



New Visions Charter High School for the Humanities (HUM)

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Magaly Hicks, Principal, Melissa Marcus, Senior Program Officer, Charter, and Brad Gunton, Vice President, School Systems & Data Analytics, New Visions for Public Schools prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Peter Cantillo	Member
Nancy Grossman	Chair
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Magaly Hicks has served as the principal since August 1, 2014.

Mission

The New Visions Charter High School for the Humanities (HUM) is a small school that opened in 2011 and served approximately 526 students in grades 9-12 in 2018-2019. HUM is academically rigorous, committed to parent and community outreach, and dedicated to serving high-need students. The school is part of the New Visions Charter High Schools' (NVCHS) network which is a network of secondary schools dedicated to supporting all students in meeting the highest academic standards. We shift classroom dynamics from one where students receive information to one where students find solutions to community-defined problems by using their imagination coupled with a mastery of content and skills. We challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. Teaching and learning in HUM, as in all New Visions Charter High Schools, is built upon the Lincoln Center Education Capacities for Imaginative Thinking,¹ informed by challenge-based curricula that are aligned to the Common Core standards, applied to improving local communities and driven by student performance data.

Student Population

Located in the Marble Hill community of the Bronx, HUM serves students from predominantly low-income families. As of BEDS day 2018, 526 students were enrolled in HUM. Of these students:

- 96% are Black or Latino
- 83% economically disadvantaged
- 22 % are students with disabilities
- 7 % are English Language Learners

Key Design Elements

Key design elements of the model include:

- An instructional model that requires students to reflect and assess constantly. As students employ the Capacities of Imaginative Thinking, they practice applying their knowledge to real-world issues through challenge-based learning.
- On-going system of assessment and data tools to support academic achievement, literacy interventions and monitor special education and English language learner compliance.
- A small school that offers a trimester schedule as well as an extended day and extended year that provides students with more time and opportunities for remediation and acceleration as well as afterschool and Saturday clubs and classes to engage students and support their academic and socio-emotional needs.
- A Summer Bridge Program in August for all 9th and 10 grade students that sets academic and behavioral expectations and introduces them to challenge-based learning.

¹ The Capacities of Imaginative Thinking are habits of mind that foster creativity, analysis and action.

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- A *Lower House* that provides students with a solid academic and socio-emotional foundation to get them to grade level, and to accelerate their learning so that they may take full advantage of *Upper House* which engages students in an array of experiences with a post-secondary focus.
- Community engagement as a distinguishing element of the model. This model aspires to honor who our students are and where they come from by creating opportunities for them to engage in and become members of and resources for their communities.
- Family engagement that emphasizes families as partners in education through a model that includes establishing Family School Alliances²; offering events for networking and celebration; providing information about graduation requirements and students' academic progress; and creating a culture that emphasizes college and career readiness.
- Student support services that address students' socio-emotional needs from college counseling to crisis management.
- Systematic development of each school's operational infrastructure to achieve efficiency and effectiveness.
- Leadership and adult learning model that emphasizes modeling of best practices, teaming, feedback and role clarity to ensure that staff are focused on continuous improvement and invested in excelling.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2014-15	153	103	69	97	422
2015-16	189	166	79	74	508
2016-17	150	174	133	81	538
2017-18	133	137	150	120	540
2018-19	139	149	98	140	526

² Family School Alliances are the NVCHS version of Parent Associations and are deliberately named to emphasize the partnership between the school and families.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2016-17	2013-14	2013	92	1	92
2017-18	2014-15	2014	136	4	132
2018-19	2015-16	2015	149	3	146

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	91	0	91
2017-18	2014-15	2014	132	8	140
2018-19	2015-16	2015	146	0	146

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Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	2	84	86
2017-18	2013-14	2013	2	89	91
2018-19	2014-15	2014	14	126	140

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all the New York State graduation requirements.

Goal 1: Leading Indicator

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

METHOD

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

Promotion Requirements

Grade 9 → Grade 10

A minimum of 11 credits + at least one passed Regents exam are required for promotion to tenth grade.

Grade 10 → Grade 11

A minimum of 22 credits + at least two passed Regents exams are required for promotion to eleventh grade.

Grade 11 → Grade 12

A minimum of 33 credits + at least three passed Regents exams are required for promotion to twelfth grade.

RESULTS AND EVALUATION

Ninety-four percent of students in the 2017 cohort and 88% of students in the 2018 cohort, earned the required number of credits to be promoted to the next grade level. HUM's first and second year cohorts met this measure.

A new revised Promotion Policy and Professional Learning Community emerged during the summer of 2014, when the new leadership team entered Humanities. This resulted in the implementation of student goal setting, a graduation roadmap, and transparent tracking of progress to ensure Humanities' scholars met promotion criteria and demonstrated mastery of subjects. Programming for success, and making mindful decisions through case-conferencing with students, cohort stakeholders and parents helped to make strategic programming decisions throughout the course of a student's high school career.

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

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	125	94%
2018	136	88%

ADDITIONAL EVIDENCE

Beginning August 2014, new leadership policy changes to promotion criteria, implementation of a professional learning community in a caring environment, and a noticeable improvement in climate and culture led to HUM’s 2014 and 2015 cohorts increase in promotion rates, and thereafter. A strong emphasis on teaching and learning, with daily content and data planning helped to lead to rigorous instruction, and analyzing data. An improvement in climate and culture led students to have higher expectations resulting in higher student achievement. Increased family engagement with parents as partners led to a united team working towards one goal: high student achievement. With ongoing support and a targeted intervention plan for all students we began seeing struggling students excel and other students accelerate. Students successes were celebrated by all.

