instruction to accelerate student growth. The elementary campus data trackers will be used to maintain data, including the BAS (grades K-6), module assessments, K-2 Skills Benchmark assessments, and Fastbridge Progress Monitoring & Benchmarks (Fall/Winter/Spring). Coaches and teachers will update the information after assessments are administered. Data will also include scores disaggregated by subgroups to identify trends and improve instructional practice. In grades 7-8, department meetings will focus on teachers utilizing Illuminate student performance data (broken down by standards) for ELA to identify and target learning gaps. Teachers will analyze the assessment data to implement lessons to address these areas of concern. The Intervention teachers will plan skill-based lessons to target specific standards in 4-week learning cycles. ELA intervention teachers use FastBridge to assess and monitor student growth and remediation. SPED and ENL teachers will have a specific agenda item in grade-level meetings to address progress, interventions, and instructional modifications for student growth. The 7-8 data tracking system will mirror the high school system, examining Cohorts and skills by subject areas. Data will include scores and percentages, including subgroups, to identify trends and improve instructional practice. This will allow our high school to have updated data on the incoming Cohort of 9th-grade students each school year.

In addition, the organization has followed an academic and strategic plan for all content areas. The EMHCS Academic Vision and Strategic Plan outline how the academic program will provide standard-based, rigorous learning experiences for all students. Specific, intentional steps are laid out to guide staff as they engage students in relevant and purposeful content that will prepare them to achieve academic excellence in and out of the classroom. Across the entire organization, teachers will follow the K-12 Change in Student Experience Statements as follows:

- Mastery of Knowledge & Skills (MKS): Students actively engage in purposeful academic conversations as they grapple with complex ideas and content. (aligned to Instructional Priority 3)
- Habits of Character (HC): Students are intrinsically motivated and can articulate what they are learning and why it matters. (aligned to Instructional Priority 1)
- High Quality Work (HQW): Students engage in standards-based, rigorous learning experiences that create purpose and build curiosity. (aligned to Instructional Priority 2)

The K-12 Instructional Priorities are as follows:

- Student cognitive engagement
- Rigorous tasks leading to high-quality work
- Increase student-to-student talk and decrease teacher talk

The EMHCS Academic Vision and Strategic Plan outline a 3-Year Plan with areas of focus for each year. The 2021-22 focus areas are as follows:

- Planning & Preparation (MKS)
- Implementation of Projects and Performance Tasks (HQW)
- Stage One - Implementation of Crew (HC)

The EL Education designers will continue to work with the instructional leadership teams, building capacity as they implement Instructional Leadership Team meetings consistently and work to execute the components of the 2022-2023 EL Work Plan. All instructional staff participated in professional development sessions in August with the EL Education designers.

K-12 Coaching cycles will be intentional; goals will be set, and action steps will be developed collaboratively based on teacher needs. Progress updates will be shared with building leaders to ensure efficacy in the process.

A K-12 common lesson plan format has been designed and shared with teachers to ensure consistency with expectations of components of lessons.

## HIGH SCHOOL ENGLISH LANGUAGE ARTS

### Goal 3: Absolute Measure

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

### METHOD

The school administered the Regents English exam that students must pass to graduate. The 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 percentage of the Accountability Cohort that achieved at least Performance Level 4 by completing their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 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 the number of students who were exempted from the exam and the percentage of students achieving at least Level 4 among the students who sat for the exam.

### RESULTS AND EVALUATION

The EMHCS high school continued to operate on a 4x4 semester schedule for all courses. Students registered for the ELA III course in the fall of 2021 were exempt from the ELA Regents exam in January 2022. Students registered in the spring of 2022 sat for the ELA Regents exam in June 2022. Most students in the 2018 cohort that were eligible to take the ELA Regents did so during a period when the Regents examinations were canceled due to the pandemic. This resulted in most of our students missing the opportunity to showcase their literacy and critical thinking skills typically demonstrated in this exam. Therefore, 0% of the cohort scored a Level 4 on the Regents exam, causing the school not to meet the measure of 75%.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>5</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	41	6	18	51%
2017	2020-21	39	16	12	52%
2018	2021-22	51	46	0	0%

### ADDITIONAL EVIDENCE

Students in the 2019 cohort who received credit for the English III course from the fall semester were exempt from the ELA Regents exam in January 2022. Of the remaining 2019 cohort students who took the ELA Regents exam in June 2022 following completion of the spring ELA III course, 4% scored at a Level 4, as indicated below.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	N/A	N/A	53	0%	51	0%
2019	N/A	N/A	N/A	N/A	49	4%
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

### Goal 3: Absolute Measure

Each year, 80 percent of high school Accountability Cohort students 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 completing their fourth year in the cohort.

### METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 the number of students who were exempted from the exam and the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

Two students from the 2018 cohort that sat for the ELA Regents examination in June fell short of the Level 3 standard. Additionally, during the January administration, some students in the 2019 cohort were exempt from the ELA Regents exam. Others demonstrated proficiency at Level 4 in June 2022, even after having interrupted instruction throughout the pandemic.

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)
2016	2019-20	41	6	35	100%
2017	2020-21	39	16	18	78%
2018	2021-22	51	46	0	0%

### ADDITIONAL EVIDENCE

All 2018 Cohort students that successfully completed English III could not participate in the exam due to the state’s cancellation of all Regents exams due to the COVID-19 pandemic and thus exempted from the Regents examination in accordance with state guidelines.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	N/A	N/A	N/A	N/A	51	0%
2019	N/A	N/A	N/A	N/A	49	7%
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

#### 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 Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Comparative Measure**

Each year, the percentage 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 Institute does not require charters to report on this measure for 2021-22.

