

**Eugenio María de Hostos  
Charter School**

**2019-20 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Miriam Vázquez prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Julio Vázquez	Chairman, Finance Committee, Personnel Committee, Academic Committee
Eugenio Marlin	Vice Chair, By-Laws Committee Chair, Nominating Committee Chair
Connie Walker	Treasurer, Finance Committee Chair, Academic Committee Member
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Dr. Marcia De Jesus	Academic Committee Chair, Finance Committee Member
Marilyn Cotton	Parent Member
Robert Frasier, Jr	Finance Committee Member, Parent Member
Jomara Rivas	Parent Member

**Dr. Miriam Vázquez has served as the Interim Executive Director since June 1, 2020.**

## SCHOOL OVERVIEW

The Eugenio Maria de Hostos Charter School (EMHCS) completed its twentieth year of operation in 2019-2020 as a Kindergarten through twelfth grade school serving 878 students. The school opened in September 2000 as a Kindergarten through second grade school, adding one grade each year. The school's work is driven by the mission statement: 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 student population for the year 2019-2020 consisted of 878 students total in grades K-12. The demographics of our total student population consisted of 662 Latino students, 193 African American students, 73 students with disabilities, 153 English Language Learners, and 732 economically disadvantaged students. The students in grades K-5 were housed at the Zimbrich Campus, students in grades 6-8 were housed at the Joseph Campus, and the students in grades 9-12 were housed at the Kodak Campus. Students in grades Kindergarten through second learn Spanish through the Dual Language model, where the language of instruction alternates between English and Spanish. Students in grades third through twelfth continue their Spanish studies during the Spanish Language Arts block.

The school partnered with EL Education to provide professional development and guidance to the school's instructional teams. The Dimensions of Student Achievement and EL Education Core Practices guide staff and students' mastery of knowledge, skills, and character. The importance of school culture has guided current and future work towards creating unified habits of character across school campuses and PRIDE (Perseverance, Respect, Integrity, Dedication, and Excellence) guides our core values and beliefs. In grades 9-12 students engaged in Student-Led Conferences. Parents are encouraged to be active participants in their children's education program.

The Board of Trustees worked together to develop a clear organizational structure for school leaders to meet the needs of students. During the 2018-2019 school year, the board hired more mission-aligned leaders.

The school closed for in-person instruction on Monday, March 16, 2020 due to the COVID-19 pandemic. The middle school and high school made an immediate transition into remote teaching and learning. The elementary school grades, Kindergarten through five, prepared packets of classwork, reading materials, and other learning support materials for a two-week period. At the time, schools were thought to reopen within two weeks. When schools were notified that the closure would last longer, the leadership team in each building communicated to all students and families a series of days and times to pick up a chromebook and hotspot for student use. By March 30, 2020 all classes in grades K-12 were held virtually.

Eugenio Maria de Hostos Charter School continued its instructional program using virtual platforms including, but not limited to, GoogleMeet, GoogleClassroom, and Zoom. School-wide rituals, routines, and communication across all campuses took place virtually. Each campus maintained scheduled meetings, grade level meetings, professional development sessions and parent conferences. The school's website was used as a communication hub to communicate class schedules, classroom login addresses, student work, teacher office hours, and school-wide updates to families and students. Teachers across all grade levels continued teaching throughout the remainder of the school year exploring different ways to present lessons to students that were grade appropriate and engaging to students using the virtual platforms. Teachers prioritized state

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standards to teach for the remainder of the school year. Attendance was taken, tracked, and measured through student daily engagement in classes.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16	51	52	52	51	44	40	41	37	40					408
2016-17	103	66	76	55	51	52	49	56	44	55				607
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

### HIGH SCHOOL COHORTS

#### ACCOUNTABILITY COHORT

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

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	41	1	41

## 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 ninth grade. Students enrolled for at least one day in the school after entering ninth grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to homeschooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	N/A	N/A	N/A
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	41	1	41

### Fifth Year Total Cohort for Graduation

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

## PROMOTION POLICY

The high school graduation policy aligns with NYS graduation regulations. Students must earn a minimum of 22 credits and pass 5 exams in order to graduate from high school. These credits consist of: (4) credits in English, (4) credits in Social Studies, (3) credits in Math, (3) credits in Science, (1) credit in Foreign Language, (1) credit in Fine Arts, (.5) credits in Health, (2) credits in Physical Education, (3.5) credits in Electives includes SLA sequence. In order 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

High school students earned course credit by showing competence in learning state standards through engagement and coursework as indicated by the guidance provided by NYSED learning continuity plan in response to school closure due to the COVID-19 pandemic.

## GOAL 1: HIGH SCHOOL GRADUATION

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

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

### **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 needed for graduation) each year.

## METHOD

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

## RESULTS AND EVALUATION

High school students are provided the opportunity to earn a maximum of nine credits each academic year. The majority of students from the 2019 and 2018 cohorts attained the required number of credits to be promoted to the next grade level for the next academic school year. 91% of the 2018 cohort achieved the goal of attaining 10 credits at the end of the 2019-2020 school

year. 94% of the 2019 cohort students met the goal of attaining at least five credits their first year of high school.

## Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2017	40	68%
2018	56	91%
2019	52	94%

### ADDITIONAL EVIDENCE

Last school year, 2019-2020, a 4x4 semester block schedule was implemented at the high school level. The purpose for this change was for multiple reasons: to provide a schedule that afforded students more flexibility in their learning by allowing students to accrue credits at their own pace, more time on tasks, fewer high-stakes testing to prepare for at one time, and making the structure more manageable for students.

#### Goal 1: Leading Indicator

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

### METHOD

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

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

### RESULTS AND EVALUATION

The high school academic year is divided into two semesters. Students complete their courses in one semester rather than one year. Student schedules are structured for students to have the opportunity to complete and earn, at least, two Regents credits each year. For example, students are scheduled to take one Regents-level course in Math and one in Science within their first year of high school. The second year students are encouraged to take Regents-level courses in Math, Science, and Social Studies. Some high school students may have additional Regents credits if they took advantage of the opportunity to earn Regents credit in middle school.

Review of EMHCS high school cohort data shows that 73% of the 41 students in the 2016 cohort passed at least three regents exams during their second year of high school. The majority of students in the 2017 cohort (55%) did not meet regents exam requirements. Of the 40 students in

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this cohort, 45% or 18 students passed three or more regents exams at the conclusion of their second year of high school during the 2018-19 academic year. The percentage of 2018 cohort students in their second academic year that passed three regents exams increased to 84%. The 84% passing rate consists of students who sat for the exam in January 2020 and those who received exemptions, based on state guidance, in June and August 2020.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	41	73%
2017	2018-19	40	45%
2018	2019-20	41	84%

### ADDITIONAL EVIDENCE

This year consisted of multiple changes aimed at increasing student performance on regents exams:

- A 4x4 block semester schedule was implemented to support students with catching up on credits and to decrease the number of Regents exams in which students would have to prepare. Additionally, this schedule offers students two opportunities to pass a Regents exam during the course of a school year.
- Regents review courses- Students who sit for regents exams in January are able to retake the exam in June in order to obtain a passing or higher score. Within this window students take an intense regents preparation course that focuses on major concepts and skills covered on the exam.
- Professional development aligned to concepts of deeper learning and college-level readiness skills in reading, listening and speaking.
- Performance-based assessments.
- Early identification of students deemed as academically at-risk.

#### Goal 1: Absolute Measures

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

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. The data reflects 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>

**RESULTS AND EVALUATION**

2019-2020 marked the first graduating class from EMHCS high school. Eighty-five percent of the 2016 cohort graduated, exceeding the high school’s graduation goal by 10 percentage points. Academic support was planned and put in place for high school students in need of academic support. 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 in collaboration with students’ core teachers to develop individualized plans to support students to meet academic goals. In addition, the school counselor reviewed students’ four-year plans with parents, students and crew leaders. Regents review classes were offered to students who did not earn the required credits within their grade level. Edgenuity, a Regents recovery software program, offered online classes to students to recover Regents credits not earned the first time they took a course. During the high school academic summer program, Edgenuity was used to allow students to recover Regents credits not acquired during the academic school year. Additionally, students who passed their Regents class but scored below 65 on the Regents exam were assigned to a Regents preparation course to further hone their skills and knowledge for mastery of Regents-based concepts and standards.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	NA	NA
2015	2018-19	NA	NA
2016	2019-20	41	85%

As 2016 was the first cohort to graduate from the EMHCS high school, data to report for the total graduation cohort who have graduated after five years is not available.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	NA	NA
2014	2018-19	NA	NA
2015	2019-20	NA	NA

**ADDITIONAL EVIDENCE**

Overall, 85% of the 2016 cohort met graduation requirements. 46% of the students graduated with the Seal of Bilingualism. 27% of the students received an Advanced Regents Diploma with the remaining 73% receiving Regents diplomas. Students receiving the Advanced Regents Designation

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

are required by NYS to complete a total of 22 credits which includes three foreign language credits, pass a total of eight Regents exams, and pass the Spanish CheckPoint B exam.

### Goal 1: Comparative Measure

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

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

### Goal 1: Absolute Measure

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

## METHOD

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

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

## RESULTS AND EVALUATION

The high school students at EMHCS did not pursue an alternative graduation pathway.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met

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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.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### ACTION PLAN

For the 2020-2021 academic year, the high school counselor at EMHCS will meet with students to discuss and plan course requirements to support individual progress toward graduation. The high 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 if necessary. Two instructional coaches will work with the instructional staff in grades 6-12. One instructional coach will provide support in math and science. The other instructional coach will concentrate on ELA, social studies, EL Education, and the three dimensions of student achievement; as indicated by EL Education and the EMHCS workplan. Coaches assigned to grades 6-12 allow for vertical and horizontal alignment in curriculum, instruction and the three dimensions of student achievement. Having content-specific instructional coaches will allow for deeper instructional support for the higher levels of humanities courses and content courses within the high school.

The high school teachers will work alongside the instructional coaches. The teachers, support instructional staff, and coaches meet on a regular basis throughout the year to progress monitor students through deep dives into data. As a result, teachers will be able to design differentiated lesson plans which will train and develop students to be leaders of their own learning while continuously tracking their progress in all areas.

Edulastic was purchased to administer pre-assessment, formative, and summative assessments to high school students in each subject area. The assessment software will give teachers immediate analysis of student data to identify gaps in learning and progress monitor student progress in growth and achievement within each subject area.

### GOAL 2: COLLEGE PREPARATION

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

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



### GOAL 2: COLLEGE PREPARATION

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

EMHCS high school supports high school students to explore, learn, and apply to college. FAFSA events were held both in person and virtually to help high school students with the college application process 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 in collaboration with Gear Up during CREW; an advisory bloc. College visits allowed students to observe college life and see what colleges have to offer. As students received acceptance documentation from colleges, further assistance and support was provided to maintain communication with their future college and advisors to understand and meet further requirements from the college.

EMHCS works in partnership with the following programs:

- Rochester Institute of Technology (RIT); Gear UP
- Puerto Rican Hispanic Youth Leadership Institute (PRHYLI)
- Monroe Community College (MCC)
- SUNY Brockport

### 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;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- Earning the Seal of Biliteracy.

### Method

Graduating high school students were provided the opportunity and encouraged to earn a Regents diploma with advanced designation. An advanced Regents diploma lets students show additional skills in Math, Science, and languages other than English and pass the corresponding Regents exams with a minimum score of 65%. As a bilingual school, students take language courses in English and Spanish.

Digital Electronics and Principles of Engineering are college courses provided to 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 foundation of background in digital electronics. Students are eligible to take Principles of Engineering after they have taken and passed three science credits; Living

Environment, Earth Science, and Chemistry. College credit is determined by the student scoring at least a 75% on the final exam and earning an overall average of 85% for the class. Students who are taking this class are on track to earn an advanced Regents diploma and have shown interest in technology fields.