HUM’s core belief and guiding principle became our motto:

HUM’s core belief is; failure is not an option: The belief that every child can succeed is non-negotiable. It is not your environment; it is you, the quality of your mind, the education of your soul, and the determination of your will that will decide your future and shape your life.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

Fifty-four percent of students in the 2017 cohort have passed at least three different Regents exams required for graduation, therefore not meeting this measure.

Since 2017 we have incorporated courses with authentic applications, as well as authentic interdisciplinary projects. In math we have introduced a financial math course. In ELA, students

participated in a journalism course and in science, students have taken forensic science. Further, with the addition of our Career and Technical Education program, students take courses in visual design, audio production, and video production. By design (being authentic and applied), these courses increase access to our at-risk students and students with IEPs. This has led to higher student achievement.

Students in this cohort have yet to sit for the ELA Regents. After obtaining a baseline measure, through the use of the mock Regents, we will identify which students will be accelerated, and which students will need additional support and preparation to sit for the Regents exam.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	160	58%
2016	2017-18	137	63%
2017	2018-19	125	54%

ADDITIONAL EVIDENCE

In order to increase student performance on Regents exams, HUM developed a plan for programming students by need as well as providing an accelerated track for specific groups of students. This strategy included testing ninth and tenth graders in CC ELA. In addition, the content teams identified specific test preparation strategies to support students in responding to prompts appropriately and in developing persistence under testing conditions. In addition to these, HUM developed a plan which included:

- performance based assessments;
- professional development aligned to developing college level skills in reading, writing, listening, and speaking;
- mock Regents exams that simulate actual Regents exams;
- post January Regents program evaluation to place students in the best sections to ensure their success; and
- teacher teams utilizing the Looking at Student Work (LASW) protocols to examine student work and plan appropriate remediation and interventions.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2015 cohort and graduated four years later and those who entered as

members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

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

RESULTS AND EVALUATION

Ninety-nine percent of students in HUM's 2015 cohort graduated after four years and 90% of students in the 2014 cohort graduated after five years. The 2015 cohort's four-year graduation rate exceeded this measure by 24 percentage points, however the 2014 cohort's five-year graduation rate fell short of meeting this measure by five percentage points.

HUM continues to track both four-year graduates and non-graduates. While we provide individualized plans and an academic roadmap for each student, HUM graduates are carefully monitored and provided with an educational plan for success. Potential August graduates are provided with a tutor and instructional content teachers who works with them during summer school and provides intensive support for Regents preparation. Depending on the number of credit gaps and/or Regents needed to meet graduation requirements, students who have not graduated after four years are given a program to return to HUM as a fifth and sixth year student, or attend a neighboring YABC program. Scholars are monitored carefully by the guidance counselor until they meet graduation requirements. Long term absent students in our cohort are contacted often and home visits are made to discuss educational options.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	91	90%
2014	2017-18	140	90%
2015	2018-19	146	99%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	86	90%
2013	2017-18	91	90%
2014	2018-19	140	90%

³ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

ADDITIONAL EVIDENCE

Despite our aggressive approach to tracking our students, it is difficult to get most of our fifth year students that have been discharged as LTA's to return. However, we continue to pursue at-risk scholars, and have been successful in the past in readmitting several students leading to graduation.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.⁴ Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

RESULTS AND EVALUATION

HUM's 2015 cohort graduation rate of 99% exceeded Community School District 10's 2014 cohort graduation rate of 73% by 26 percentage points. District data for the 2015 cohort was not available for comparison at the time of this report.

HUM's dedicated faculty are committed to the students they serve, and work towards meeting school goals that guide our plans to improve high school graduation and college readiness for all students. We continually self-assess to make informed decisions to improve results, instruction, and climate and culture.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	91	90%	3,858	71%
2014	2017-18	140	90%	3,911	73%
2015	2018-19	146	99%	TBD	TBD

⁴ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

ADDITIONAL EVIDENCE

HUM'S graduating cohorts' performance continues to increase each year, with more students meeting CUNY college readiness, passing Regents exams on their first attempt, and earning the maximum number of credits at the end of each trimester.

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

One hundred percent of students in HUM's 2015 cohort who pursued an alternative graduation pathway achieved a Regents equivalency score and passed an approved pathway assessment required for graduation. HUM's 2015 cohort met this measure and exceeds it by 25 percentage points.

At HUM we have leveraged the 4+1 opportunity to meet the unique needs of our students. As seen in the data 28% of students in cohort 2015 utilized this option and much of this can be attributed to developing more structures and routines around offering students the +1 opportunity. We have become more strategic in leveraging the CDOS for our students during their senior year as a way to support students who have not yet passed five Regents exams. We will continue to develop the systems and structures around the 4 +1 option.