### **Goal 3: Comparative Measure**

Each year, the percentage 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 Institute does not require charters to report on this measure for 2021-22.

### **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 Institute does not require charters to report on this measure for 2021-22.

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

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

## **METHOD**

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

## **RESULTS AND EVALUATION**

All 2018 Cohort students that successfully completed English III could not participate in the exam due to the state's cancellation of all Regents exams due to the COVID-19 pandemic and thus exempted from the Regents examination following state guidelines.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	28	1	11	41%
2017	2020-21	38	16	11	50%
2018	2021-22	39	34	0	0%

### ADDITIONAL EVIDENCE

Below is a table that includes data from EMHCS high school benchmark assessments used throughout the year. The teachers used past Regents exams to create the benchmark assessment for English courses. The benchmark assessments were given twice throughout the academic year and were used to inform student academic growth. The chart below indicates the proficiency results of the Benchmark scores by the number of students from each designated cohort. This data is also used as further baseline data for teachers, coaches, and leadership when planning for the 2022-23 school year.

Cohort Designation	ELA Benchmark I – # per Cohort	% Level 3	% Level 4	ELA Benchmark II – # per Cohort	% Level 3	% Level 4
2019	44	2%	0	44	5%	0%
2020	47	4%	0	47	28%	4%
2021	52	12%	0	52	13%	12%

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Due to NYS issuing an exemption from the Regents exam, the 2018 cohort was not accurately assessed; therefore, the measure was not met.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort Not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	28	1	27	100%
2017	2020-21	38	16	17	77%
2018	2021-22	37	33	0	0%

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

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

## ACTION PLAN

During the 2022-2023 school year, ELA teachers, in collaboration with Special Education teachers, ENL teachers, and other key instructional and support staff, will identify students' areas of need and provide remediation and help accordingly. We will continue to use diagnostics and formative assessments to monitor and measure growth. Additionally, teachers will provide professional development on assessing learning based on mastery of standards. Teachers will also continue to enrich the student learning experience, engagement, and support.

In addition, the organization has followed an academic and strategic plan for all content areas. The EMHCS Academic Vision and Strategic Plan outline how the academic program will provide standard-based, rigorous learning experiences for all students. Specific, intentional steps are laid out to guide staff as they engage students in relevant and purposeful content that will prepare them to achieve academic excellence in and out of the classroom. Across the entire organization, teachers will follow the K-12 Change in Student Experience Statements as follows:

- Mastery of Knowledge & Skills (MKS): Students actively engage in purposeful academic conversations as they grapple with complex ideas and content. (aligned to Instructional Priority 3)
- Habits of Character (HC): Students are intrinsically motivated and can articulate what they are learning and why it matters. (aligned to Instructional Priority 1)
- High Quality Work (HQW): Students engage in standards-based, rigorous learning experiences that create purpose and build curiosity. (aligned to Instructional Priority 2)

The K-12 Instructional Priorities are as follows:

- Student cognitive engagement
- Rigorous tasks leading to high-quality work
- Increase student-to-student talk and decrease teacher talk

The EMHCS Academic Vision and Strategic Plan outline a 3-Year Plan with areas of focus for each year. They are as follows for year one:

- Planning & Preparation (MKS)
- Implementation of Projects and Performance Tasks (HQW)
- Stage One - Implementation of Crew (HC)

The EL Education designers will continue to work with the instructional leadership teams, building capacity as they implement Instructional Leadership Team meetings consistently and work to execute the components of the 2022-2023 EL Work Plan. All instructional staff participated in professional development sessions in August with the EL Education designers.

K-12 Coaching cycles will be intentional; goals will be set, and action steps will be developed collaboratively based on teacher needs. Progress updates will be shared with building leaders to ensure efficacy in the process.

A K-12 common lesson plan format has been designed and shared with teachers to ensure consistency with expectations of components of lessons.

EMHCS high school is transitioning to an 8-period schedule to allow students additional time throughout the year to learn the material and produce high-quality work as they succeed in a more rigorous academic environment. This will prepare them to achieve higher scores on Regents exams that more accurately reflect their academic potential.

Data tracking systems will be developed to track student progress for passing the ELA Regents exams across Cohorts. Data will include scores and percentages, including subgroups, to identify trends and improve instructional practice.

### GOAL 4: MATHEMATICS

#### Goal 4: Mathematics

Students will demonstrate mastery of mathematical concepts.

#### BACKGROUND

The Engage NY Math Curriculum was implemented for the 2021-22 school year in grades K-6 and aligned with our EL work plan. In addition to the curriculum, the school purchased digital supplemental programs. For assessments, grades K-6 teachers used the module assessments. Grades 3-6 also used interim Math assessments. Teachers, coaches, and the leadership teams met to review data to ensure alignment between the math curriculum and student needs. After data analysis, the grade level math teams identified what standards and topics students showed proficiency in and which students needed additional support. Using this information, each grade level developed an action plan to address the standards for intervention and acceleration. In grades K-6, Common Planning Time allowed teachers opportunities to collaborate with both their same subject partners and their team partners. This time was embedded within the school day and occurred weekly to allow staff time to review data, make plans to support students, and adjust instruction as needed. The master schedule for elementary allowed for 90-minute math blocks. An intervention block was added to the student schedule to designate time and access to intervention five days a week. The dedicated intervention block was scheduled for K-6, where two intervention teachers, grade level teachers, and paras grouped students based on baseline assessments and progress monitoring. During the intervention block, the Fastbridge intervention program was used, which includes a Universal screener, data reports, aligned interventions for small and whole groups, biweekly progress monitoring, and scripted lessons. A full-time math instructional coach was added to support teachers in middle school. The middle school intervention program includes math intervention five days a week for our most struggling students using the Fastbridge intervention program. The intervention program is differentiated based on student needs. Students performing below grade level received targeted intervention based on specific skill needs, and students analyzed their data and set academic goals. Math teachers utilized Illuminate to create and upload their assessments to generate usable data to analyze an action plan. During