Graduating high school students were 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 in recognition of students who have shown proficiency in two or more languages. Students at EMHCS study English and Spanish. High school students proved proficiency in English and Spanish by earning pathway points indicated by the New York State Seal of Biliteracy requirements, as well as, researching, writing, and presenting capstone projects in both English and Spanish.

## RESULTS AND EVALUATION

85% of the 2016 cohort students demonstrated college preparation in earning high school credit above minimum requirements for graduation.

26% of the 2016 cohort earned a Regents Diploma with Advanced Designation

46% of the 2016 cohort earned the Seal of Biliteracy

9% of the 2016 cohort achieved at least Performance Level 4 on both the ELA and Math Regents required for graduation

The high school counselor reviewed each student’s four-year plan with parents, students and crew leaders. A data tracker was created to manage and progress monitor yearly cohort progress towards graduation.

Academic support was planned and put in place for high school students in need of academic support. 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 in collaboration with students' core teachers to develop individualized plans to support students to meet academic goals within each course. In addition, Regents review classes were offered to students who did not earn the required credits within their grade level. Edgenuity, a Regents recovery software program, offered online classes to students to recover Regents credits not earned the first time they took a course. During the high school academic summer program, Edgenuity was used to allow students to recover Regents credits not acquired during the academic school year. Additionally, students who passed their Regents class but scored below 65 (failed) on the Regents exam were assigned to a Regents preparation course to further hone their skills and knowledge for mastery of Regents based concepts and standards.

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Demonstrating college preparation in earning	41	35	85%

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high school credit above minimum requirements for graduation.			
Earning Regents Diploma with Advanced Designation	35	9	26%
Seal of Biliteracy	35	16	46%
Achieving at least Performance Level 4 on both the ELA and Math Regents required for graduation.	35	3	9%
Overall	Total number of 2016 Cohort graduates. <i>Not a sum of entire column</i>  35	Number of 2016 Cohort graduates achieving any indicator  20	Percentage of 2016 Cohort graduates achieving any indicator  57%

EMHCS met the measure of students demonstrating preparation for college. The 2016 Cohort consisted of 41 students. 85% of the 41 students successfully completed NYS requirements for graduation.

26% of the 2020 graduating class earned a Regents diploma with advanced designation.

46% of the 2020 graduating class earned the Seal of Biliteracy

57% of the 2020 graduating class achieved a graduation indicator.

23% of the 2020 graduating class earned both a seal of biliteracy and advanced designation

Additional Evidence -

The high school at EMHCS purposefully and strategically planned for full year courses to be completed within one semester by implementing a 4x4 semester block schedule. Students complete the required hours for each course within 80-minute blocks. The rationale for the high school's schedule is to increase the amount of on-task time to allow deeper coverage of the content and offer students a chance to earn up to nine credits, in increments, within a school year. Students are able to acquire credits at a much faster rate and see their progression as early as the end of the first semester.

### Goal 2: Absolute Measure

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

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

### Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

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

### Goal 2: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Student surveys were sent to students to know their interest in attending college or university programs. After surveys were collected, students were encouraged to explore and provided time to apply to colleges or other higher level institutions after high school. 63% of graduating seniors are enrolled in a two- or four-year college program. The EMHCS high school fell short of the 75% measure of students matriculating into a college or university by 12%.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2014	2017-18	N/A	N/A	
2015	2018-19	N/A	N/A	
2016	2019-20	35	22	63%

### ADDITIONAL EVIDENCE

The EMHCS high school works with students in support of the EMHCS mission statement to ensure that students are prepared to enjoy and access what the world has to offer. The high school staff and school counselor identify opportunities that allow students to experience college and/or technical level courses while completing their high school credit requirements. This is done through a partnership with a local university and by connecting students with a community academic and workforce development center.

The school counselor brought in community members for career day. Opportunities were offered to students to visit area college fairs and college campuses to allow students to explore and experience options and opportunities in higher education.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

During the school year 2019-2020, the high school at EMHCS achieved one of four measures 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.	Did not meet

### ACTION PLAN

The school is improving upon its college counseling program and what it has to offer:

- Planning on offering more opportunities to visit colleges as well as colleges coming into the school.
- Offering students college readiness opportunities earlier in ninth grade in the form of career interest forms as well as college interest forms.
- Helping set up a CDOS program to allow students different opportunities to graduate from high school.
- FAFSA programs and creating more connections with colleges to have students or professionals come into the school to speak with and give information to students.
- Starting a common application process with students during the tenth grade year.
- Keeping students up to date on college scholarships and college fairs.
- Early identification of students in academic need and providing students with intervention and tutoring opportunities so as to help them in deficit areas.
- Continue planning for students' graduation and what classes they will be taking in each year to get them to graduate with an advanced regents diploma.

## GOAL 3: ENGLISH LANGUAGE ARTS

### ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

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

### Goal 3: English Language Arts

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

#### BACKGROUND

Teachers in grades Kindergarten through second grade used the *McGraw-Hill Wonders/Maravillas* reading program as their core reading program. Teachers in grades three through eight used the *New York State Common Core ELA Curriculum* (also known as EL Education Language Arts Curriculum) found on [www.engageny.org](http://www.engageny.org) and <https://curriculum.eleducation.org/>. Guided reading materials for kindergarten through second grade are embedded within the *Wonders/Maravillas reading program*, however, teachers in grades kindergarten through sixth grade used guided reading books and novels for guided reading group instruction.

Progress monitoring tools were used to assess students throughout the year. Assessment tools were provided by *Wonders/Maravillas* reading program and EL Education Benchmark Assessments for grades Kindergarten through second grade. Teachers assessed students in grades Kindergarten through fifth using the Independent Reading Level Assessment (IRLA) provided by the American Reading Company as well as i-Ready. Online reading instruction from i-Ready was used to reinforce reading skills and allow students to become familiar with the format and question style of the NYS Common Core ELA Assessment. The data acquired from all of these assessments was used to determine individual learning paths for reading and writing, as well as inform small group and whole class instruction.

Grade level meetings were held for teaching teams in grades kindergarten through fifth grade once per week. During grade level meetings teachers discussed and addressed grade-specific academic needs based on assessment data and planned instruction with their instructional coach.

Professional development sessions were provided to teachers in kindergarten through fifth grade once a week for approximately one hour each session. Topics were chosen based on observations, student data, school initiatives, and staff requests. Examples of professional development opportunities included, but were not limited to, NYS testing data, formative assessments, and student conversation cues. In the spring, teachers were involved in smaller professional learning communities based on their SMART goals. SMART goals were based on the teacher's instructional capacity on learning targets, checks for understanding, or higher order questioning. This enabled teachers to collectively work to increase their proficiency and to build the school community

through the use of teacher leaders. In addition to these professional development sessions, teachers were given additional individualized support through the use of coaching cycles.

In kindergarten through fifth grade, professional development was also provided to paraprofessionals to ensure their understanding of school programming and expectations. Some topics include how to implement Zearn in the classroom and how to utilize the IRLA and navigate their online component, SchoolPace. After the transition to remote learning, professional development focused on supporting online instruction, including the use of GoogleClassroom and i-Ready.

Teachers in grades 6-8 followed the ELA modules within the *New York State Common Core ELA Curriculum* found on EngageNY. Planning and instruction was based on the pacing and curriculum guides provided by EL Education. ELA teachers participated in professional development and unpacking the modules, provided by our EL school designer. Ongoing weekly professional development throughout the year also included, but was not limited to, how to create effective learning targets, planning and implementation of checks for understanding, using Google Classroom, and other software to supplement instruction. Teachers also received professional development through coaching cycles and individual assistance from the middle school instructional coach.

Assessments to obtain student levels were administered through NWEA in September 2019 and a mid-year assessment was administered in January 2020. In February of 2020 an interim assessment fashioned after the NYS ELA exam was administered in order to assess student needs before the March exams. Formative and summative assessments are also embedded in each of the EL modules.

### Transition to Remote Learning

Teachers in K-1 continued using the Wonders/Maravillas reading program. They videoed their lessons using the ClassDojo platform and met with students on a daily basis. Teachers graded according to the NYS standard requirements when a lesson was assigned or taught explicitly to students. Teachers used EPIC reading quizzes or they assigned reading comprehension activities, which the students turned in via ClassDojo to instructional staff for feedback.

Teachers in grades 2-5 used GoogleClassroom as the student learning platform. Lessons were taught either through recorded video sessions or using GoogleMeets for live instruction and check-ins with students. Reference materials and independent student work were posted on GoogleClassroom to assess student understanding and plan next steps. Teachers prioritized the remaining standards to be taught for the school year and ensured the materials and assignments aligned with them. Supplemental materials were chosen to make certain there was equity with access to materials. Some of these supplemental materials included EPIC for independent reading, i-Ready to continue with research-based interventions at students' performance levels, and Readworks articles to allow students to develop their reading comprehension while continuing to use their strategies to highlight and annotate while reading text. To support students' reading interventions, teachers continued to monitor their goals by assigning reading passages aligned with independent reading levels to reinforce current skill levels.

Instructional coaches in grades K-5 created a weekly newsletter to continue to provide timely information. Some of the topics presented in this format included converting files to different formats, using Google Slides, ways to use Bitmojis in the digital classrooms, and Chrome Extensions.

In grades K-5, students were assessed for standards that were taught with a live lesson on either GoogleMeet or Zoom. Teachers then posted assignments in GoogleClassroom or ClassDojo for students to independently complete so they could be assessed on their proficiency for those given standards. Grades were based upon the quality of work students did during that independent work. Remediation of targeted skills based on the outcome of these assessments was provided by both classroom teachers and intervention teachers through a variety of means. Speaking and Listening standards were graded based on live-lesson participation.

Teachers in grades 6-8 used GoogleClassroom as their primary learning tool and communication platform. Teachers prioritized the remaining Common Core State Standards and taught using a combination of live instruction via GoogleMeets and recorded lessons posted to the GoogleClassroom feed. All teachers held daily office hours in addition to live instruction and posted assignments in order to provide small group or individual instruction based on formative assessment and engagement data.

To increase engagement and create an authentic learning experience, the seventh and eighth grade teachers collaborated to create an interdisciplinary unit that explored the COVID-19 pandemic through the lens of historical documents, scientific articles, mathematical reasoning, literature, and art. Students participated in weekly socratic seminars based on cross curricular readings and assignments. The unit culminated in a performance task where students synthesized their learning in a Public Service Announcement that addressed the societal and economical impacts of COVID-19 and included a Call to Action for their audience members.

### Method

The Independent Reading Level Assessment (IRLA) is a standards-based framework for student assessment, curriculum, and instruction. It is administered to all students in kindergarten through fifth grade. The IRLA includes the Common Core State Standards for reading literature and informational text, as well as language standards. The IRLA delivers data that tells the teacher where a student is and the sequence of skills and behaviors students need to learn to accelerate reading growth. Students are given a baseline score in September or when they enter the school. Scores are then reported each marking period.

The i-Ready Diagnostics are used with grades K-5. It is an adaptive assessment that provides actionable data about student needs. Based on diagnostic results, *i-Ready* reports provide detailed information on student performance. The information is organized by domain with clear instructional recommendations for each student and instructional groups of students. The diagnostic exams are given to students in the fall, winter, and spring.

In grades 2-5, the school internally developed interim assessments aligned to the New York State standards. In order to vertically align them and to closely model the New York State assessments, EMHCS used i-Ready assessments for second grade and released items from previous New York State tests for grades 3-5. The focus was not to test student endurance, but their ability to apply their knowledge to answering the questions provided on the interim assessments, which in turn drives teacher plans for instruction.

Students in grades 6-8 took the NWEA MAP Growth Assessment at the beginning, middle, and end of the school year. The NWEA MAP Growth assessment is an adaptive computer based assessment providing teachers actionable data for targeted interventions and differentiated learning opportunities. Growth reports are state standard aligned and nationally normed to provide accurate and relevant achievement data.