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Percentage of the 2015 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
CC Algebra	41	35	85%
CC Geometry	38	20	53%
CC Trig	5	2	40%
CDOS	36	35	97%
Earth Science	28	7	25%
Living Environment	41	33	81%
LOTE	1	1	100%
Overall	41	41	100%

Pathway Exam Passing Rate by Fourth Year Total Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2013	2016-17	91	57%
2014	2017-18	140	51%
2015	2018-19	146	28%

ADDITIONAL EVIDENCE

HUM programs students for courses that culminate in Regents and re-sits students if their first attempt was not successful. Cohort teams make programming recommendations for students who are struggling in a content area. After two to three unsuccessful attempts at passing a Regents exam a case conference with the student and parent is scheduled to go over options, and multiple pathways are then discussed and the appropriate exam scheduled.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In school year 2018-19, HUM achieved four of six measures of the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) each year.	Achieved
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.	Not Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved

Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Achieved
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.	Achieved
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.	Achieved

ACTION PLAN

HUM will continue to have high expectations for scholars, as failure is not an option. Cohort APs and deans review caseloads daily which includes analyzing live grades, attendance and in-class performance. Student progress is monitored frequently. Students’ graduation road maps are updated at the time of progress reports and at the end of a trimester to ensure students are programmed for appropriate courses at their level. Cohort teachers across the content areas use an interdisciplinary approach to support targeted content with measures of interventions in place for struggling learners. Continuous transparent communication plays a huge role in our success.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

All graduating students will be prepared for academic institutions of higher education.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- 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,
- Achieving at least Performance Level 4 on both the ELA Regents exam and one mathematics Regents exam required for graduation.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Eighteen percent of HUM’s 2015 cohort demonstrated their preparation for college by achieving at least one of the indicators listed above. HUM did not meet this measure.

Each student at HUM is scheduled for the SAT exam in the fall and spring of the eleventh grade. Preparation for the SAT/ACT are provided through in-house support and/or outsourced to various free or low cost programs. Students who have shown academic success by remaining on-track for graduation are provided opportunities to experience AP courses or college-level courses. Cohort teams recommend which students should be enrolled in AP courses or college-level courses including College Now at Lehman College.

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As an extension to the previous college readiness campaigns HUM has developed a message, a mantra, a mindset for our students to maintain when it comes to their academics. Simply put, “80 and better.” This message has permeated the classrooms, the morning announcements, and the conversations of our staff and students.

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

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Passing an AP Exam	41	8	6%
Passing a College Level Course	0	0	0%
Achieving the College and Career Readiness Benchmark on the SAT	144	16	11%
Earning a Regents Diploma with Advanced Designation	144	19	13%
Achieving at least Performance Level 4 on both the ELA and Math Regents Required for Graduation	144	9	6%
Overall	144	26	18%

ADDITIONAL EVIDENCE

Cohort 2015’s SAT scores remain close in comparison to the Cohort 2014’s exam results with an average of 444 in the reading portion and 427 in the math section. That is a point differential of -4 and -7, respectively. As an assessment tool and support, our students are offered preparation for their college -level exams. In addition, cohort 2015 had the highest number of students (83) who achieved CUNY college readiness in both math and ELA.

Goal 2: Absolute Measure

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

METHOD

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

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included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).⁵

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

RESULTS AND EVALUATION

HUM's 2015 cohort achieved a College, Career, and Civic Readiness Index of 119.5. The Measure of Interim Progress set forth in the state's ESSA accountability system was 130, therefore not meeting this measure. Although this measure was not met, the 2015 cohort's CCCRI is higher than the CCCRI achieved by the 2014 cohort. In addition, cohort 2015's CCCRI of 119.5 exceeded the school's 2018-19 MIP of 94.9.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	140	128	92
2018-19	2015	146	130	119.5

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

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

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

⁵ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state's finalized ESSA plan [here](#).

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RESULTS AND EVALUATION

HUM's 2015 cohort achieved a CCCRI of 119.5 compared to Community School District 10's 2014 cohort's CCCRI of 112, therefore meeting this measure. District data for the 2015 cohort was not available for comparison at the time of this report.

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

Cohort	Charter School	School District
2013	N/A	N/A
2014	92	112
2015	119.5	TBD

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.

RESULTS AND EVALUATION

HUM collects matriculation data from the National Student Clearinghouse. Clearinghouse data for cohort 2014 and 2015 was not available at the time of this report. This metric will be updated once the data becomes available.

Currently HUM is participating in the New Visions college advising pilot to increase college enrollment and persistence among graduating students. College advisors will use the New Visions Data Portal to track critical college-going milestones of their assigned cohort. In addition, we are in our third year of our partnership with College Access for All, an initiative to increase the enrollment and graduation rates for NYC students. In addition, we are establishing career readiness by creating partnerships with local business owners and programs that align with our focus.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2013	2016-17	82	48	59%
2014	2017-18	126	TBD	TBD
2015	2018-19	144	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

In school year 2018-19, HUM achieved one of four measures of the college preparation goal. Data for one measure was not available at the time of this report.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Achieved
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.	Not Achieved
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Achieved
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	TBD

ACTION PLAN

As stated in our mission, HUM will continue to challenge our students to present and defend their learning as part of preparing and supporting them to graduate ready for college, careers and a 21st century economy. In the coming year HUM will leverage the New Visions Data Portal to identify students on-track for an Advanced Regents diploma and strategically program them to meet the requirements. Guidance teams will conduct individual meetings with teachers and students respectively to gauge academic progression and stamina. School counselors will meet regularly with teachers to discuss student capabilities and success for matriculating into the higher level courses.