biweekly department meetings, the leadership team provided consistent opportunities for teachers to analyze and create action plans around student work and assessment data.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Goal 4: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in the 3<sup>rd</sup> through 8<sup>th</sup> grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	80	0	0	1	2	83
4	89	0	0	0	6	95
5	83	0	0	1	1	85
6	79	0	0	1	1	81
7	85	0	0	2	10	97
8	61	0	1	0	5	66
All	482	0	1	5	25	507

### RESULTS AND EVALUATION

Overall, EMHCS has not met the goal of 75% proficiency in Mathematics, with 11% of our students at levels 3 and 4 decreasing 22% from the 2018-2019 reported proficiency scores of 33%. Students enrolled at EMHCS in at least their second year performed at a higher proficiency rate than recently enrolled students. For students enrolled in at least their second year, the greatest difference in the 2018-2019 proficiency scores is in 3<sup>rd</sup> grade, with a 49% decrease, likely resulting in the fact that these students left 1<sup>st</sup> grade at the beginning of the pandemic and returned to full-time instruction following interrupted foundational math instruction.

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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Eighth grade, with a 10% proficiency for students in at least their second year at EMHCS, saw the greatest increase from 3% in 2018-2019.

### Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	19%	80	19%	63
4	12%	89	12%	78
5	4%	83	3%	75
6	8%	79	9%	65
7	13%	85	13%	64
8	7%	61	10%	41
All	10%	482	11%	386

#### Goal 4: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 4: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

### RESULTS AND EVALUATION

No data is available yet.

<sup>7</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	19%	63		
4	12%	78		
5	3%	75		
6	9%	65		
7	13%	64		
8	10%	41		
All	11%	386		

**ADDITIONAL EVIDENCE**

Need additional data not yet available.

**Goal 4: Comparative Measure**

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

The Institute conducts a comparative performance analysis that compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Growth Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**INTERNAL EXAM RESULTS**

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup>-grade exams, the school used the following assessment to measure student growth and achievement in Math: Fastbridge. FastBridge is a formative assessment system for teachers, born out of research-led innovation at the university level, designed to build a strong Multi-Tiered System of Support (MTSS) and ensure educators have the right tools and the right data to provide timely, targeted support for their learners. Students in 3-8 take a Math, an adaptive computer assessment in which questions vary based on student responses. Fastbridge aMath is designed to assess students' broad math abilities and predict overall math achievement. It is aligned to the Common Core State Standards and standards and principles

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from the National Council of Teachers of Mathematics. Fastbridge aMath skills addressed are the following:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations with Fractions
- Measurement and Data
- Geometry

### 2021-22 FASTBRIDGE 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 <sup>rd</sup> to 8 <sup>th</sup> -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	515	19	Not Met
Measure 2: Each year, the school's median growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> -grade students whose achievement did not meet or exceed the Fastbridge proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	N/A	N/A	N/A
Measure 3: Each year, the median growth percentile of 3 <sup>rd</sup> through 8 <sup>th</sup> -grade students with disabilities at the school will be equal to or greater than the median growth of 3 <sup>rd</sup> through 8 <sup>th</sup> -grade general education students at the school.	Students with disabilities <sup>8</sup>	N/A	32	N/A	N/A

### End of Year Growth on 2021-22 FASTBRIDGE Math Assessment By All Students

Grades	aMath Growth	Number Tested
3	8%	90
4	10%	93
5	5%	89
6	4%	80
7	5%	98
8	5%	65
All	7%	515

<sup>8</sup> 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

**ADDITIONAL CONTEXT AND EVIDENCE**

The organization transitioned in the 2021-22 school year to using Fastbridge as an internal exam measure. In previous years the organization used iReady. As we assess the effectiveness of our exam measure, we acknowledge that we are not reaching our set goals. During the school year, we had a significant staff turnover of intervention and classroom teachers, resulting in increased classroom substitutes. Student and staff absences due to COVID-19 impacted the fidelity of implementing the assessment. In addition, Fastbridge is a new system that we are still learning and collaborating with the company in designing the appropriate changes to provide the most accurate information and train new staff.

**SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL**

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

**ACTION PLAN**

The return to in-person learning further demonstrated the need for additional support for our students in math across all grades. Throughout the pandemic, the data indicated our students struggled to grasp mathematical concepts and apply these concepts in the virtual, abstract setting in which many were forced to learn. Throughout the 2021-22 school year, content and intervention teachers worked to support students as they struggled with new material, while coaches worked to support teachers daily. EMHCS has made the following specific changes for the 2022-23 school year to address the shortfalls in proficiency in Mathematics:

- K-12 Math Instructional Coach will be hired to support teachers with effective strategies and instructional best practices in math. In addition, the coach will address gaps in the curriculum and check and correct any alignment with Next Generation standards. The coach will also oversee the implementation of ALEKS and work with content and intervention teachers to maximize using the data to support the students and close the gaps.