Students in grades 6-8 took an internally created interim assessment in the fall. The interim assessment was created using released NYS exam questions and is constructed to reflect the format and content of the NYS assessment. Student achievement data is used to identify gaps in learning, predict performance of NYS assessments, and drive classroom instruction.

RESULTS AND EVALUATION

Independent Reading Level Assessment (IRLA) - Grades K-5

As shown in the table below, all grades with the exception of kindergarten, showed growth from the beginning of the year through January. Overall, students showed 42% proficiency in September, which increased to 61% in January. Third grade showed the most growth over this time period with an increase of 50%. Teachers used the data from the IRLA to plan and monitor the effectiveness of reading interventions. Teachers also used the data to plan for small group instruction and to drive individual student conferences.

Percentage of Students Scoring Proficient on the IRLA

	September	November	January
Kindergarten	86%	11%	82%
Grade 1	13%	28%	36%
Grade 2	26%	33%	31%
Grade 3	25%	38%	75%
Grade 4	52%	54%	64%
Grade 5	49%	52%	75%

i-Ready Benchmark Diagnostic Assessments - Grades K-5

As evidenced in the table, all grades showed growth from their September diagnostic to the January diagnostic. Teachers used the online instruction from i-Ready during centers time and during intervention time for some of the students. Overall, student proficiency has increased from 11% at the beginning of the school year to 24% in January. Classrooms who use the program more often have students who have the most gains from one diagnostic exam to the next one, which is evident in grade 3.

Percentage of Students Scoring Proficient on i-Ready Reading Diagnostic Exams

	September Diagnostic	January Diagnostic
Kindergarten	9%	35%
Grade 1	2%	7%
Grade 2	15%	28%
Grade 3	18%	42%
Grade 4	7%	16%
Grade 5	13%	14%

ELA Interim Assessments - grades 2-5

Interim assessments are modeled after the New York State assessments, but are modified to take a shorter period of time to complete. The assessment questions are taken from previous NYS exams or i-Ready assessments. There were release times for each grade level to be paired with another grade level to be trained by instructional coaches on the rubrics from the state. After training, participants scored student papers for both grade levels. During that time, they also looked for trends and discussed next steps to help students reach mastery. They also used the results to plan next steps for whole group instruction and other small groups within their classrooms. For the

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initial baseline assessment, both teachers and paraprofessionals were part of the training, scoring and discussions. As evidenced in the table below, there was an overall trend of increased proficiency from the first interim assessment to the second interim assessment. The data was not included from the second grade interim because their first assessment was in January and there was no comparative data for them.

Percentage of Students Scoring Proficient on Grades 3-5 ELA Interim Assessments

	November Interim	February Interim
Grade 3		
● Multiple Choice	33.3%	66.6%
● Short Response	30%	61.5%
● Extended Response	12.5%	46.6%
Grade 4		
● Multiple Choice	41.6%	46.6%
● Short Response	45%	60%
● Extended Response	30%	38.8%
Grade 5		
● Multiple Choice	54.2%	61.2%
● Short Response	50%	55%
● Extended Response	32.5%	28.5%
Overall (grades 3-5)		
● Multiple Choice	43%	55%
● Short Response	41.6%	58.8%
● Extended Response	25%	38%

### NWEA MAP Reading Growth Assessment 6-8

The table below shows the NWEA MAP Growth RIT scores for the 6-8th grade students. The table also shows the “Norm Grade Level RIT” which is representative of the national average RIT for students in the same grade level across the United States. Students fell below the national average in the Fall and Winter and made below average growth in all grades. NWEA scores are used to generate individualized online learning pathways in the Edgenuity Intervention Software and to create small intervention groups.

Performance on NWEA MAP Reading Growth Assessment for Grades 6-8

Grade Level	Fall		Winter		Growth	
	EMHCS Mean RIT	Norm Grade Level RIT*	EMHCS Mean RIT	Norm Grade Level RIT	Projected Growth**	Observed Growth
Grade 6	203.3	210	204.8	213	3.5	1.5
Grade 7	202.3	214	202.8	216.8	2.9	.5
Grade 8	205.3	218	204.0	220.52	2.6	-1

The reading growth assessment for grades 6-8 shows below average growth in all grades. Observed growth in grades 6 and 7 show less growth than initially projected and grade 8 shows a decline in growth from Fall to Winter. This is the first year using the NWEA assessment along with Edgenuity software that used the results from the initial assessment to create pathways for growth based on

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the students' skill level. These skills were practiced on Edgenuity during Academic Intervention, a time for students to engage with the software and practice their skills.

\*Based on National Norms of students across the United States

\*\*Based on National Norms of students across the United States

### ELA Interim Assessment 6-8

The fall interim assessment was modeled after the NYS Assessment and was created utilizing previously released NYS Assessment questions. The interim assessment was graded after grade level teams were trained by the instructional coaches and our EL School Designer. The grading committee normed and calibrated their understanding of the grading process using the NYS scoring rubrics. Interim assessment data was then used to inform classroom instruction, small group instruction, and intervention groups to build student mastery of standards and skills.

#### Percentage of Students Scoring Proficient on Grades 6-8 ELA Interim Assessments

	November 2019 Proficiency Levels			
	Level 1	Level 2	Level 3	Level 4
6th grade	72%	23%	5%	0%
7th grade	75%	18%	7%	0%
8th grade	57%	32%	9%	2%

November proficiency levels across grades 6-8 shows students with low proficiency at level 3 and 4, with most of our students falling in the level 1 and 2 range. Winter NWEA and NYS ELA exam scores are not available due to the circumstances of the pandemic. Our goal of student proficiency was not met during the 2019-2020 school year.

### 6th Grade ELA Proficiency

In lieu of not having NYS ELA exam results, student proficiency in 6th grade was measured by successful completion of ELA coursework based on NYS common core standards and consistent engagement in the daily remote classroom. At the end of the 2019-2020 school year 81% of the students in 6th grade successfully completed their coursework demonstrating grade level proficiency.

#### 6th Grade ELA Course Proficiency Rate During Remote Learning

Grade Level	# of Students in 6th Math	# of Students Proficient	% of Students Proficient
6th	48	39	81%

### 7th & 8th Grade ELA Proficiency

As stated in the ELA background, 7th and 8th grade teams developed an interdisciplinary unit exploring the COVID-19 pandemic through the lens of historical documents, scientific articles, mathematical reasoning, literature and art in an effort to increase student interest, engagement, and create an authentic learning experience. Students participated in weekly socratic seminars based on cross curricular readings and assignments. The unit culminated in a performance task where students synthesized their learning in a Public Service Announcement that addressed the

societal and economical impacts of COVID-19 and included a Call to Action for their audience members. The results of student performance in ELA is recorded in the table below.

7th and 8th Grade ELA Final Student Project Proficiency Levels

Grade Level	Level 1	Level 2	Level 3	Level 4	Proficiency of Level 3 or 4
7th	6%	31%	55%	8%	63%
8th	8%	33%	56%	3%	59%

### SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

As observed with the results of the IRLA and i-Ready assessments, grades 3-5 demonstrated growth. When comparing the baseline interim assessment in September to the interim assessment in January, grades 3-5 made growth on the multiple choice and short responses. All grade levels, except 5th grade, showed growth on the extended response. There was growth in the overall average of the three areas assessed in grades 3-5.

As observed with the results for the NWEA assessment grades 6 and 7 show less growth than initially projected. Grade 8 shows a decline in growth from Fall to Winter. November proficiency levels across 6-8 grades shows students with low proficiency at level 3 and 4, with most of our students falling in the level 1 and 2 range. Winter and NYS ELA exam scores are not available due to the circumstances of the pandemic. Our goal toward proficiency was not met during the 2019-2020 school year.

### ACTION PLAN

The school recognizes that in order for students to make the academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure necessary to support the different campuses; (B) it must continue to build the capacity of the instructional leadership team and each campus; and (C) monitor the instruction for students who are learning in person and remotely. This action plan explains structures put in place last year, as well as some changes for the 2020-2021 academic year, all of which will continue as noted in grades K-12.

#### A. Organizational Structure

**Staffing:** The staffing structure includes:

- Restructuring of instructional coaches for a total of six coaches to support teachers as follows: Instructional Coach for grades K-1, ELA Coach for grades 2-5, Math Coach for grades

2-5, SLA Coach for grades K-8, ELA and EL Education Coach for grades 6-12, and a Math and Science Coach for grades 6-12.

- Dedicated intervention staff for grade levels 1-5 who will assist in both reading/writing and mathematics.
- A behavior specialist for grades K-5 who works with the elementary grade level teams to identify, address, and monitor student behavior goals, as well as, support students in working through restorative practices.
- Space and support staff to monitor a reflection room within the middle school and high school campuses to support students in working through restorative practices.

## B. Leadership and Instruction

**Strong Instructional Leadership:** The administrative team will hold teachers accountable for student achievement and performance. The teacher evaluation process will include performance measured by the Danielson rubric, progress on SMART goals, and student growth data. The leaders participated in a summer retreat and will continue to participate in professional development sessions throughout the academic year. Topics will be based on teacher retention, student assessment data, teacher observation data, school climate and culture, and other topics identified by the team.

Individual professional development needs will be addressed through an individual professional development plan. The academic director will hold principals accountable for timely feedback to staff, monitoring of lesson plans, and timely evaluations.

**High-Quality Instruction:** New instructional staff will participate in a book study, *Management in the Active Classroom* that will help instructional staff create a consistent focus on academic achievement and maximize learning time. This will include explicit instruction in August in order to help prepare new teachers for the upcoming school year. The EL Education contract will continue to provide professional development and guidance in helping the instructional staff improve their skill levels in Using Learning Targets in Daily Instruction, Using Protocols and Engagement Strategies, Deepening Understanding through Questioning and Self-Assessing, Reflecting on Progress, and Setting Goals by Using Learning Targets in Daily Instruction. The instructional teams will conduct walkthroughs and learning walks to ensure that teachers are incorporating the core practices consistently and effectively across all classrooms. The Classroom Observation Form will be used across all grade levels K-12 to ensure adequate and timely feedback for teachers to reflect upon and facilitate discussion with the leadership team on observed practices. Teachers in need of improvement will participate in coaching sessions, where goals are set and action steps are formulated collaboratively based on teacher needs.

**Professional Development:** EMHCS recognizes that the single greatest effect on student learning and achievement is the effectiveness of the teacher. Therefore, resources have been reallocated to ensure that teachers receive the professional development they need to increase and master their instructional skills and expertise. The EL Education contract was revised as follows: a professional development services contract for the K-5 teachers between September and December and an initial network partnering school for the months of January to June, continuation of the network contract for grades 6-12. EL Education will work with the instructional leadership teams to build capacity around ADI (Assessment During Instruction), baseline data collection with leadership team, norming practices, and deepening understanding of practices with additional focus on Character and Higher Quality Working within EL Education's three dimensions of learning. EL Education will

conduct walkthroughs with the instructional leadership to help the team increase consistency of their observational skills. All instructional staff will participate in summer professional development sessions, approximately two sessions per month during the school year and four full-day sessions built into the school calendar.

The elementary school has also submitted an application to become an EL Education Network school. The elementary school is currently in the partnership developmental phase of the process. The EL Education Designer will work with the elementary school instructional leadership team on the current EMHCS EL Education Work Plan and the network partnership plan. The Designer will also coach the team on using walkthrough tools for observing classrooms. The instructional coaches at the K-5 grade levels are working with an EL Education consultant to ensure that coaches are supporting teacher instructional needs in implementing the K-5 EL Education Work Plan, which continues to focus on assessment in daily instruction. Coaches will receive professional development from EL Education as well as guidance and support on leading Professional Learning Communities.