In addition, HUM continue to participate in the New Visions college advising pilot. Our goal is to increase the college enrollment and persistence rate for future cohorts as compared to previous cohorts. This will be achieved by:

- Using the New Visions Data Portal to track critical college-going milestones;
- Meeting regularly to learn, plan, strategize and reflect;
- Focusing our attention on six critical college enrollment milestones during six discrete cycles
- Completing a Postsecondary List (and determining financial eligibility for opportunity programs)
 - Applying to CUNY
 - Applying to SUNY and Other Colleges
 - Submitting FAFSA & TAP
 - Making a Postsecondary Choice
 - Completing and Documenting a Postsecondary Transition Plan

GOAL 3: ENGLISH LANGUAGE ARTS

GOAL 3: ENGLISH LANGUAGE ARTS

HUM students will become proficient readers and writers of the English language.

BACKGROUND

HUM uses the ELA curriculum framework provided by our network, New Visions, to guide our instruction in grades 9 through 11. The network does not provide a twelfth grade curriculum framework, therefore our teachers develop their own units and curriculum materials with a focus on the skills students need for postsecondary success. This is enhanced by teacher developed unit and lesson plans, as well as assessments designed to measure skills identified for that grade level. Instruction focuses on standards based skills in reading, writing, and discussion to support students' development of college and career readiness skills. Our ninth and tenth grade teams utilized the New Visions On Demand Writing Assessments in the fall and spring as a way to track students' growth in writing, while concurrently targeting specific skills in reading that are needed to support writing. Teachers received professional development and support around this initiative. In addition, we continued our work around reading and writing for analysis at different levels for each grade and around annotating and fluency in reading, especially in the ninth grade. We also adapted the Three Reads Protocol as a tool for supporting analysis across all grade levels, as well as continued to implement the CURLS Annotation tool to support reading comprehension and analysis. In terms of staffing, we added a new eleventh grade ELA teacher, whose work was instrumental in supporting students in the development of literary analysis essays and expanded the work by supporting students to develop their analysis in their writing from sources essay. We also added the following positions: ninth grade ELA-SpEd dual-certified teacher, tenth grade SpEd-ELA dual certified teacher, and a new tenth grade ELA teacher, who earned their SpEd certification at the end of the school year.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on 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.

RESULTS AND EVALUATION

Fifty-six percent of students in HUM’s 2015 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). HUM’s 2015 cohort fell short of meeting this measure by nine percentage points.

After reviewing data from the previous year’s ELA Regents exams (we looked at student’s actual scripts and multiple choice scores from their last sitting), students were programmed in different sections based on their results, thereby allowing teachers to align their instruction to target the gaps in students’ reading and writing skills in eleventh and twelfth grade classes. Students in cohort 2015 who required additional support were programmed in both ELA 11 and ELA 12. Following the January 2019 Regents administration, we once again analyzed student performance data and identified changes to be made in trimester 3 to ensure students were adequately prepared to re-sit for the exam in June 2019. Mock Regents were administered in April and the item analysis of the multiple choice was completed and provided by our network. Teachers analyzed the essays from the mock Regents and used that data to plan targeted instruction to bridge the gaps identified. In addition, we created smaller classes for cohort 2015 students who still needed to pass the ELA Regents, allowing for more individualized attention. Additionally, students were provided with support through office hours and Saturday School.

As it relates to instruction, teachers further modified the Exploding Analysis framework used in both the text analysis and writing from sources essays. There was also a specific focus on the use of annotation protocols as a scaffold for students to support their decoding and reading comprehension.

In ICT classes, we continued our use of parallel teaching and pull-out for individualized instruction as needed. With the network shift to utilizing the Danielson Framework for Teaching for performance evaluation, our professional development focus on Domains 1 and 2 helped support teachers in planning effectively for all students, with appropriate differentiated lessons.

At year five we are at 56%; nine percentage points below the absolute measure. Our goal is to increase our supports for teacher development by embedding literacy and writing strategies across contents to support student growth in this area since our data shows that more of our students are entering HUM reading below grade level.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	91	30%
2014	2017-18	132	50%
2015	2018-19	146	56%

⁶ Based on the highest score for each student on the English Regents exam

ADDITIONAL EVIDENCE

This year we continued on the path of making progress in the number of students who achieved a Level 4 on the CC ELA Regents exam. Given that the CUNY college readiness benchmark for CC ELA is 75, which is lower than the Performance Level 4 benchmark of 79, we have intensified our focus to target the skills needed for postsecondary success in reading and writing. These included a focus on using the rubric to think about their writing choices, purpose, audience, and writing conventions. We continued our push to have students test earlier based on teacher recommendation following the mock Regents and additional in-class assessments and preparations. Students in the 2016 cohort and some students in the 2017 and 2018 cohorts attempt the English Regents exam early based on the criteria mentioned above. Traditionally students take this exam in their eleventh grade year. The skills are scaffolded up each year, therefore as students demonstrate mastery of skills, additional skills are incorporated. The focus on postsecondary skills for success has significantly aided this process. It is also notable that cohort 2016 will be entering their fourth year with a higher percentage of students scoring at Level 4 than cohort 2015 had at the start of their fourth year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	164	27%	154	45%	146	56%
2016	129	9%	136	16%	131	54%
2017			114	6%	125	13%
2018					136	3%

Goal 3: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Ninety-nine percent of students in HUM’s 2015 cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM’s 2015 cohort met this measure and exceeded it by 19 percentage points.