- Grades K-6: use the math modules on [engageny.org](https://www.engageny.org/), which have been compared and aligned to Next Generation math standards
- K-2 Dreambox will continue to be a supplemental program for our youngest learners.
- Grades 3-8 ALEKS (Assessment and Learning in Knowledge Spaces) is a web-based, artificially intelligent assessment and learning system. ALEKS is adaptive and purposefully designed to help educators identify instructional gaps, personalize learning paths and track the progress of student learning and mastery. As a student works through a course, ALEKS periodically reassesses the student's knowledge to ensure that the learned topics are retained. ALEKS courses align with state and national standards, and students can complete lessons at home.
- Grades 7-8 - teachers will utilize previously released NYS test questions from Day 2 to scaffold multiple skills necessary to complete each given problem. Then, create Do Nows to address specific learning gaps based on student performance data.
- In grades K-6, Common Planning Time will continue, as will the dedicated intervention block where intervention teachers, grade level teachers, and paras will group students based on baseline assessments and progress monitoring into small groups to provide targeted instruction to accelerate student growth.
- The elementary campus data trackers will be used to maintain data, including the math module assessments, Benchmark assessments, and Fastbridge Progress Monitoring & Benchmarks (Fall/Winter/Spring). Coaches and teachers will update the information after assessments are administered. Data will also include scores disaggregated by subgroups to identify trends and improve instructional practice.
- Department meetings in grades 7-8 will focus on teachers utilizing Illuminate student performance data (broken down by standards) for Math to identify and target learning gaps. Teachers will analyze the assessment data to implement lessons to address these areas of concern. The Intervention teachers will plan skill-based lessons to target specific standards in 4-week learning cycles. SPED and ENL teachers will have a particular agenda item in grade-level meetings to address progress, interventions, and instructional modifications for student growth. The 7-8 data tracking system will mirror the high school system, examining Cohorts and skills by subject areas. Data will include scores and percentages, including subgroups, to identify trends and improve instructional practice. This will allow our high school to have updated data on the incoming Cohort of 9th-grade students each school year.

In addition, the organization has followed an academic and strategic plan for all content areas. The EMHCS Academic Vision and Strategic Plan outline how the academic program will provide standard-based, rigorous learning experiences for all students. Specific, intentional steps are laid out to guide staff as they engage students in relevant and purposeful content that will prepare them to achieve academic excellence in and out of the classroom. Across the entire organization, teachers will follow the K-12 Change in Student Experience Statements as follows:

- Mastery of Knowledge & Skills (MKS): Students actively engage in purposeful academic conversations as they grapple with complex ideas and content. (aligned to Instructional Priority 3)

- Habits of Character (HC): Students are intrinsically motivated and can articulate what they are learning and why it matters. (aligned to Instructional Priority 1)
- High Quality Work (HQW): Students engage in standards-based, rigorous learning experiences that create purpose and build curiosity. (aligned to Instructional Priority 2)

The K-12 Instructional Priorities are as follows:

- Student cognitive engagement
- Rigorous tasks leading to high-quality work
- Increase student-to-student talk and decrease teacher talk

The EMHCS Academic Vision and Strategic Plan outline a 3-Year Plan with areas of focus for each year. They are as follows for year one:

- Planning & Preparation (MKS)
- Implementation of Projects and Performance Tasks (HQW)
- Stage One - Implementation of Crew (HC)

The EL Education designers will continue to work with the instructional leadership teams, building capacity as they implement Instructional Leadership Team meetings consistently and work to execute the components of the 2022-2023 EL Work Plan. All instructional staff participated in professional development sessions in August with the EL Education designers.

K-12 Coaching cycles will be intentional; goals will be set, and action steps will be developed collaboratively based on teacher needs. Progress updates will be shared with building leaders to ensure efficacy in the process.

A K-12 common lesson plan format has been designed and shared with teachers to ensure consistency with expectations of components of lessons.

## HIGH SCHOOL MATHEMATICS

### Goal 4: Absolute Measure

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

### METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any

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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 the number of students exempted from the exam requirement and the percentage of students achieving at least Level 4 among the students who sat for any exam.

### RESULTS AND EVALUATION

Eight percent of the 2018 cohort scored at least a Performance Level 4 on a Regents mathematics exam or equivalent; therefore, we did not meet the measure and were one percent lower than the previous year for this measure. Throughout the 2021-22 school year, EMHCS High School continued to operate on a 4 x 4-semester block schedule with 80-minute class blocks. Students could focus on fewer courses per semester, allowing them to hone and enrich their readiness skills in the area of mathematics.

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)
2016	2019-20	41	1	8	20%
2017	2020-21	39	5	3	9%
2018	2021-22	51	15	3	8%

### ADDITIONAL EVIDENCE

In November 2021, EMHCS had a teacher resign who taught three upper-level math classes. This resulted in changes in the master schedule half through the semester and teachers from other disciplines stepping in to teach the content to the students.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	56	9%	53	9%	51	8%
2019	52	0%	55	0%	49	0%
2020			54	0%	47	0%
2021					52	0%

#### Goal 4: Absolute Measure

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

**METHOD**

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 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 the number of students exempted from the exam requirement and the percentage of students achieving at least Level 3 among the students who sat for any exam.

**RESULTS AND EVALUATION**

Twenty-eight percent of students in the 2018 Cohort who sat for a Math Regents exam achieved a Level 3 proficiency score. This percentage does not meet the measure of 80%, but it is 5% greater than the 2017 Cohort. The number of students in the 2018 Cohort who were exempt from all Math Regents exams also increased; therefore, the possibility of a greater percentage of students meeting Level 4 proficiency has decreased.