The EL Education Designer will continue working directly with coaches in using walk-through tools for observing classrooms and crew that align with the EMHCS EL Education Work Plan. The EL Education Designer is also planning a professional development opportunity with coaches and ELA teachers to implement the NYS Common Core Modules. A mentor relationship has been established between the K-12 coaches in planning professional development opportunities and providing consistent feedback and support to teachers. Furthermore, the K-12 coaches, along with the EL Education Designer and Academic Director will continue to meet for professional development opportunities to increase consistency and strategies to support coaching cycles for teachers. In August the EL Education Designer will provide the new grades 6-8 ELA and intervention teachers a full-day PD introducing participants to the ELA modules, how they were created, and how they should be planned and utilized.

All middle school staff were provided PD training on the implementation, the daily use, and the reporting features of the i-Ready intervention software program.

All new staff will attend two weeks of professional development over the summer. Instructional coaches will work with new teachers providing assistance with classroom set up, instructional strategies, curriculum implementation and planning, and any other area that the new teacher might need. Instructional coaches observe new teachers and provide feedback and suggestions for improvement. They will be available to model good instruction as needed. They will also meet with teachers during their grade level common planning time and grade level meetings as needed. In addition to the support from the instructional coaches, the assistant principals will be available to provide additional supports as needed. K-12 coaching cycles will also be provided to veteran teachers at EMHCS to support and increase their impact on student academic performance.

The professional development schedule will be aligned to the work plan priorities. In addition, professional development will be based on what coaches and administrators notice from analyzing ongoing data and classroom observations. Coaches will coach teachers to ensure teachers know how to implement both the curriculum and the instructional priorities outlined in the school's work plan. Administrators will follow up with teachers to ensure implementation with fidelity.

### **C. Planning for Remote and In-person Instruction**

**Supplemental Materials for Curriculum:** Since several students will be involved in remote learning this year, the school invested in several supplemental programs. These programs will be used by teachers to enhance instruction for students attending in person, as well as remotely. The materials purchased include: Learning A-Z (RAZ Kids, Writing A-Z, and Science A-Z), BrainPop, DreamBox, Discovery Ed, PebbleGo, Glzmos and EdPuzzle. Teachers were provided with live professional development from some of the vendors, while for others, they were given tutorials from the companies to learn and review the program.

**Professional Development for Technology:** Due to the upcoming school year's new demands with remote and in-person instruction, additional professional development was provided to staff to meet their technological needs beyond the initial one to two weeks of professional development. Staff members presented sessions on Google Classroom, recording and posting lessons, and GSuite to name a few. The school also purchased webcams for staff to use while teaching remote learners. A staff member provided instruction for how to use the new equipment.

#### **D. Elementary School (grades K-5) Plan**

We will continue to use the McGraw-Hill *Wonders* curriculum in grades K-2, as it supports English language learners, provides research-based resources, and uses complex fiction and nonfiction texts. Grades 3-5 will continue to use the EL Education Language Arts Curriculum. Some of the instruction will be modified based on EL Education Flex Curriculum: 2020-2021. EL Education adapted parts of their curriculum as recommendations for implementing their curriculum this year across different learning conditions. In addition to these curricula, the school purchased digital supplemental programs: RAZ Kids, EdPuzzle, and Writing A-Z.

For assessments, staff will continue to use the American Reading Company's *IRLA*, as well as Curriculum Associates' *i-Ready Assessment*. In addition to the i-Ready diagnostics, students will use i-Ready Learning, which provides individualized instruction and targeted resources to help accelerate student growth.

Since i-Ready is going to be used as both a diagnostic and an instructional tool for interventions across various grade levels, EMHCS prioritized increasing staff knowledge of its implementation and best practices. In September, the grades K-8 staff was provided with two two-hour professional development sessions with trainers from the Curriculum Associates company. Staff will also have access to digital courses that focus on topics such as engaging students through data chats, preparing for small group instruction, and setting goals with students after the second diagnostic.

Based on students' interim assessments, module assessments and classwork, it was determined that more time needs to be dedicated to explicit writing instruction throughout the school day. A Writing Committee was created and includes the primary literacy coach, Spanish coach, an assistant principal, teachers, and paras. The main focus for writing this year will be the use of consistent use of writing rubrics and feedback.

In grades K-5, Common Planning Time has been restructured to allow teachers to collaborate with both their same subject partners and their team partners. This time is embedded within the school day and occurs weekly in order to allow time for staff to review data, make plans to support students, and adjust instruction as needed.

#### **E. Middle School (grades 6-8) Specific Plan**

In middle school, grades 6-8 will continue to use the EngageNYCurriculum. Some of the instruction will be modified based on EL Education Flex Curriculum: 2020-2021. EL Education adapted parts of their curriculum as recommendations for implementing their curriculum this year across different learning conditions. In addition to these curricula, the school purchased digital supplemental programs: EdPuzzle and Kami, as well as IRLA Toolkits for small group instruction and intervention.

A literacy class is embedded within the master student schedule in addition to an ELA class to maximize the opportunity to increase student overall growth in ELA. The additional literacy class will be offered to all students in grades 6-8 so progress in reading and writing skills will continually be assessed and help to inform instruction in ELA and content area classes. Starting September 2020, the i-Ready assessment will be administered to students as a universal diagnostic screening in order to ascertain reading levels and potential gaps that may have grown since March 2020. The i-Ready assessment will be given a total of three times this school year. The IRLA will be used as a Tier III intervention for students within the literacy class to identify student skill levels and address the needs of our students by creating individual student pathways for instruction. It will serve as an avenue for remediation, reinforcement, and enrichment dependent upon the skill level of students. This class is also meant to enhance reading and writing across all content areas.

ELA department meetings will be held weekly in order to review student work using a modified Atlas Protocol, to inform instruction and provide data on each standard taught and assessed. benchmark student assessments will also be reviewed at this time. The goal is to provide data to drive classroom instruction within the added literacy block. The data collected and analyzed will inform students groupings and reteach standards as needed.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

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

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

#### Goal 3: Absolute Measure

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

#### METHOD

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

**Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents. Therefore some students in the 2016 Cohort who had not previously sat for the exam but were**

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scheduled to sit for this exam in 2020 were exempted from the graduation requirement based on guidance by NYS. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

### RESULTS AND EVALUATION

The EMHCS high school operates on a semester schedule. This schedule allowed students who were registered for an ELA III course in the fall to sit for the exam in January 2020. Those who were scheduled for ELA III in the spring were not able to sit for the exam as a result of the state's cancellation of all regents exams due to the COVID-19 pandemic, which caused schools to shift to a virtual platform.

Fifty-one percent of the 2016 cohort scored at least level 4 on the Regents English Common Core Exam.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	6	18	51%

### ADDITIONAL EVIDENCE

The 2017 cohort performed the same as the 2016 cohort in their second year of high school with 5% of students in each cohort achieving Level 4. However, both cohorts made gains in their third year of high school in ELA. The 2016 cohort increased by 36 percentage points in the 2018-2019 school year. The 2017 cohort increased by 24 percentage points in the 2018-2019 school year. Trends over time show students increasing growth in achieving Level 4.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	57	5%	44	41%	41	44%
2017	N/A	N/A	42	5%	40	29%
2018			N/A	N/A	N/A	N/A
2019					N/A	N/A

### Goal 3: Absolute Measure

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

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

### METHOD

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

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

### RESULTS AND EVALUATION

One hundred percent of students in the 2016 cohort scored a Level 3 or above on the NYS Common Core English Language Arts exam; thereby exceeding the goal by 20 percentage points.

This year students participated in 80-minute class blocks, affording them the opportunity to practice their skills under the guidance of an instructor. The semester schedule allows for students to focus on less exams per testing period enabling the cementation of relevant skills. Additionally, humanities teachers participated in professional development highlighting transferable skills and knowledge in the areas of social studies and ELA. Teachers' ability to articulate this concept as well as ground their teaching in it allow students to see the interconnectivity between the courses.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	41	6	35	100%

### ADDITIONAL EVIDENCE

The above table indicates 100% passed as students were awarded credit for passing the class during the 2019-2020 school year.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The 2017 cohort surpassed the 2016 cohort with 9% more students passing the Regents exam achieving Level 3 in their second year of high school. However, these gains did not continue into the 2018-2019 school year. Although there was an increase in the passing rate of the 2017 cohort of an additional 9% scoring a Level 3 in the 2019-2020 school year, when compared to the 2016 cohort in their third year of high school there is a difference of 40 percentage points.

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

Cohort Designation	2017-18		2018-19		2019-2020	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	57	27%	44	80%	41	85%
2017	N/A	N/A	42	36%	40	45%
2018			N/A	N/A	N/A	N/A
2019					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.

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

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

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

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

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

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

### Goal 3: Comparative Measure

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

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

### Goal 3: Growth Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Forty-one percent of the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam scored at Level 4. The school did not meet the growth measure.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	<b>N/A</b>
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	28	1	11	41%

## ADDITIONAL EVIDENCE

Forty-one percent of the 2016 cohort scored a Level 4 on the English Language Arts Common Core exam. This performance falls 17 percentage points below the 75% target Growth Measure.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

twenty-nine percent of the 2017 cohort scored a Level 4 on the English Language Arts Common Core exam. This performance falls 46 percentage points below the 75% target Growth Measure.

Recent interventions (i.e. block schedule, Regents review courses, Saturday Regents prep classes) show improvement among the 2017 Cohort with 45% of students scoring at least a Level 3.

Diagnostic and benchmark assessments will continue in order to monitor student progress and support teacher planning.

### 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

The 2016 cohort was the first cohort of freshmen. Overall, 100% of this cohort scored at least a Level 3 on the ELA Common Core exam. Forty-one percent of the students in this cohort scored a level 4 on this exam although they did not meet proficiency in 8th grade.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	<b>N/A</b>
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	28	1	27	100%

### ADDITIONAL EVIDENCE

Students who have not reached their fourth year of high school have passed the NYS ELA Regents exam. The 2017 cohort shows 33% of the students passing the exam in August of 2019 while 67% of the same cohort passed the exam in January 2020. The students in the 2018 cohort were scheduled to take the NYS ELA exam in June 2020 but haven't taken the test yet. According to the data students are showing growth over time in ELA classes in the EMHCS high school.

ELA Exam Results for Cohort Students Who Have Not Reached Their Fourth Year

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

	NYS ELA Regents August 2019	NYS ELA Regents January 2020
2018 Cohort	N/A	N/A
2017 Cohort	33%	67%

In addition to previous interventions: semester 4x4 block schedule, Regents Review courses, Saturday Regents prep classes; staff will continue to review students' summative and formative assessments in order for teachers to align their instruction to target the gaps in students' reading and writing skills at the junior and senior level.

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

In the school year 2019-20, the EMHCS high school met two out of eight measures of the high school's ELA Common Core goal. Four measures were not required at this time due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-2020 are not suitable for comparison.

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

	<p>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.</p>	
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## ACTION PLAN

For the 2020-2021 academic year, the school counselor will meet with each student to plan and discuss student yearly instructional plans to ensure that students at each grade level understand the academic requirements to pass to the next grades level in June. Academic plans will be communicated with families. The high school counselor and Crew leaders will progress monitor student success in their scheduled course. Academic support will be provided to students if they fall behind in coursework through an intervention teacher. An additional instructional coach was added to the 6-12 academic teams. One of the two 6-12 coaches focuses on Math and Science and the other concentrates on ELA/SS and EL Education in Grades 6-12. Coaches assigned to grades 6-12 allow for vertical and horizontal alignment in curriculum, instruction and the three dimensions of student achievement as recognized by EL Education. Having content-specific instructional coaches will allow for deeper instructional support for the higher levels of humanities courses and content courses within the high school.

The ELA high school teachers will meet with their instructional coach on a regular basis throughout the year to progress monitor students through deep dives into data. As a result, teachers will be able to design differentiated lesson plans which will train and develop students to be leaders of their own learning while continuously tracking their progress.