Similar to previous years, we programmed students strategically in their junior and senior years (for students who still needed to pass the exam) for success. Based on students’ scores on the ELA Regents administered in January of their junior year, they were programmed for classes with a specific focus on the skills they needed to develop. Students who were unsuccessful were programmed with that focus in mind as well. Within class, teachers used groupings based on skill needs to support their instructional strategies. We also revamped our focus on reading analytically, flipping writing for analysis strategies to support reading, along with having students analyze their own writing using student-created versions of the rubrics as a tool. In addition, our ramped up annotation protocols focusing on decoding the author's meaning in the texts and other interventions, helped us meet this measure. We continued to emphasize vocabulary instruction and reading and writing across content areas to reinforce the skills students needed to succeed on all exams.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁷

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	91	89%
2014	2017-18	132	94%
2015	2018-19	146	99%

ADDITIONAL EVIDENCE

As we move into our sixth graduating cohort, HUM will continue to use student performance data on school based and state exams to drive our programming and instructional decisions. We recognized the need for additional literacy intervention programs and a targeted approach to reading comprehension across content areas. Therefore, using the student performance data we have from various sources, including Performance Series and NYSESLAT, teachers across all content areas focused on using annotation strategies and protocols to decode texts and help support student comprehension.

We will continue to build upon our cross content focus on literacy, reading, and writing to support students’ growth. In addition, we will continue to scaffold our supports for our students who

⁷ Based on the highest score for each student on the English Regents exam

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struggle with reading, writing, and test-taking in an effort to ensure they meet their academic and developmental goals.

Last year, HUM was selected to be part of the first cohort of district and charter schools to participate in the College Ready Network for School Improvement, a grant awarded to New Visions by the Bill and Melinda Gates Foundation. Through this grant we provided SEL supports to a focus group of students in cohorts 2016, 2017, and 2018. This initiative yielded visible results in students' socio-emotional responses to their academic work. We plan on expanding this work in the coming years with other cohorts.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	164	54%	154	88%	146	99%
2016	129	16%	136	29%	131	92%
2017			114	12%	125	25%
2018					136	10%

Goal 3: Absolute Measure

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

METHOD

In the state's revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.⁸ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2018-19 English language arts MIP for all students of 191.

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

⁸ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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RESULTS AND EVALUATION

HUM’s 2015 cohort had an ELA Performance Index of 164.7, therefore not meeting the state’s 2018-19 ELA Measure of Interim Progress of 191.

Though the measure was not met, HUM continues to show progress with regards to the ELA Performance Index. Cohort 2015’s ELA PI of 164.7 far exceeded cohort 2014’s PI of 150.4. In addition, although cohort 2015’s ELA PI did not meet the state’s MIP, it did far exceed the school’s 2018-19 MIP of 133.

As reflected in the data, most students in the accountability cohort who re-sit for the CC ELA Regents exam, do so to achieve Level 3 or 75+. Some students made gains from Level 1 to Level 2 (which represents the CUNY CR benchmark of 75) after taking the exam two or more times. Although some students made gains from Level 2 to Level 3 and a few students even made gains from Level 1 to Levels 3 and 4, the larger group made gains from Level 1 to Level 2 after two or more attempts.

Our focus moving forward is to support students in achieving a score at Level 3 and 4 on their first attempts. This will help decrease the number of students who take the exam two or more times in an effort to move from Level 1 upwards.

English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
146	1.4%	42.5%	36.3%	19.9%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 42.5 & + & 36.3 & + & 19.9 & = & 98.6 \\
 & & & & 36.3 & + & 19.9 & = & 56.2 \\
 & & & & & + & (.5)*19.9 & = & 9.9 \\
 & & & & & & \text{PI} & = & 164.7
 \end{array}$$

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to

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

RESULTS AND EVALUATION

Fifty-six percent of students in HUM's 2015 cohort scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) compared to 54% of Community School District 10's 2014 cohort, therefore meeting this measure. District data for the 2015 cohort was not available for comparison at the time of this report.

The shift in our instructional approach to target reading and writing for analysis and literacy instruction across the curriculum, supported our progress towards meeting this measure's target. We will continue these shifts in instruction and add additional ones as needed. As we continue to refine our focus on postsecondary skills in reading and writing, we will focus on scaffolding those skills across the grades and across content areas. In addition, our expanded SEL program in the coming year, will help support the intangibles that students grapple with as they pursue their high school careers.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	30%	91	53%	3,858
2014	2017-18	47%	140	54%	3,911
2015	2018-19	56%	146	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the

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Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Ninety-nine percent of students in HUM’s 2015 cohort scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) compared to 76% of Community School District 10’s 2014 cohort. HUM met this measure with a pass rate 23 percentage points higher than that of Community School District 10’s 2014 cohort. District data for the 2015 cohort was not available for comparison at the time of this report.

The shifts in instruction contributed to the increased percentage of students who scored at Performance Level 3. In addition, teacher and student programs as well as the interventions offered to students also factored in this success. As we examine student performance data, we will continue to implement the strategies that yielded positive results, while adjusting the ones that do not; including, but not limited to, adjusting teaching schedules and adding peer tutoring.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	89%	91	76%	3,858
2014	2017-18	89%	140	76%	3,911
2015	2018-19	99%	146	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

HUM’s 2015 cohort had an ELA Performance Index of 164.7 compared to CSD 10’s 2014 cohort’s Performance Index of 168, therefore not meeting the measure. District data for the 2015 cohort was not available for comparison at the time of this report.