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)
2016	2019-20	41	0	40	97%
2017	2020-21	39	6	32	97%
2018	2021-22	51	15	10	28%

**ADDITIONAL EVIDENCE**

The chart below indicates the results of the Math Benchmark scores by the number of students that sat for each benchmark. The 57% of students passing Benchmark II in Algebra I indicate a strong proficiency in the content. This baseline data also provides further information for teachers, coaches, and leadership when planning for the 2022-23 school year.

Math Benchmark Results						
Course	Benchmark I	% Level 3	% Level 4	Benchmark II	% Level 3	% Level 4
Algebra II	49	15%	0	47	18%	2%
Geometry	83	8%	0	73	18%	3%
Algebra I	85	16%	0	85	41%	16%

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

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	56	9%	53	9%	51	20%
2019	52	0%	55	0%	49	10%
2020			52	0%	48	0%
2021					52	0%

#### 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 Institute does not require charters to report on this measure for 2021-22.

#### Goal 4: Comparative Measure

Each year, the percentage 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 Institute does not require charters to report on this measure for 2021-22.

#### Goal 4: Comparative Measure

Each year, the percentage 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 Institute does not require charters to report on this measure for 2021-22.

#### 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 Institute does not require charters to report on this measure for 2021-22.

#### Goal 4: Growth Measure

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

**METHOD**

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

**RESULTS AND EVALUATION**

Fourteen percent of students in the 2018 Cohort not proficient in 8<sup>th</sup> grade who sat for a Math Regents exam achieved a Level 4 proficiency score. This percentage does not meet the measure of 50%, but it is 5% greater than the 2017 Cohort. The number of students in the 2018 Cohort who were exempt from all Math Regents exams also increased; therefore, the possibility of a greater percentage of students meeting Level 4 proficiency has decreased.

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

Cohort Designation	Fourth Year	Number in Cohort Not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2016	2019-20	34	1	8	24%
2017	2020-21	39	6	3	9%
2018	2021-22	37	15	3	14%

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

Forty-five percent of students in the 2018 Cohort who were not proficient in 8<sup>th</sup> grade achieved at least a score of Performance Level 3 on a Regents mathematics exam. This rate of proficiency falls short by 30% for this measure. This rate represents a 52% decrease from the previous year in part due to the number of COVID exemptions for students in the 2018 Cohort and their lack of opportunities to better their scores during their four years at EMHCS. Additionally, this decrease in proficiency reflects the use of the NYSED Performance Level Score Ranges for Regents and Regents Common Core Exams for Annual and Accountability Reporting documents.

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

Cohort Designation	Fourth Year	Number in Cohort Not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2016	2019-20	34	1	33	100%
2017	2020-21	39	6	32	97%
2018	2021-22	37	15	10	45%

### ADDITIONAL CONTEXT AND EVIDENCE

Student attendance due to the pandemic also contributed to students lacking opportunities to better their scores.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

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

## ACTION PLAN

The return to in-person learning further demonstrated the need for additional support for our students in math across all grades. Throughout the pandemic, the data indicated our students struggled to grasp mathematical concepts and apply these concepts in the virtual, abstract setting in which many were forced to learn. Throughout the 2021-22 school year, content and intervention teachers worked to support students as they struggled with new material, while coaches worked to support teachers in classrooms and with professional development. EMHCS has made the following specific changes for the 2022-23 school year to address the shortfalls in proficiency in Mathematics:

- K-12 Math Instructional Coach will be hired to support teachers with effective strategies and instructional best practices in math. In addition, the coach will address gaps in the curriculum and check and correct any alignment with Next Generation standards. The coach will also oversee the implementation of ALEKS and work with content and intervention teachers to maximize using the data to support the students and close the gaps.
- Grades 9-12: continue to use the math modules on [engageny.org](https://www.engageny.org/), which have been compared and aligned to Next Generation math standards.
- Grades 9-12 ALEKS (Assessment and Learning in Knowledge Spaces) is a web-based, artificially intelligent assessment and learning system. ALEKS is adaptive and purposefully designed to help educators identify instructional gaps, personalize learning paths and track the progress of student learning and mastery. As a student works through a course, ALEKS periodically reassesses the student's knowledge to ensure that the learned topics are retained. ALEKS courses align with state and national standards, and students can complete lessons at home.
- EMHCS is transitioning to an 8-period schedule to allow students additional time throughout the year to learn the material and produce high-quality work as they succeed in a more rigorous academic environment. This will prepare them to achieve higher scores on Regents exams that more accurately reflect their academic potential.
- Data tracking systems will be developed to track student progress for passing Mathematics Regents exams across Cohorts and specific math subjects. Data will include scores and percentages, including subgroups, to identify trends and improve instructional practice.

In addition, the organization has followed an academic and strategic plan for all content areas. The EMHCS Academic Vision and Strategic Plan outline how the academic program will provide standard-based, rigorous learning experiences for all students. Specific, intentional steps are laid out to guide staff as they engage students in relevant and purposeful content that will prepare them to achieve academic excellence in and out of the classroom. Across the entire organization, teachers will follow the K-12 Change in Student Experience Statements as follows:

- Mastery of Knowledge & Skills (MKS): Students actively engage in purposeful academic conversations as they grapple with complex ideas and content. (aligned to Instructional Priority 3)

- Habits of Character (HC): Students are intrinsically motivated and can articulate what they are learning and why it matters. (aligned to Instructional Priority 1)
- High Quality Work (HQW): Students engage in standards-based, rigorous learning experiences that create purpose and build curiosity. (aligned to Instructional Priority 2)

The K-12 Instructional Priorities are as follows:

- Student cognitive engagement
- Rigorous tasks leading to high-quality work
- Increase student-to-student talk and decrease teacher talk

The EMHCS Academic Vision and Strategic Plan outline a 3-Year Plan with areas of focus for each year. They are as follows for year one:

- Planning & Preparation (MKS)
- Implementation of Projects and Performance Tasks (HQW)
- Stage One - Implementation of Crew (HC)

The EL Education designers will continue to work with the instructional leadership teams, building capacity as they implement Instructional Leadership Team meetings consistently and work to execute the components of the 2022-2023 EL Work Plan. All instructional staff participated in professional development sessions in August with the EL Education designers.