The ELA high school teachers, cooperating staff students and will calibrate in identifying criteria for high quality work through the use of EL Education protocols. Student success will be measured through formative and summative assessments.

ELA teachers will work closely with the coach and supporting teachers to increase progress monitoring and meet the academic needs of students. Of the staff hired, 50% of them are bilingual. In addition to the coach and intervention staff that were hired, we maintained the ENL staff who co-teach and co-plan with the ELA, SPED and RTI certified teachers. As partners with EL Education, our work plan and strategic plan align accordingly. Focusing on all students achieving mastery of their knowledge and skills, culture and character, and the ability to create high quality work. Best practices are aligned to professional development opportunities and grade-level specific meetings.

The ELA department has identified additional courses to support the above goal; the twelfth grade capstone project, creative writing, and debate and public speaking. These additional courses provide opportunities for students to develop skills to enhance their preparation for college and career opportunities after high school.

## GOAL 4: MATHEMATICS

### ELEMENTARY MATHEMATICS

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

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

#### Goal 4: Mathematics

Students will demonstrate mastery of mathematical concepts.

#### BACKGROUND

*Engage NY Math Curriculum* was implemented by teachers in Kindergarten through eighth grade. The curriculum included opportunities for students to be exposed to different competencies in math including fluency, concept development, student application, and debrief. During the fluency portion, students practiced with calculations through a variety of activities in order to increase speed and accuracy. During concept development and student application, students developed conceptual understanding of topics based on the New York State Standards. Students learned and practiced concepts through a number of perspectives as a class, independently and/or in groups. The debrief portion brought the class together to analyze student thinking, reflect on learning, and clear up misunderstanding and/or misconception. The mathematics modules included exit tickets that teachers gave students at the end of each lesson. Students answered questions and teachers used the exit tickets as a quick check for understanding. The Zearn Curriculum, which is modeled after the Math Module Curriculum was implemented by teachers in grades one through five. Students learned math in a rotational classroom model that embedded multi-modality learning into the daily math block by blending self-paced software based lessons with teacher-led whole group and small group learning. As students worked through independent digital lessons, they learned and practiced new concepts at their own pace with concrete and digital manipulatives, interactive videos, pictorial representations, paper-and-pencil transfer, and precise digital feedback at the moment of misconception. During small group lessons, students modeled math with concrete manipulatives, represented their work on paper, discussed their reasoning aloud, and received direct feedback from their teacher and classmates. The daily model for Zearn included an opening, which consisted of 15 minutes of fluency and word problem practice, followed by two thirty-minute stations (a teacher station and digital station), and a final fifteen-minute debrief at the end of the lesson.

Students in kindergarten through fifth grade were assessed and progress monitored throughout the year using math curriculum exit tickets, and mid-module and end-of-module assessments. Further assessments were provided to students in grades kindergarten through five using i-Ready. Students in grades 3-5 also took two interim assessments, whereas students in grade K-2 took one interim assessment with the intention of taking two. The online instruction from i-Ready was used to

reinforce and re-teach skills required by each student to master. Interim assessments were used to evaluate student learning within each module and determine if students were on grade level within their math course throughout the academic year. Results from the interim assessments were further used by teachers to reteach and revisit curriculum when necessary. Exposure to these assessments provided an opportunity for students to become familiar with the format and question style of the New York State Math Exam.

Grade level meetings were held for teaching teams in grades Kindergarten through fifth grade once per week. During grade level meetings, teachers discussed and addressed grade-specific academic needs based on assessment data and planned instruction with their instructional coach.

Professional development sessions for grades kindergarten through fifth grade, were held once a week for 45-minute blocks. Topics were chosen based on classroom observations, student data, school initiatives, and staff requests. Professional development opportunities included, but were not limited to, NYS testing data, student conversation cues, questioning, looking at models and feedback, and interim assessment.

In grades 6-8 teachers implemented the *EngageNY Math Curriculum*. Pacing guides were created for each grade and they were followed to guide instruction and provide a rationale for the order and timing of concepts taught in grades 6-8.

Professional development for grades 6-8 were held every other week. Professional development opportunities were aligned to the EL Education Work Plan and the middle school Strategic Plan which included specific instructional priorities from the New York State Common Core Curriculum. Professional development opportunities included, but were not limited to, the use of protocols, assessment for learning, essential components of a lesson plan, and the use of student work to drive instruction.

Algebra I was offered to 8th grade students who showed advanced competency in Math.

### DURING REMOTE LEARNING

Teachers in grades K-1 used ClassDojo Portfolio as the student learning platform when our school went virtual in March. Lessons were recorded and uploaded to the platform. In addition, teachers offered Zoom meetings in order to have one-on-one lessons for students who required additional support. Teachers in grades 2-5 used Google Classroom as the student learning platform when our school went virtual in March. Lessons were taught either through recorded video sessions or using Google Meets or Zoom for live instruction and check-ins with students. Zearn was also used in grades 1-5 to help students understand material, and allowed students to practice problems independently, and at their own pace. If students did not understand a concept, Zearn would reteach the student, and send an alert to the teacher. Teachers used Zearn data to guide instruction, and help students who did not understand material, or who were falling behind. Teachers prioritized the remaining standards to be taught for the school year and ensured the materials and assignments aligned with them. Supplemental materials were chosen to make certain there was equity with access to materials.

In grades K-5, students were assessed for standards that were taught with a live lesson on either GoogleMeet or Zoom. Teachers then posted assignments in GoogleClassroom or ClassDojo for students to independently complete so they could be assessed on their proficiency for those given standards. Grades were based upon the quality of work students did during that independent

work. Remediation of targeted skills based on the outcome of these assessments was provided by both classroom teachers and intervention teachers through a variety of means.

Teachers in grades 6-8 used GoogleClassroom as their primary learning and communication platform. Teachers prioritized the remaining Common Core State Standards and taught using a combination of live instruction via GoogleMeets and recorded lessons posted to the GoogleClassroom feed. All teachers held daily office hours in addition to live instruction and posted assignments in order to provide small group or individual instruction based on formative assessment and engagement data. With the implementation of virtual learning due to COVID-19, teachers utilized Khan Academy to supplement their in person instruction and monitor student progress.

To increase engagement and create an authentic learning experience, the seventh and eighth grade teachers collaborated to create an interdisciplinary unit that explored the COVID-19 pandemic through the lens of historical documents, scientific articles, mathematical reasoning, literature, and art. Students participated in weekly socratic seminars based on cross curricular readings and assignments. The unit culminated in a performance task where students synthesized their learning in a Public Service Announcement that addressed the societal and economical impacts of COVID-19 and included a Call to Action for their audience members.

### METHOD

Students in grades K-5 took mid- and end-of-module assessments for each unit from [www.engageny.org](http://www.engageny.org) that aligned with the grade level standards and curriculum. Data from these assessments was used to drive instruction in the classroom. Scores were reported as part of the student's report card grade.

The i-Ready diagnostics were used with grades K-5. It is an adaptive assessment that provides actionable data about student needs. Based on diagnostic results, i-Ready reports provide detailed information on student performance. The information is organized by domain with clear instructional recommendations for each student and instructional groups of students.

In grades K-5, the school internally developed assessments aligned to the New York State standards. In order to vertically align them and to closely model the New York State assessments, we used i-Ready assessments for second grade and released items from previous New York State tests for grades 3-5. The focus was not to test student endurance, but their ability to apply their knowledge to answering the questions provided on the interim assessments.

Students in grades 6-8 took mid- and end-of-module assessments for each unit from [www.engageny.org](http://www.engageny.org) that aligned with the grade level standards and curriculum. Data from these assessments was used to drive instruction in the classroom. Scores were reported as part of the student's report card grade. NWEA Math MAP Growth Assessment was administered to every student at the beginning, middle, and end of the school year. The NWEA MAP Growth assessment is an adaptive computer-based assessment providing teachers actionable data for targeted interventions and differentiated learning opportunities. Growth reports are state standard aligned and nationally normed to provide accurate and relevant achievement data. The NWEA data

populated individual paths for each student in Edgenuity, the school’s adaptive intervention software program.

Students in grades 6-8 took an internally created interim assessment two times during the academic year. The interim assessments were internally created using released NYS exam questions and were constructed to reflect the format and content of the NYS assessment. Student achievement data was used to identify gaps in learning, predict performance of NYS assessments, and drive classroom instruction. After each assessment a response to data protocol was followed that culminated in an individual action plan for each grade level.

**RESULTS AND EVALUATION**

i-Ready Math - grades K-5

The table below shows the growth from the fall diagnostic, which was taken in September, to the winter diagnostic, which was taken in January. All grade levels showed growth from the first to the second diagnostic, with the largest growth being in Kindergarten with 20%. Overall, the percentage of students scoring proficient increased by 11% from the September diagnostic to the January diagnostic.

Students Scoring Proficient on Grades K-5 i-Ready Math Diagnostic Exams

	September Diagnostic	January Diagnostic
Kindergarten	4%	24%
Grade 1	1%	11%
Grade 2	2%	12%
Grade 3	2%	16%
Grade 4	11%	13%
Grade 5	13%	27%

Math Interim Assessments - grades 2-5

Interim assessments are modeled after the New York State assessments, but are modified to take a shorter period of time to complete, and address only the standards that have been taught in class. The assessment questions are taken from previous NYS exams or i-Ready assessments. There were release times for each grade level to be paired with another grade level to be trained by instructional coaches on the rubrics from the state. After training, participants scored student papers for both grade levels. During that time, they also looked for trends and discussed next steps to help students reach mastery. They also used the results to plan next steps for whole group instruction and other small groups within their classrooms. For the initial baseline assessment, both teachers and paraprofessionals were part of the training, scoring and discussions. The table below shows the proficiency scores for the 1st and 2nd interim assessment. Scores are not comparative, as each interim assessment included standards that had been taught at that point in the year. Second grade took one assessment, in February, as evidenced in the table below.

Students Scoring Proficient on Grades 2-5 Math Interim Assessments

	November Interim	February Interim
Grade 2 ● Multiple Choice	NA	73%

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<ul style="list-style-type: none"> <li>● Constructed Response</li> </ul>		61%
Grade 3		
<ul style="list-style-type: none"> <li>● Multiple Choice</li> <li>● Constructed Response</li> </ul>	43%	54%
	29%	43%
Grade 4		
<ul style="list-style-type: none"> <li>● Multiple Choice</li> <li>● Constructed Response</li> </ul>	53%	55%
	24%	30%
Grade 5		
<ul style="list-style-type: none"> <li>● Multiple Choice</li> <li>● Constructed Response</li> </ul>	47%	54%
	41%	21%

### Standards Assessed during Fourth Quarter of 2020-2021 School Year

In grades K-5, students were assessed for standards that were taught with a live lesson on either GoogleMeet or Zoom. The grades listed below are reflective of the independent work that was completed and submitted by students. In grades 1, 3, 4, and 5, at least half of the students showed proficiency towards meeting the expectations of the standards that were taught. A large portion of the kindergarteners and second graders did not meet the expectations of the standards. This may be due in part that the standards assessed were taught for the first time during this marking period, so they were relatively new skills. For the first grade, the standards assessed during the fourth marking period were introduced earlier in the school year and students had more time to master these skills, which directly impacted their performance.

### Proficiency for Standards Assessed During Fourth Quarter of 2020-2021 School Year

	Did Not Meet Expectations of Standards	Met Expectations of Standards	Exceeded Expectations of Standards
Grade K	86%	14%	0%
Grade 1	34%	46%	20%
Grade 2	68%	31%	1%
Grade 3	34%	66%	0%
Grade 4	50%	50%	0%
Grade 5	32%	68%	0%

### NWEA MAP Math Growth Assessment 6-8

The table below shows the NWEA MAP Math Growth RIT scores for the 6-8th grade students at Eugenio Maria de Hostos Charter School. The table also shows the “Norm Grade Level RIT” which is representative of the national average RIT for students in the same grade level across the United States. Students in grades 7-8 made above-average growth and met their projected growth targets while students in sixth grade made below-average growth. NWEA scores and percentile rankings are used to generate individualized online learning pathways in the Edgenuity Intervention Software and to create small group intervention groups.