English Regents Performance Index (PI)⁹
of Fourth Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	150	132	168	3,451
2015	2018-19	164.7	146	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Fifty-six percent of students in the 2015 cohort who were not proficient on their NYS 8th grade English language arts exam scored at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core). Although HUM’s 2015 cohort fell short of meeting this measure, the school’s performance continues to improve each year.

Given the constraints with space, staffing and programming we were not able to provide all the literacy interventions these students needed when they started at HUM. We worked on embedding the supports into instruction in the ELA classes, but we were not able to do so as effectively across all contents during their first and second year of high school. Since then we have achieved greater

⁹ For an explanation of the procedure to calculate the school’s PI, see page 28.

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success in our cross-content focus on literacy, reading, and writing and will continue to do so to ensure our students meet and master postsecondary reading and writing skills.

There is an increased emphasis on discussion through student-led facilitations beginning in the ninth grade to foster these college and career readiness skills. This emphasis will be incorporated into our cross-content focus so that students have multiple opportunities to practice and build these skills.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	74	26%
2014	2017-18	106	44%
2015	2018-19	108	56%

ADDITIONAL EVIDENCE

As HUM's focus shifted to reading and writing for analysis and literacy instruction across the content areas, student achievement increased as they approached their fourth year.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Ninety-eight percent of students in the 2015 cohort who were not proficient on their NYS 8th grade English language arts exams scored at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core). HUM's 2015 cohort met this measure and exceeded it by 23 percentage points.

The work completed on embedding literacy, reading, and writing across content areas and ramping up our reading and writing strategies provided students multiple opportunities to develop various

¹⁰ Based on the highest score for each student on the English Regents exam

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skills related to the standards. In addition, students demonstrated growth over time as some of them sat for the ELA Regents exam multiple times in order to achieve a passing score. Following each administration of the ELA Regents exam, teachers completed an item analysis and identified skill gaps. These were then used to design instruction to support the bridging of those skill gaps and helping students to meet and master the standards.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	76	87%
2014	2017-18	106	93%
2015	2018-19	108	98%

ADDITIONAL EVIDENCE

The consistent approaches to reading and writing instruction, and embedding literacy instruction across the curriculum, helped to support the increases across each cohort year for students who were not proficient in the eighth grader.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In school year 2018-19, HUM achieved five of eight measures in the high school English language arts goal.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
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.	Achieved
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.	Not Achieved
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.	Achieved

¹¹ Based on the highest score for each student on the English Regents exam

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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.	Achieved
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Not Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

HUM will expand its focus for ELA instruction on the specific college and career readiness reading, writing, listening, and speaking skills that will ensure that our students are:

1. prepared for each new grade level while in school; and
2. prepared for their postsecondary pursuits.

This means specific attention will be paid to scaffolding skills in areas including reading comprehension, analysis, citing sources, using context to support ideas and applying their knowledge to new circumstances.

Additionally, literacy intervention supports through programs such as Wilson, Just Words, and Read 180 will be expanded to support our growing population of students who are reading and writing below grade level.

We will continue to provide bilingual support for our ELLs across content areas of social studies, science, math, and ELA. Assessments such as the DORA-Spanish and DORA-English will also provide data to teachers on what areas students need the most support in.

As a school, our focus on Tier 1 instruction across content areas, as well as on ensuring teachers receive the training and support needed to design instruction for our sub-groups most in need of support will help us to meet and exceed our goal of preparing students for postsecondary success.

GOAL 4: MATHEMATICS

GOAL 4: MATHEMATICS

HUM students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

At HUM, we offer algebra I, geometry, algebra II and AP calculus as our math sequence which enables students to achieve the four-year math requirement. HUM also offered financial literacy as an elective math course this year during trimester 3. The math curriculum developed by the New Visions network is aligned with the Common Core Learning Standards. The goal is to provide a foundation for the development of more rigorous, focused, and coherent mathematics curricula, instruction, and assessments that promote conceptual understanding and reasoning as well as skill fluency. This foundational grounding will help to ensure that all students are ready for college and careers when they graduate from high school and that they are prepared to take their place as productive, full participants in society.

Teachers use Regents data extensively to identify high leverage topics for each course. This practice helps teachers design core instructional strategies utilized in classrooms to support students in meeting the Common Core Learning Standards. Teachers then look at student work through various formative assessments to analyze and then modify instructional strategies. Professional development is specifically designed to train teachers in using student data purposefully in the classroom. Teachers collaborate and share ideas to continuously enhance their teaching practices through intervisitations, lesson study, and analyzing students' work.

HUM's instructional core stems from how students learn best by using the following questions as a guideline:

- *What do we want each student to learn?*
- *How will we know when the student learned it?*
- *How will we respond when a student experiences difficulty in learning?*

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4

(meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Six percent of students in HUM’s 2015 cohort scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure.