K-12 Coaching cycles will be intentional; goals will be set, and action steps will be developed collaboratively based on teacher needs. Progress updates will be shared with building leaders to ensure efficacy in the process.

A K-12 common lesson plan format has been designed and shared with teachers to ensure consistency with expectations of components of lessons.

## GOAL 5: SCIENCE

### Goal 5: Science

Students will demonstrate mastery of science concepts.

### BACKGROUND

Teachers in Kindergarten through fifth grade used Mystery Science. Mystery Science is a blended science and literacy program. The program provides a robust library of multileveled informational text. It delivers engaging lessons through science experiments, hands-on activities, and other collaborative learning opportunities that allow students to think and act like scientists. The sixth-grade students used Generation Genius. Generation Genius also delivers an online science program using New York State Next Generation Standards in partnership with the National Science Teaching Association. By adding the 2.0 ELA Common Core Curriculum, K-6 students will be exposed to science topics and standards through integration in literacy.

The Middle school supplemented the Elevate Science curriculum with Mosa Mack. Mosa Mack consists of high-quality media-based resources devoted to helping us move towards NGSS inquiry-based instruction. The middle school created an additional science lab to ensure needed space and equipment, realizing the need for increased authentic, hands-on science experiences for students. The school implemented the experiment kits from Elevate Science, allowing students to participate in science labs and a hands-on inquiry approach to learning.

Science teachers used Illuminate software to create and/or upload their assessments to generate usable data to create an action plan. During biweekly department meetings, the leadership team provided consistent opportunities for teachers to analyze and create action plans around student work and assessment data. The leadership team created a system to ensure routine walkthroughs through classrooms regularly.

**ELEMENTARY AND MIDDLE SCIENCE**

**Goal 5: Absolute Measure**

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

**METHOD**

The school administered the New York State Testing Program science assessment to 4th and 8th-grade students in the spring of 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

**RESULTS AND EVALUATION**

EMHCS fell short of the 75% overall goal for students enrolled in at least their second year performing at or above proficiency on the New York State science examination for grades 4 and 8. While 77% of the 4th graders scored at or above proficiency by 2 percentage points, the 8th graders fell short by 46%. The combined score of 63% is 12 percentage points below the goal.

Charter School Performance on 2021-22 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	77%	78
8	29%	34
All	63%	112

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	Living Environment	38%	43
8	2018-19	Living Environment	35%	42
8	2021-22	Living Environment	75%	8

75% of the 8th graders passed the Living Environment Regents exam with a 65 or higher. This passing rate is significantly higher than in previous years because a smaller group of students was chosen to participate in the Regents level class rather than the entire grade level.

### Goal 5: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

EMHCS fell short of the 75% overall goal for students enrolled in at least their second year performing at or above proficiency on the New York State science examination for grades 4 and 8 by 12 percentage points.

### ACTION PLAN

The EMHCS elementary school science program aims to increase student learning as demonstrated by formative and summative assessment data. It is also a goal to increase student interest/engagement in our science program by providing hands-on opportunities for our elementary students. This can be accomplished by frequently collecting student data points and analyzing and adjusting instructional practices to reflect the information provided. Ultimately, our goal is to engage in a continuous cycle of assessment, adjustment, and the provision of resources to meet the needs of our students. Science, in particular, is a discipline that requires strategic and thoughtful resource allocation. Teachers in Kindergarten through sixth grade will continue to use Mystery Science. The sixth-grade students will use Elevate Science. Students will also be exposed to and participate in hands-on experiments through the Elevate Science kits. In addition, students continue to get additional science exposure through the 2.0 ELA Common Core Curriculum K-6.

The Middle school will continue supplementing the Elevate Science curriculum next year with Gizmos. Gizmos are interactive science virtual labs and simulations for grades 3-12. This software aligns with the latest standards to help educators bring powerful new STEM learning experiences to the classroom. The campus will also implement the experiment kits from Elevate

Science, allowing students to participate in science labs and a hands-on inquiry approach to learning.

The leadership team will provide professional development opportunities focused on using authentic assessment, cross curricular planning, and differentiation to meet all students' learning styles and needs.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

Each year, 75 percent of high school Accountability Cohort students will score at least 65 on a New York State Regents science exam by completing 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 Earth Science exams. 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 Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or 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, 2020-21, and 2021-22, some students in the 2018 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 the number of students who were exempted from the exam and the percentage of students passing among the students who sat for the exam.**

### RESULTS AND EVALUATION

For the 2018 Cohort, EMHCS exceeded the measure by 20 percentage points. While 30 students of the cohort were exempt from all science exams, 20 students earned a valid score of 65% or higher.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>10</sup>

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2016	2019-20	41	8	33	100%
2017	2020-21	39	17	21	95%
2018	2021-22	51	30	20	95%

<sup>10</sup> Based on the highest score for each student on any science Regents exam

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	48	65%	56	59%	51	95%
2019	52	23%	55	20%	49	94%
2020			54	N/A	48	N/A
2021					52	17%

**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 2021-22.

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

EMHCS exceeded the goal for High School Science by 20%.