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### NWEA MAP Math Growth Assessment for Grades 6-8

Grade Level	Fall		Winter		Growth	
	EMHCS Mean RIT	Norm Grade Level RIT*	EMHCS Mean RIT	Norm Grade Level RIT	Projected Growth**	Observed Growth
Grade 6	207.9	214	208.6	219	4.0	1
Grade 7	208.5	220	214.2	223	3.1	6
Grade 8	212.8	224	215.5	227	2.7	3

\*Based on National Norms of students across the United States

\*\*Based on National Norms of students across the United States

### Math Interim Assessments 6-8

Interim assessments modeled after the NYS Assessment and were created previously released NYS Assessment questions. Student interim assessments responses were normed and scored after grade level teams were trained by the instructional coaches. The grading committee normed and calibrated their understanding of the grading process using the NYS scoring rubrics. Interim assessment data was then used to inform classroom instruction, small group instruction, and intervention groups to build student mastery of standards and skills. As shown below all grade levels showed increased proficiency in math with the greatest growth in eighth grade.

### Student Proficiency for Math Interim Assessments for Grades 6-8

	Fall Proficiency	Winter Proficiency
6th grade	22%	36%
7th grade	13%	30%
8th grade	9%	23%
Algebra	N/A	100%

In lieu of not having NYS Math exam results, student proficiency in 6th grade was measured by successful completion of Math coursework based on NYS common core standards and consistent engagement in the daily remote classroom. At the end of the 2019-2020 school year 75% of the students in 6th grade successfully completed their coursework demonstrating grade level proficiency

### 6th Grade Math Course Student Proficiency Rate

Grade Level	# of Students Enrolled	# of Students Proficient	% of Students Proficient
Grade 6	48	36	75%

As stated in the Math background, 7th and 8th grade teams developed an interdisciplinary unit exploring the COVID-19 pandemic through the lens of historical documents, scientific articles, mathematical reasoning, literature and art in an effort to increase student interest, engagement, and create an authentic learning experience. Students participated in weekly socratic seminars

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

based on cross curricular readings and assignments. The unit culminated in a performance task where students synthesized their learning in a Public Service Announcement that addressed the societal and economical impacts of COVID-19 and included a Call to Action for their audience members. The results of student performance in ELA is recorded in the table below.

7th and 8th Grade Math Final Student Project Proficiency Levels					
Grade Level	Level 1	Level 2	Level 3	Level 4	Proficiency of Levels 3 & 4
Grade 7	10%	31%	53%	8%	61%
Grade 8	10%	31%	50%	9%	59%

8th Grade Math Algebra Credit			
Grade Level	# of Students Enrolled	# of Students Received Credit	% of Students Receiving Credit
Grade 8	15	15	100%

### ADDITIONAL EVIDENCE

EMHCS does not have comparable data at this time, as this is year one of our accountability period.

### SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

According to the EMHCS Strategic Plan student target assessment results mathematics will increase from 33% from 2018-2019 to 38% in 2021 in grades 3-5, with incremental steps to make yearly gains for the next five years with the ultimate goal of meeting or exceeding 75%.

Students in grades 3-5 did not take the NYS Math exams, however, students showed progress towards attaining the goal of 75% proficiencies on the NYS exams. Although the goal has not yet been attained, students showed growth on the i-Ready assessments.

Although students did not take the grades 6-8 NYS Math exams, students in grades 6-8 are making progress towards attaining the goal of 75% proficiencies on the NYS exams. Although the goal has not yet been attained, student growth is indicated on the interim assessments and the NWEA results. On the interim assessment students in all grades demonstrated significant growth from the first assessment to the second assessment. Students in grades seven and eight demonstrated higher than normal expected growth, with students in seventh grade showing almost twice the expected growth for students in that grade. The only grade level that did not experience expected growth was sixth grade. Results demonstrated in this grade were much lower than the expected growth target. This is believed to be the result of students having three different math teachers at the start of the year.

### ACTION PLAN

The school recognizes that in order for students to make academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure necessary to support the school's expansion; (B) it must reinvest in creating a strong skilled

leadership and instructional team at each grade span (elementary, middle, and high school); and it must analyze the NYS assessment results and determine what it is indicating in terms of student performance on the NYS standards. See the plan outlined for A and B in the ELA section of this report.

For grades 1-5, teachers will use the Zearn Learning Recovery Sequence. This includes a revised scope and sequence that integrates critical missed learnings and mitigates any education interruptions due to COVID-19. The amended scope and sequence prioritizes math concepts found in the previous grade level, which enables teachers to teach grade-level instruction. It also includes an upfront diagnostic assessment unit to help guide teachers' instructional decisions.

All K-5 math teachers will meet to review the Math Interim assessment data as well as i-Ready data to ensure close alignment between the math curriculum and NYS Math assessment. Teachers will analyze the multiple-choice questions to see the number of students who selected each choice, the percentages for each and the breakdown of points earned for constructed responses. After analyzing the reports, teachers will reflect on what standards and topics students showed proficiency and on which ones students need additional instruction. Analyzing the interim assessment questions allows teachers to identify student's misconceptions. Using this information, each grade level will create an action plan to address the standards that need remediation.

After the first diagnostic assessment for i-Ready, teams will collaborate and calibrate to identify students in need of intervention. Based on data from i-Ready, teachers will target individual student needs and use research based interventions to support all learners. i-Ready will be used as a progress monitoring tool for students this year and will be used to administer the diagnostic assessment in math three times throughout the year to monitor and address student academic needs to support students who require extra support while also addressing the needs of students who are at or above grade level.

Dreambox was purchased to support our kindergarten and first grade students in mathematics as it is available in both English and Spanish. Students will use Dreambox during the math block for center work to support instruction of the NYS standards as well as address individual student needs. In grades 2-5, Dreambox will be used to support students in need of intervention, primarily our English Language Learners.

Eureka Math curriculum will be utilized in the 2020-2021 school year for the middle school to ensure alignment to the EngageNY Math Modules. Teachers will also be utilizing Eureka Math's new digital platforms Equip and InSync. The Spanish version of Eureka Math will also be used to help with ELL students' conceptual understanding.

All 6-8 math students will take two interim assessments this year; one in the Fall and one in the Spring. Teachers and coaches will meet to review the Math Interim assessment data as well as i-Ready data to ensure close alignment between the math curriculum and NYS Math assessment. Teachers will norm and score each assessment to include a wrong item analysis of multiple choice questions and use a rubric to score constructed response questions. After analyzing the reports, teachers will use a Data Response Template to reflect on what standards and topics students showed proficiency and on which ones students need additional instruction. Analyzing the interim assessment questions allows teachers to identify student's misconceptions. Using this information, each grade level will create an action plan to address the standards that need remediation.

After the first diagnostic assessment for i-Ready, Math Intervention teachers will collaborate and calibrate with the Math Coach and with Math teachers to construct tiered intervention student groups. i-Ready will be used as a progress monitoring tool for students this year and will be used to administer the diagnostic assessment in math three times throughout the year to monitor and address student academic needs to support students who require extra support while also addressing the needs of students who are at or above grade level.

Since i-Ready is going to be used as both a diagnostic and an instructional tool for interventions across various grade levels, EMHCS prioritized increasing staff knowledge of its implementation and best practices. In September, the staff was provided with two two-hour professional development sessions with trainers from the Curriculum Associates company. Staff will also have access to digital courses that focus on topics such as engaging students through data chats, preparing for small group instruction, and setting goals with students after the second diagnostic.

In response to the mathematical needs of students, a 6th-8th grade Math Intervention teacher was hired for the 2020-2021 school year. Students will have a structured and scheduled Math intervention class 2-3 days per week in order to address the needs of our students. The students will be using iReady and Eureka InSync Math. This class will inform instruction for our Math classes 6-8 as students will be taking pre module assessments to highlight gaps in student learning before the module is taught. The gaps will be addressed in the Math Intervention class.

The middle school Math teachers created a pacing guide, backwards planning from the NYS 6th, 7th, and 8th grade Math exams. The Math teachers were also provided with the 2020 NYS Math Educators Guide to distinguish which standards fall in the major cluster and therefore should be emphasized more than others within the pacing guide.

All K-8 content teachers were provided PD training on the implementation and reporting features of i-Ready.

An additional Instructional Coach for Math and Science was added to the 6-12 academic teams. The Math and Science coach will provide coaching cycles and mathematical professional development for Math teachers. The coach will ensure vertical alignment between grades 6-12. Time has also been provided for department meetings that will be used to evaluate student work, monitor progress, and collaborative planning to meet all students' needs within the middle school.

### HIGH SCHOOL MATHEMATICS

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

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

#### **Goal 4: Absolute Measure**

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

## METHOD

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

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

## RESULTS AND EVALUATION

Twenty percent of the 2016 cohort scored at least a Performance Level 4 on a Regents mathematics exam, therefore we did not meet the measure.

The EMHCS high school implemented a 4x4 semester block schedule with 80-minute class blocks to address student learning and skill gaps in Math. Students are able to focus on less courses per semester, allowing them to hone their readiness skills in the area of mathematics. Additionally, blended learning (i.e. flipped classroom) instruction has been implemented in several classrooms. This strategy supports differentiated instruction, allowing teachers to provide individualized or small group instruction to better meet student needs. Students are able to practice their skills in class on projects under the guidance of their teachers. Teachers are able to provide students with immediate feedback. Students were also able to receive tutoring during their lunch breaks and after school.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	1	8	20%

**ADDITIONAL EVIDENCE**

The table illustrates declining student growth in achieving a Level 4 on the NYS Math Regents exam. The 2016 cohort exceeded the scores of the 2017 cohort in 2017-2018 by 17 percentage points. The 2016 cohort exceeded the scores of the 2017 and 2018 cohorts in 2018-2019 by 15 and 14 percentage points respectively. The 2016 cohort exceeded the 2017, 2018, 2019 cohorts in 2019-2020 by 12, 11, and 20 percentage points respectively.

EMHCS high school has taken specific measures for the 2020-2021 school year such as; hiring a mathematics coach for grades 6-12, as well as a mathematics intervention teacher. Hiring specified content-based teachers allows for us to dig deeper into the standards in order to meet annual measures and increase student achievement.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	57	37%	44	20%	41	20%
2017	40	20%	42	5%	40	8%
2018			48	6%	56	9%
2019					52	0%

**Goal 4: Absolute Measure**

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

**METHOD**

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

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

### RESULTS AND EVALUATION

One hundred percent of students in the 2016 scored at or above Performance Level 3 on a Regents mathematics exam. The 2016 cohort met this measure and exceeded it by 20 percentage points.

Professional development sessions focusing on checks for understanding protocols, assessing students' skills and knowledge and transferability of learned concepts were required for all teachers. Additionally, Regents prep classes were implemented for students who scored low on their initial attempt. This class met every other day for 80 minutes and focused on key skills needed to prepare students for the Regents exam.

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	41	1	40	100%

### ADDITIONAL EVIDENCE

The table illustrates student growth in achieving a Level 3 by cohort and year. The 2016 cohort met the measure prior to the completion of their fourth year. The 2017 cohort met the measure in 2018-2019 and 2019-2020. The 2018 cohort is close to meeting the measure as 73% of the students scored Level 3. The math department will continue to analyze results from summative and formative assessments and use data to drive instruction.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	57	74%	44	95%	41	98%
2017	40	53%	42	76%	40	80%
2018			48	81%	56	73%
2019					52	35%

#### Goal 4: Absolute Measure

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

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

#### Goal 4: Comparative Measure

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

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 4: Comparative Measure

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

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

### Goal 4: Comparative Measure

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

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

### Goal 4: Growth Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Twenty-seven percent of students in the 2016 cohort scored at Performance Level 4 on a Regents mathematics exam. The school did not meet this measure.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	<b>N/A</b>
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	34	1	8	27%

**ADDITIONAL EVIDENCE**

Students in the 2016 cohort who did not score proficient on the NYS 8th grade mathematics did make 27% gains in growth towards meeting Level 4 but fell short of the 50% growth measure by 23 percentage points.