Over the past four years, incoming students have entered HUM deficient in mathematical foundational skills. These gaps contribute greatly to our student’s inability to achieve the Performance Level 4 benchmark. In order to address these skill gaps we will be introducing algebra skill classes for students with scores 2 or below on their middle school math standardized exams. These classes will support students in their algebra classes thereby helping them improve their scores. Our math lead teacher will be working closely with the algebra team and new teachers to support this endeavor.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹²

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016-17	91	8%
2014	2017-18	132	6%
2015	2018-19	146	6%

ADDITIONAL EVIDENCE

Math teachers used the item analysis from the Regents exams to review their learning targets. Geometry teachers created workbooks for students based on difficulty levels and units, structured with objectives and graphic organizers. Teachers focused on reviewing the pacing guide based on student work inquiry. In addition, teachers provided extra support through after school activities like boot camp and Saturday school to help students with Regents preparation. Department teachers met weekly to look at instructional strategies that worked and should be continued for next year. This year we will continue with deep data dives to create a more effective learning experience for the students.

In addition, as indicated in the table below, cohort 2016 is entering their fourth year with nearly double the percentage of students scoring at Level 4 than cohort 2015 did at the end of their four years.

¹² Based on the highest score for each student on a mathematics Regents exam

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	164	4%	154	5%	146	6%
2016	129	7%	136	10%	131	11%
2017			114	5%	125	6%
2018					136	5%

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Ninety-two percent of students in HUM’s 2015 cohort scored at or above Performance Level 3 on a Regents mathematics exam. HUM’s 2015 cohort met this measure and exceeded it by 12 percentage points.

Department goals for school year 2018-19 were annotation, checks for understanding, and assessments. The Regents prep classes focused on key skills to prepare students for the Regents exam. Department meetings focused on looking at student work and looking for various components of checks for understanding and to inform instructional decisions.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort¹³

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	91	85%
2014	2017-18	132	86%
2015	2018-19	146	92%

¹³ Based on the highest score for each student on a mathematics Regents exam

ADDITIONAL EVIDENCE

The 2016 cohort has already met this measure prior to the completion of their fourth year. Our math team will analyze end of year results and develop action plans to best support our students in continuing to meet this measure and move towards achieving Performance Level 4.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	164	84%	154	90%	146	92%
2016	129	63%	136	69%	131	88%
2017			114	60%	125	79%
2018					136	43%

Goal 4: Absolute Measure

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

METHOD

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.¹⁴ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

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

RESULTS AND EVALUATION

HUM’s 2015 cohort had a math Performance Index of 99.7, therefore not meeting the state’s 2018-19 math Measure of Interim Progress of 151.

¹⁴ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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Though the measure was not met, HUM continues to show progress with regards to the math Performance Index. Cohort 2015's math PI of 99.7 far exceeded cohort 2014's PI of 87.

Mathematics Performance Index (PI) for the 2015 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
146	7.5%	86.3%	4.1%	2.1%

PI	=	86.3	+	4.1	+	2.1	=	92.5
				4.1	+	2.1	=	6.2
					+	(.5)*2.1	=	<u>1.03</u>
						PI	=	99.7

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Six percent of students in HUM's 2015 cohort scored at or above Performance Level 4 on a Regents mathematics exam compared to 27% of Community School District 10's 2014 cohort, therefore not meeting the measure. District data for the 2015 cohort was not available for comparison at the time of this report.

The focus moving forward is to provide a skills class for students who need additional support in algebra I classes in ninth grade. Teachers will assess students with the baseline exam to gather data around their foundational skills and adapt their teaching strategies accordingly.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	8%	91	27%	3,858
2014	2017-18	6%	132	27%	3,911
2015	2018-19	6%	146	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Ninety-two percent of students in HUM's 2015 cohort scored at or above Performance Level 3 on a Regents mathematics exam compared to 75% of Community School District 10's 2014 cohort. HUM met this measure with a pass rate 17 percentage points higher than that of Community School District 10's 2014 cohort. District data for the 2015 cohort was not available for comparison at the time of this report.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	85%	91	76%	3,858
2014	2017-18	86%	140	75%	3,911
2015	2018-19	92%	146	TBD	TBD

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ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

HUM’s 2015 cohort had a math Performance Index of 99.7 compared to CSD 10’s 2014 cohort’s Performance Index of 128.7, therefore not meeting the measure. District data for the 2015 cohort was not available for comparison at the time of this report.

Mathematics Regents Performance Index (PI)¹⁵
of Fourth Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	N/A	N/A	N/A	N/A
2014	2017-18	87	132	128.7	3,341
2015	2018-19	99.7	146	TBD	TBD

ADDITIONAL EVIDENCE

N/A

Goal 4: Growth Measure

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

¹⁵ For an explanation of the procedure to calculate the school’s PI, see page 29.

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

Two percent of students in the 2015 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 4 on a Regents mathematics exam, therefore not meeting this measure. There was a slight increase from last year.

The constant challenge we face at HUM is the lack of foundational math skills students enter high school with. For future cohorts the focus will be to address these deficiencies from the very beginning to better prepare our students for a more rigorous curriculum by placing them in a math skills class, which will enable them to be more successful in their algebra I classes.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁶

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	73	0%
2014	2017-18	103	1%
2015	2018-19	117	2%

ADDITIONAL EVIDENCE

All department teachers will begin the school year by administering a baseline exam in all content areas to students. This assessment will help in understanding the skill gaps in student understanding and help create learning experiences to address them.

Goal 4: Growth Measure

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

¹⁶ Based on the highest score for each student on the English Regents exam

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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

Ninety-one percent of students in the 2015 cohort who were not proficient on their NYS 8th grade mathematics exam scored at or above Performance Level 3 on a Regents mathematics exam. HUM's 2015 cohort met this measure and exceeded it by 16 percentage points. In addition, there was a large increase from the previous cohort.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁷

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	73	82%
2014	2017-18	103	83%
2015	2018-19	117	91%

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁸

In school year 2018-19, HUM achieved three of eight measures in the high school mathematics goal.