**ACTION PLAN**

EMHCS is transitioning to an 8-period schedule to allow students additional time throughout the year to learn the material and produce high-quality work as they succeed in a more rigorous academic environment. This will prepare them to achieve higher scores on Regents exams that more accurately reflect their academic potential.

Data tracking systems will be developed to track student progress for passing Science Regents exams across Cohorts and specific science subjects. Data will include scores and percentages, including subgroups, to identify trends and improve instructional practice.

K-12 Coaching cycles will be intentional; goals will be set, and action steps will be developed collaboratively based on teacher needs. Progress updates will be shared with building leaders to ensure efficacy in the process.

A K-12 common lesson plan format has been designed and shared with teachers to ensure consistency with expectations of components of lessons.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

Students will demonstrate mastery of Social Studies concepts.

### Goal 6: Absolute Measure

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

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. To graduate, students must pass these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by completing 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 them. Once students pass it, performance on subsequent administrations of the same exam does not affect their status as passing.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 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 the number of students who were exempted from the exam and the percentage of students passing among the students who sat for the exam.**

### RESULTS

Due to the multiple cancellations for the U.S. History Regents exam, 94% of students in Cohort 2018 were exempted, and two had passed during previous administrations for a total of 95%. EMHCS has met this measure.

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)
2016	2019-20	41	13	24	86%
2017	2020-21	39	28	7	63%
2018	2021-22	51	48	2	95%

### EVALUATION

EMHCS exceeded the measure by 20 percentage points.

**ADDITIONAL EVIDENCE**

Of the 2019 Cohort students, 32 have been exempted due to previous cancellations, and 13 are scheduled for the course in fall 2022.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	56	2%	53	2%	51	4%
2019	N/A	N/A	N/A	N/A	N/A	N/A
2020			N/A	N/A	N/A	N/A
2021					N/A	N/A

**Goal 6: Comparative Measure**

Each year, the percentage 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 Institute does not require charters to report on this measure for 2021-22.

**Goal 6: Absolute Measure**

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

**METHOD**

This measure requires students in each Accountability Cohort to pass the Global History exam by completing 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 does not affect their status as passing.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 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 the number of students who were exempted from the exam and the percentage of students passing among the students who sat for the exam.**

**RESULTS**

Of students in the 2018 Cohort with a valid score, 96% successfully passed the Global History examination. This is a 7% increase over last year’s cohort.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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)
2016	2019-20	41	5	34	94%
2017	2020-21	39	15	21	89%
2018	2021-22	51	32	17	96%

### EVALUATION

The measure of at least 75% of the 2018 Cohort passing the Global History Regents examination was exceeded by 21 percentage points due to the combination of exemptions and passing scores.

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

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	56	32%	53	32%	51	33%
2019	N/A	N/A	55	N/A	49	10%
2020			N/A	N/A	48	10%
2021					52	N/A

### 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 Institute does not require charters to report on this measure for 2021-22.

### SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

#### ACTION PLAN

At EMHCS high school, the social studies department offers students core classes in Global History and U.S. History, as well as Participation in Government, Economics, and Social Justice. This four-year progression equips students with skills to become critical thinkers, appreciate other cultures and be active citizens. The 2022-23 school year will highlight the Seal of Civic Readiness at EMHCS. The Mission statement for Eugenio Maria de Hostos Charter school states that students will learn to advocate for social justice and will be prepared to access what the world has to offer. The goal at EMHCS is for students to graduate with a foundation on social justice issues that could impact them, their community, and the world at large. This learning experience will allow students to gain explicit knowledge and prepare them with critical thinking and speaking skills to enter the world as advocates for themselves and their communities. It will promote cultural awareness and responsiveness and provide students with opportunities to be positive agents of change in their communities. The program at EMHCS will not only provide students with classroom experience of civic and social justice topics. Still, it will

also offer opportunities for students to participate in internships with local community advocates and politicians. Through this work, students can work alongside the school Parent Teacher Organization (PTO) and Student Government by representing the students' voices and offering suggestions to improve the EMHCS community. Throughout the program, students will actively participate with local community agencies such as Ibero American League. The program's goal is for students to give back to their community.

EMHCS is transitioning to an 8-period schedule to allow students additional time throughout the year to learn the material and produce high-quality work as they succeed in a more rigorous academic environment. This will prepare them to achieve higher scores on Regents exams that more accurately reflect their academic potential.

Data tracking systems will be developed to track student progress for passing Social Studies Regents exams across Cohorts and specific social studies subjects. Data will include scores and percentages, including subgroups, to identify trends and improve instructional practice.

K-12 Coaching cycles will be intentional; goals will be set, and action steps will be developed collaboratively based on teacher needs. Progress updates will be shared with building leaders to ensure efficacy in the process.

A K-12 common lesson plan format has been designed and shared with teachers to ensure consistency with expectations of components of lessons.

### GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. 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 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**

EMHCS continues to be a school in Good Standing under the ESSA Accountability Status requirements.

**ADDITIONAL EVIDENCE**

Accountability Status by Year	
Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

**GOAL 8: UNIQUE GOAL: SPANISH LANGUAGE ARTS**

**Goal 1: Spanish Language Arts**

Students will become proficient speakers of the Spanish language.

**BACKGROUND**

Instructional programming for kindergarten through second-grade students occurred through a dual language program. Students in this program receive instruction in both Spanish and English. For content, they alternate daily the language of instruction, and for literacy, students are grouped based on their primary language of dominance. Students whose primary language is Spanish used a curriculum developed for K-2 to match the EL 2.0 ELA modules. Those students learning Spanish as a second language use Descubre Listos from Vista High Learning. Students in grades 3-6 used a similar curriculum to those in K-2. If they are in the Spanish Language Arts track, they use a curriculum developed to match the EL 2.0 ELA modules. If they are on the Spanish World Language track at 3-6, they use Descubre Listos.