The 2017 cohort fell short of the 50% growth measure by 30 percentage points in 2017-2018, 45 percentage points in 2018-2019, and 42 percentage points in 2019-2020.

The 2018 cohort fell short of the 50% growth measure by 44 percentage points in 2018-2019, 41 percentage points in 2019-2020.

None of the students in the 2019 cohort scored at Level 4

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

One hundred percent of students in the 2016 cohort scored at or above Performance Level 3 on a Regents mathematics exam.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	N/A	N/A	N/A
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	34	1	33	100%

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

**ADDITIONAL EVIDENCE**

As illustrated in the table comparing high school student cohorts at Level 3, student math scores improve each year as students progress in high school.

The 2016 cohort met and surpassed the 80% growth measure in 2018-2019 and 2019-2020 by 15 and 18 percentage points respectively.

The 2017 cohort met the 80% growth measure in 2019-2020.

The 2018 cohort met the 80% growth measure in 2018-2019 but fell short in 2019-2020 by 7 percentage points.

The 2019 cohort fell short of the 80% growth measure by 45 percentage points.

**SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL**

In the school year 2019-20, the EMHCS high school met three out of eight measures of the high school’s Math Common Core goal. Four measures were not required at this time due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-2020 are not suitable for comparison.

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

	<p>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.</p>	
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## ACTION PLAN

In order to continue to enrich the student learning experience and support a virtual learning platform several online tools will be used in conjunction with other interventions.

In order to continue to enrich the student learning experience and support a virtual learning platform several online tools will be used in conjunction with other interventions.

For the 2020-2021 academic year, the school counselor will meet with each student to plan and discuss student yearly instructional plans to ensure that students at each grade level understand the Academic requirements to pass to the next grade level in June. Academic plans will be communicated with families. The high school counselor and Crew leaders will progress monitor student success in their scheduled course. Academic support will be provided to students if they fall behind in coursework through an intervention teacher. An additional instructional coach was added to the 6-12 academic teams. One of the two 6-12 coaches focuses on Math and Science and the other concentrates on ELA, social studies, and EL Education in Grades 6-12. Coaches assigned to grades 6-12 allow for vertical and horizontal alignment in curriculum, instruction and the three dimensions of student achievement as recognized by EL Education.

The addition of a content coach supporting the middle school and high school will provide opportunities for Math and Science teachers in grades 6-12 to address skills that students need in order to be successful in the higher levels of math courses in high school. The teachers in grades 6-12 will also be provided the opportunity to meet, discuss, and plan alignment across curriculums with guidance from the Math and Science instructional coach.

The high school Math teachers will meet with their instructional coach on a regular basis throughout the year to progress monitor students through deep dives into data. As a result, teachers will be able to design differentiated lesson plans which will train and develop students to be leaders of their own learning while continuously tracking their progress.

The high school Math teachers, cooperating staff, and students will calibrate in identifying criteria for high-quality work through the use of EL Education protocols. They will measure student success through formative and summative assessments throughout the academic year.

The Math department has identified additional courses to support the above goal; statistics, pre-calculus and financial management. These additional courses provide opportunities for students to develop skills to enhance their preparation for college and career opportunities after high school.

Math teachers will continue to use multiple interventions to support student learning in Math. Math teachers will participate in data meetings to discuss formative and summative assessment data to differentiate instruction and progress monitor overall students progress in math classes. After school support will be provided to students via after school clubs, small group or one-to-one tutoring.

## GOAL 5: SCIENCE

### ELEMENTARY SCIENCE

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

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

### Goal 5: Science

Students will demonstrate mastery of science concepts.

### BACKGROUND

Teachers in Kindergarten through fifth grade used Science A-Z. Science A-Z is a blended science and literacy program. The program provides a robust library of multileveled informational text, and delivers engaging lessons through science experiments, hands-on activities and other collaborative learning opportunities that allow students to think and act like scientists.

Teachers in grades 2-5 used GoogleClassroom as the student learning platform beginning in March, while Kindergarten and first grade used ClassDojo. Lessons were taught either through recorded video sessions or using GoogleMeets for live instruction and check-ins with students. Reference materials and independent student work were posted on GoogleClassroom to assess student understanding and plan next steps.

The sixth through eighth grade teachers used Elevate Science. Through Elevate Science, students actively develop concepts in science through an inquiry and problem solving approach that teaches material through a sequence of rigorous, developmentally appropriate activities. Students learn the process of asking questions and probing for solutions. Students are exposed to the learning of science disciplines including, but not limited to Earth and space, physical and process science.

Teachers in grades 6-8 used GoogleClassroom as their primary learning tool and communication platform. Teachers prioritized the remaining Common Core State Standards and taught using a combination of live instruction via GoogleMeets and recorded lessons posted to the GoogleClassroom feed. All teachers held daily office hours in addition to live instruction and posted assignments in order to provide small group or individual instruction based on formative assessment and engagement data.

To increase engagement and create an authentic learning experience, the seventh and eighth grade teachers collaborated to create an interdisciplinary unit that explored the COVID-19 pandemic through the lens of historical documents, scientific articles, mathematical reasoning, literature, and art. Students participated in weekly socratic seminars based on cross curricular readings and assignments. The unit culminated in a performance task where students synthesized their learning

in a Public Service Announcement that addressed the societal and economical impacts of COVID-19 and included a Call to Action for their audience members.

8th grade students were given the opportunity to take a Living Environment class in order to receive a high school credit, NYS labs were completed, however due to the cancellation of Regents exams they did not have the opportunity to take the final assessment. Students across seventh and eighth grade participated in the interdisciplinary unit surrounding COVID-19.

### METHOD

In grades K-5 students were assessed using unit assessments as well as hands-on learning projects.

Across grades 6-8, teachers used summative assessments based on each unit of study.

An 8th grade interim assessment was administered based on the NYS Science performance exam. With their teacher, students did an item analysis of the interim assessment. The results of this analysis were captured in student journals and utilized throughout instruction.

Seventh and eighth grade students participated in an interdisciplinary project that applied concepts in Science to the COVID-19 pandemic.

### RESULTS AND EVALUATION

#### 8th Grade Science Written Interim Assessment:

Students took an internally created interim assessment that was modeled after the written portion of the NYS Intermediate Level Science Test. The assessment was given in January to gauge students' mastery and progress toward proficiency. Interim assessment data was used to guide classroom instruction, small group instruction, and interventions.

8th Grade Science Written Interim Assessment\*

School Year	Number of Students Tested	Proficient Percentage (65% or higher)
2019-2020	56	7%

\* This interim assessment did not include a parallel assessment for the performance tasks found in the NYS Intermediate Level Science Test, as those skills were assessed during lab portions of class.

Student proficiency in 6th grade was measured by successful completion of science coursework based on NYS common core standards and consistent engagement in the daily remote classroom. At the end of the 2019-2020 school year 81% of the students in 6th grade successfully completed their coursework demonstrating grade level proficiency.

6th Grade Science Course Student Proficiency Rate

Grade Level	# of Students Enrolled	# of Students Proficient	% of Students Proficient
Grade 6	48	39	81%

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

As stated in the ELA background, 7th and 8th grade teams developed an interdisciplinary unit exploring the COVID-19 pandemic through the lens of historical documents, scientific articles, mathematical reasoning, literature and art in an effort to increase student interest, engagement, and create an authentic learning experience. Students participated in weekly socratic seminars based on cross curricular readings and assignments. The unit culminated in a performance task where students synthesized their learning in a Public Service Announcement that addressed the societal and economical impacts of COVID-19 and included a Call to Action for their audience members.

### 7th and 8th Grade Science Final Student Project Proficiency Levels

Grade Level	Level 1	Level 2	Level 3	Level 4	Proficiency Rate of Levels 3&4
Grade 7	16%	37%	45%	2%	47%
Grade 8	17%	41%	42%	0%	42%

### 8th Grade Science Living Environment Credit

Grade Level	# of Students Enrolled in Class	# of Students Receiving Credit	% of Students Receiving Credit
Grade 8	4	4	100%

## ADDITIONAL EVIDENCE

EMHCS has outperformed the Rochester City School District at all grade levels as indicated in the table below.

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students							
	2015-2016		2016-2017		2017-2018		2018-2019	
	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD	EMHCS	RCSD
4	93%	57%	86%	53%	87%	65%	77%	*
8	44%	20%	32%	13%	NA	NA	NA	NA

\* Information not available at time of report

## SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Due to the absence of the NYS exams at grades 4 and 8, we do not have a uniform measure of students' mastery of science standards at the fourth grade level. However, as evidenced by the number of students who received credit for Living Environment, 100% of our eighth grade students completed the necessary requirements to demonstrate mastery of science concepts. All 8th grade students this school year will take the 8th grade NYS Science exam.

### ACTION PLAN

Students will continue learning science using Science A-Z in grades K-5. Teachers will plan activities to allow students to explore scientific tools such as scales and circuits across all grades. Student progress and growth throughout the year will be monitored through formative and summative assessments.

EMHCS will offer both the regular eighth grade Science class and an advanced class focusing on the Living Environment Regents. Students who take and sit for the Living Environment Regents will also take the regular eighth grade science class and sit for the NYS eighth grade Science exam. Elevate Science will continue to be utilized in grades 6-8. The program focuses on scientific inquiry and encourages investigation, collaboration, and creativity. The blended print and digital curriculum applies scientific and engineering practices in problem-based scenarios. Students focus on analysis, critical thinking, and designing solutions as they explore real-world topics and everyday phenomena.

During the 2020-21 school year, eighteen eighth graders will continue to earn a high school credit through our offering of Living Environment. Students will also have access to the Gizmos application that allows for virtual engagement in lab activities and content.

We will continue to administer a mid-year interim assessment for the eighth grade performance and written exams in order to monitor progress before the state exam. Teachers will also have the opportunity to review student work and progress through department meetings and collaborative planning opportunities.

Since several students will be involved in remote learning this year, the school invested in several supplemental programs. These programs will be used by teachers to enhance instruction for students attending in person, as well as remotely. The materials purchased include: Learning A-Z (RAZ Kids, Writing A-Z, and Science A-Z), BrainPop, DreamBox, Discovery Ed, PebbleGo, Gizmos and EdPuzzle. Teachers were provided with live professional development from some of the vendors, while for others, they were given tutorials from the companies to learn and review the program.

### HIGH SCHOOL SCIENCE

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

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

#### **Goal 5: Absolute Measure**

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

## METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

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

## RESULTS AND EVALUATION

One hundred percent of the students in the 2016 cohort scored at least 65% on a Regents science exam, exceeding our goal by over 25%.

Regents review courses targeting areas of deficiency in order to prepare students for a retake. Saturday school was also made available to assist students in areas of need so that they could approach the exam with confidence.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	<b>N/A</b>
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	41	8	33	100%

## ADDITIONAL EVIDENCE

The 2016 cohort met and surpassed the 65% score in 2018-2019 and 2019-2020 by 3, 12, and 13 percentage points respectively.

The 2017 cohort did not meet the 65% score but showed 7% growth between 2017-2018 and maintained the same growth in 2019-2020.

The 2018 cohort met the 65% score in 2018-2019 but fell short in 2019-2020 by 5 percentage points.

The 2019 cohort fell short of the 65% growth measure by 42 percentage points.

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

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

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	57	68%	44	77%	41	78%
2017	40	45%	42	52%	40	51%
2018			48	65%	56	59%
2019					52	23%

### Goal 5: Comparative Measure

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

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

## GOAL 6: SOCIAL STUDIES

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

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

### Goal 6: Social Studies

Students will demonstrate mastery of Social Studies concepts.

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. Teachers participate in ongoing professional development and humanities department meetings in order to stay on top of trends and best practices in education and to further hone their instructional strategies with a focus on student success on the Global History and U.S. History Regents exams. Summer professional development included the development of case studies aimed at practical applications of concepts. Inquiry during content meetings will continue to focus on looking at student work around the development and mastery of historical reasoning skills, sourcing, corroboration, reading for information, etc. Similar to other content area courses, students who are unsuccessful on their initial attempt at either Regents exam are assigned to Regents review courses in order to enhance their readiness skills.

### Goal 6: Absolute Measure

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

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65% or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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

### RESULTS

Of the 24 students who took the U.S. History Regents exam, 86% passed with a score of at least 65.

Our 2016 cohort was our first cohort of freshmen at EMHCS high school, as such, comparison data is not available.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	41	13	24	86%

### EVALUATION

This data represents accumulated data from the entire 2019-2020 school year. The students met the measure due to fulfilling the state and local requirements before and during the COVID-19 pandemic.

### ADDITIONAL EVIDENCE

Overall students are showing growth passing the U.S. History Regents exam with at least a score of 65.

Forty-five percent of the 2016 cohort passed with at least a 65 on the U.S. History Regents exam in 2018-2019 and 58% of the same cohort passed in 2019-2020, increasing the success rate by 13 percentage points.

Zero percent of the 2017 cohort passed with at least a 65 on the U.S. History Regents exam in 2018-2019 and 18% of the same cohort passed in 2019-2020, increasing the success rate by 18 percentage points.

Two percent of the 2018 cohort passed with at least a 65 on the U.S. History Regents exam in 2019-2020. There is no comparison data for this cohort at this time.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	N/A	N/A	44	45%	41	58%
2017	N/A	N/A	42	0%	40	18%
2018			N/A	N/A	56	2%
2019					N/A	N/A

#### Goal 6: Comparative Measure

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

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

#### Goal 6: Absolute Measure

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

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

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

### RESULTS

Ninety-four percent of students in the 2016 cohort scored at least 65% on the NYS Regents U.S. History exam. Our first cohort met this measure and exceeded it by 19 percentage points.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	N/A	0	N/A	N/A
2015	2016-19	N/A	0	N/A	N/A
2016	2019-20	41	5	34	94%

### EVALUATION

The 2016 cohort met and surpassed the measure of 75 percent of the students scoring at least 65 on the NYS Regents Global History exam by the completion of their fourth year in the cohort by 19 percentage points.

### ADDITIONAL EVIDENCE

Overall students are showing growth passing the Global History Regents exam with at least a score of 65.

Forty-two percent of the 2016 cohort passed with at least a 65 on the Global History Regents exam in 2017-2018 and 64% of the same cohort passed in 2018-2019 and 83% of the same cohort passed in 2019-2020, increasing the success rate by 11 percentage points and exceeding the measure by 8 percentage points in 2019-2020..

Fifty-one percent of the 2017 cohort passed with at least a 65 on the Global History Regents exam in 2018-2019 and 53% of the same cohort passed in 2019-2020, increasing the success rate by 2 percentage points.

Thirty-two percent of the 2018 cohort passed with at least a 65 on the Global History Regents exam in 2019-2020. There is no comparison data for this cohort at this time.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	57	42%	44	64%	41	83%
2017	N/A	N/A	42	51%	40	53%
2018			N/A	N/A	56	32%
2019					N/A	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.

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

## GOAL 7: ESSA

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

Goal 7: The Eugenio Maria de Hostos Charter School will remain a school in good standing.

### Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

## RESULTS AND EVALUATION

Not available at time of report.

## ADDITIONAL EVIDENCE

The school’s accountability status has been in good standing for the past four years of the charter term.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing

2018-19	Good Standing
2019-20	Not available at time of report

## UNIQUE GOAL 1: SPANISH LANGUAGE ARTS

### Goal 1: Spanish Language Arts

Students will become proficient speakers of the Spanish Language.

#### Background

Teachers in grades Kindergarten (K) through second grade used the *McGraw-Hill Wonders/Maravillas* curriculum program as their core curriculum program. Teachers in grades three through six used an internally developed curriculum based on the Bilingual Common Core Progression and the Home Language Progression Standards from New York State. Teachers in grades K-5 used guided reading materials for small group reading instruction.

Individual teachers created their own assessments based on the *ACTFL Performance Descriptors for Language Learners* to longitudinally track student progression. Teachers also used *Evaluación del nivel independiente de lectura* (ENIL) in grades K-5 provided by the American Reading Company. The data collected from the internally developed assessments and ENIL were used to determine individual student growth in Spanish reading to guide and differentiate instruction based on student's needs.

Spanish language arts teachers in grades K-5 participated in weekly team grade level meetings. Discussions about the data during the grade 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.

Professional development sessions were provided to teachers in grades K-5 for one hour each week. Topics were chosen based on observations, student data, school initiatives, and staff requests. Examples of professional development included benchmark assessments, best practices in language instruction, and SMART goals.

As COVID-19 forced the school to transition to an online model, teachers in K-2 continued using the *Wonders/Maravillas* reading program. Lessons were recorded using the ClassDojo platform and met with students on a daily basis. Teachers graded for the standards for when a lesson was either assigned or taught explicitly to students. Teachers continued to use the *Maravillas* curriculum moving forward through the units during distance learning.

Teachers in grades 3-5 used Google Classroom as the student learning platform. Lessons were taught either through recorded video sections or using Google Meet or Zoom for live instruction and checks in with students. Teachers prioritized the content and standards to be taught. The school and teachers made sure there was equity in resources and all students had access to technology and materials to support their learning.

#### Goal 5: Growth Measure

Each year, 75 percent of all students, in grades K-8, that have had a full year of Spanish Language instruction will demonstrate one year's growth as measured by the *Evaluación del Nivel Independiente de Lectura* (ENIL).

**METHOD**

The school has five formal data collection points in September, November, January, April, and June as well as opportunities for informal data collection during centers, group activities, and individual student work. This year due to COVID-19 we were able to collect data formally at 3 points September, November and January.

**RESULTS AND EVALUATION**

The table below summarizes student growth over six month in the ENIL assessments. Only 48% of all students in grades K-6 demonstrated at least one year’s growth with first grade demonstrating the most growth and achieving the goal of 75%. The school experienced difficulty in recruiting and retaining Spanish Language Arts teachers throughout the school year. The following grades were impacted: K, 5, 6, 7, 8 and 9. EMHCS fell short of the 75% absolute goal. Grades K and 4 demonstrated the least amount of growth, while grades 2 and 3 experienced some growth. Data was not properly collected and managed due to staffing issues for grades 6 and 8 which explains why it is not displayed in the chart below. The data in the chart belows specifically shows students that were at the reading level or above at the moment we have to transition to remote instruction during the month of march.

Student Proficiency on the ENIL (Evaluación del Nivel Independiente de Lectura)			
Grades	Number Tested	Number Meeting or Exceeding Six Month’s Growth	Percentage Meeting or Exceeding Six Month’s Growth
K	94	29	28%
1	107	49	46%
2	103	40	39%
3	82	25	30%
4	80	11	14%
5	54	2	4%
Total	520	156	30%

Note: This data is based using the last data before COVID-19 and using our ENIL internal metrics. The ENIL data is based on a metric created by instructional coaches in response to equitably reporting reading comprehension growth in the Spanish classrooms among Spanish and English dominant students.

The school experienced several set-backs in SLA staffing that impacted the delivery of the instructional program. Several teachers resigned or were removed from the classroom while others struggled to effectively manage their classrooms. Grades 6-8 were most impacted resulting in teaching, staffing, and data collection inconsistencies which prevented appropriate collection of ENIL data. However, the K-12 Spanish program came together during the remote learning months and measured student growth by looking at classwork and virtual work submitted by the students and by keeping track of the level of engagement of individual students.

**Goal 5: Absolute Measure**

75 percent of all high school students that have had at least 5 years of uninterrupted Spanish Language instruction will pass the comprehensive examination in Spanish Check Point A, B, C.

**METHOD**

The school administered the Spanish Proficiency exam (checkpoint A) and the Regents Spanish exam (checkpoint B) and a checkpoint C exam. All three exams utilize a 0-100 scale as 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.

**RESULTS AND EVALUATION**

The table below summarizes the 2019-2020 exam results for Cohort 2016, 2017, 2018, and 2019 for all checkpoints. Cohort 2016 met the 75% goal for Check Point A with 95% of the students passing the exam and came close to meeting the goal for Check Point B with a 73% meeting the goal; while only 37% achieve the goal of checkpoint C. It is important to highlight that this was the first cohort to ever test for checkpoint C and that they did it in a nationally and ACTFL recognized test the AAPPL from Language Testing International. The 2017 cohort met the goal at 80% for Check Point A, but failed to meet the Check Point B with a passing rate of 58%. No checkpoint C has been administered to this cohort. The 2018 cohort met the goal at 84% for Check Point A, but failed to meet the Check Point B by 50%. No checkpoint C has been administered to this cohort. The 2019 Cohort came close to meeting the goal for check point A by 74%, not achieving the goal by 1%.

Percentage of Students Passing as of August 2020				
Measure	Cohort 2016 Number of Students:	Cohort 2017 Number of Students:	Cohort 2018 Number of Students:	Cohort 2019 Number of Students:
	41	40	56	52
Checkpoint A	95%	80%	84%	74%
Checkpoint B	73%	58%	50%	N/A
Checkpoint C	37%	N/A	N/A	N/A

**ON TRACK TO SEAL OF BILITERACY**

**Absolute Measure**

**Each year, 75 percent of students in the fourth year high school Total Graduation Cohort that have had at least 5 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. The first EMHCS graduating class the 2016 cohort 50% of their graduates received the Seal of Biliteracy. While we did not meet the goal our achievement and determination was greater than earlier internal predictions and we have established protocols and procedures to better help other cohorts. The 2017 cohort has 51% of the students on track and plans are in place to increase that percentage in order to meet the goal by graduation. We are also highly confident that we will

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meet our 75% goal with the 2018 and 2019 cohorts. As of today, more than 60% of the students are on track to receive the Seal of Biliteracy on both 2018 and 2019 cohorts.

Cohort Designation	Percentage of Students on Track to receive the Seal of Biliteracy
2016	50%
2017	51%
2018	84%
2019	60%

### Action Plan

In addition to the plan outlined under English Language Arts goal, the school will continue the revision and alignment of the curriculum developed by the SLA coach and the Bilingual Coordinator for grades K-5. The school will also have the SLA coach focus on grades K-8 and the Bilingual Coordinator will focus on grades 9-12.

The K-5 schedule has been revised to allow more time for Spanish Language Arts instruction. Materials have been purchased to help students practice the language at their level. Paraprofessional allocations have been increased and assigned to the SLA teachers to support with instruction, assessment and record keeping.

New curriculum was developed following the NYS guidelines and ACTFL world-readiness standards for learning languages and aligned in grades K-12 incorporation with the Regional Bilingual Educational Resource Network (RBERN). Assessments using the four modalities will be used for the first time during the 2020-2021 school year. Intervention professional development and practices were added to reach those students at risk to address the identified gaps. While ENIL is suitable for monitoring reading progress, it does not report in 3 of the 4 modalities (listening, speaking, and writing).

In grades 6-12, two pathways for language acquisition have been implemented. Students who have been in our school since kindergarten, who are performing at grade level in Spanish and or who are native speakers will be associated with the Spanish language arts path for grades 6-12. Students that are new to the school or that lack the foundational skills in Spanish will be placed in a traditional New York State World Languages Spanish Path. Both pathways will provide ample opportunities not only to enhance their knowledge, but to attain the Seal of Biliteracy from New York State.