Students in grades seven and eight received daily Spanish instruction. Students in grades nine through twelve received Spanish language instruction daily for 85 minutes during the first or second semester of the school year. Students were grouped according to their language proficiency. Students were taught using Houghton Mifflin Harcourt Avancemos or an internally developed Spanish language arts curriculum.

Students at K-12 were assessed three times a year using a Spanish Benchmark, an internal assessment measure. Students took the assessment aligned to their level of proficiency in Spanish. The data collected from the benchmark assessments were used to determine individual student growth in Spanish and to differentiate instruction based on student needs.

Spanish language arts teachers participated in department-level meetings. Discussions during the department-level meetings were focused on addressing specific academic needs based on assessment data, and teachers had an opportunity to consult and plan instruction with the bilingual coach. From these discussions and classroom observations, student data, staff requests, and school initiatives, professional development was created for teaching staff.

**Goal 2: Growth Measure**

Each year, 75% of all students in grades K-8 that have had a full year of Spanish Language instruction will demonstrate one year's growth.

**METHOD**

EMHCS collected data formally in September as a baseline and then again in January and May through the K-12 Spanish Benchmark, an internal assessment measure.

**RESULTS AND EVALUATION**

The table below summarizes student performance levels at the end of the third Spanish Benchmark. Kindergarten demonstrated a proficiency rate meeting our goal with 76%. First and second grade made a 69% proficiency rate, only falling short of the goal by 6%. Grades four, five, six, eight, and twelve showed between 43 and 52% proficiency rates. Grades three, seven, nine, ten, and eleven showed the least amount of proficiency with rates below 35%. This can be attributed to the lack of consistent instructional time and teacher turnover in those grades. Although several grade levels either met or were in proximity to meeting the goal, EMHCS as a K-12 fell short of the 75% absolute goal by 27%.

**K-12 Spanish Benchmark Proficiency Rates**

	# Assessed	Level 1	Level 2	Level 3	Level 4	Level 3 & 4 % Proficient
Kinder (70)	67	0	16	30	21	76%
1st Grade (94)	89	8	20	31	30	69%
2nd Grade (93)	88	9	18	23	38	69%
3rd Grade (83)	80	40	25	7	8	19%
4th Grade (95)	90	29	16	27	18	50%
5th Grade (86)	83	20	24	26	13	47%
6th Grade (81)	79	16	28	20	15	43%
7th Grade (97)	85	28	31	23	3	28%
8th Grade (66)	63	10	22	17	14	49%
9th Grade (53)	32	12	11	8	1	28%
10th Grade (57)	43	13	15	13	2	35%
11th Grade (50)	22	12	5	4	1	23%
12th Grade (41)	31	10	5	13	3	52%
Overall (966)	852	207	236	242	167	48%

The Spanish department suffered from inconsistent staffing through the 2021-22 school K-12 school. Although the K-6 schedule incorporated Spanish every day in the third grade, they were only allotted 20 minutes of Spanish daily. In grades 9-12, they did not receive daily Spanish instruction.

**Goal 3: Absolute Measure**

**75% of all high school students with at least five years of uninterrupted Spanish Language instruction will pass the comprehensive Spanish Checkpoints A, B, and C examination.**

**METHOD**

The school administered the Spanish Proficiency exam (checkpoint A) and the Regents Spanish exam (checkpoint B). Both exams utilize a 0-100 scale per New York State (NYS) regulations and are developed in cooperation with Monroe BOCES to maintain approved state metrics. NYS Department of Education recognizes 65 or above as a passing grade.

**RESULT AND EVALUATION**

Students in grades 9-12 were administered Checkpoint A and B. Out of the 28 students who sat for Checkpoint A, only 2 passed the exam, making 25%. Out of the 20 students who sat for Checkpoint B, seven passed the exam, making 35%. EMHCS did not meet the goal of 75% of high school students passing Checkpoint A or B.

**Goal 4: Absolute Measure**

**Each year, 75% of all students in the fourth year of high school Total Graduation Cohort that have had at least five years of uninterrupted Spanish Language instruction will receive the Seal of Biliteracy on their diploma.**

The table below shows the data for the Seal of Biliteracy by cohorts. In the third EMHCS graduating class, the 2018 cohort, 24% of their graduates received the Seal of Biliteracy. While we did not meet the goal, the programing and structure changes provide promising results in future cohorts.

Cohort Designation	Percentage of students on track to receive the Seal of Biliteracy
2018	24%
2019	30%
2020	50%
2021	75%

### **ACTION PLAN**

EMHCS school leadership continues to evaluate the Spanish Language Program and implement changes for the 2022-2023 school year. Curriculum alignment revision continues to be made for grades 7-12 to resemble the EL 2.0 ELA modules and focus on social justice. Encuentros from Vista High Learning has been purchased for 7-12 to support students at the beginning stages of language learning. The K-6 schedule has been revised to ensure more time for Spanish language instruction for all grade levels. Students in grades 9-12 will receive daily Spanish instruction with the revision to their master schedule going from block scheduling to periods.

In grades 3-12, two pathways for language acquisition continue to be implemented: Spanish Language Arts and World Language Spanish. Both paths will provide ample opportunities to enhance their knowledge and attain the Seal of Biliteracy from New York State.

The K-12 Spanish Benchmark has been revised to assess the four language domains better. Students in grades 8-12 in the World Language track will take a Benchmark that is more closely aligned with Checkpoint A, B, and C.