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

¹⁷ Based on the highest score for each student on the mathematics Regents exam

¹⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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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.	Not Achieved
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.	Achieved
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Not Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

Moving forward we plan to focus on programming students based on their needs and abandon a one size fits all approach. Incoming freshman will be programmed using a baseline assessment administered during Summer Bridge that will assess the depth and understanding of their foundational skills and will determine their mathematics course sequence. Students entering with skills above grade level will be programmed for an accelerated course sequence. We will continue to strengthen and adjust our department wide goals focusing on formative assessments and backwards planning. Student work will continue to drive our instructional decision making. We also plan to adjust our norms and routines to create an efficient and effective classroom structure in order to facilitate a rigorous learning environment.

GOAL 5: SCIENCE

GOAL 5: SCIENCE

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

BACKGROUND

At HUM, we offer Regents based courses in living environment, earth science, chemistry, physics and AP environmental science. In addition, we also offer science electives in forensics, marine biology and anatomy & physiology. All of our Regents based and elective science courses are aligned to the New York State Common Core Standards. Our goal is to develop rigorous courses that challenge every student academically. Our focus is helping students make relevant real life connections to scientific concepts and ideas. Students learn to use strategies such as, annotating and ranking questions and answers to help support the 5E's strategy: Engage, Explore, Explain, Elaborate and Evaluate.

HUM's professional learning culture is organized around students' needs and teachers' learning goals. Teachers in the science department as well as other content areas are supported through coaching sessions, content team meetings, inquiry teams and continuous instructional feedback. Teachers in the science department are focused on teacher questioning, objective driven lesson planning, purposeful student grouping, and differentiated instruction.

The goal is to provide a foundation for the development of more rigorous, challenging and focused scientific curricula, instruction, and assessments that promote both relevant and conceptual understanding around the 5E model. This will ensure that all students are ready for high-level academic concepts beyond high school and college.

In addition, this year our ninth grade team completed On Demand Writing Assessments in science during the fall and spring as a way to continuously support students' growth in writing and reading.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. This school year the school administered Living Environment and Earth Science. 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

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may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

Ninety-two percent of students in HUM's 2015 cohort scored at least 65 on a Regents science exam. HUM's 2015 cohort met this measure and exceeded it by 17 percentage points. In addition, cohort 2015's science pass rate is slightly higher than cohort 2014's pass rate.

This past year HUM focused on building students' stamina and confidence around Regents testing through text analysis and comprehension of scientific charts, maps, and reference tables. This included utilizing strategies such as reading comprehension, decoding of text, and written responses in addition to annotating with a purpose to better understand the text and implementing Regents based questions. Our teachers continued to give targeted homework in science classes to reinforce the use of these tools for practice purposes. The science department has ramped up their use of science reference tables, laboratory sessions, and scientific inquiry models to reinforce the 5E's of Engage, Explore, Explain, Elaborate, and Evaluate as a method to support the analysis of texts and tasks.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	91	88%
2014	2017-18	132	91%
2015	2018-19	146	92%

ADDITIONAL EVIDENCE

It is evident that this is an area of strength for HUM as previous cohorts have met this measure and cohort 2016 has already met this measure prior to beginning their fourth year, as seen in the table below. In addition, cohort 2018 performance after one administration is 34 percentage points higher than cohort 2016 and cohort 2017's performance after year one.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	164	59%	154	82%	146	92%
2016	129	19%	136	64%	131	82%
2017			114	19%	125	63%
2018					136	53%

¹⁹ Based on the highest score for each student on any science Regents exam

Goal 5: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Ninety-two percent of students in HUM's 2015 cohort scored at least 65 on a Regents science exam compared to 73% of Community School District 10's 2014 cohort. HUM met this measure with a pass rate 19 percentage points higher than that of Community School District 10's 2014 cohort. District data for the 2015 cohort was not available for comparison at the time of this report.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	88%	91	72%	3,858
2014	2017-18	91%	132	73%	3,911
2015	2018-19	92%	146	TBD	TBD

ADDITIONAL EVIDENCE

As previously mentioned, science is a strength for HUM and is evidenced by our ability to continuously outperform Community School District 10.

GOAL 6: SOCIAL STUDIES

GOAL 6: SOCIAL STUDIES

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of

BACKGROUND

At HUM, our social studies department offers students core classes in global history and U.S. history, as well as required electives in government and economics. We also offer AP courses in psychology, U.S. history, and world history. This sequence enables students to achieve the four year social studies requirement as well as equips students with the knowledge and skills necessary to be college, career, and civic ready upon their graduation from high school. We work towards building capacity in our students to think critically as well as to understand and appreciate cultural differences en route to becoming productive and ethical global citizens. Our teachers have utilized the various professional development opportunities offered through the New Visions network during the summer and throughout the school year to strengthen their pedagogy, glean best practices, as well as develop new instructional strategies with a focus on supporting student success on the new Global and U.S. History Regents exams. Inquiry during content meetings will continue to center on looking at student work around the development and mastery of historical reasoning skills, i.e. contextualization, sourcing, corroboration, etc. We will also continue the work of developing routines to address students' need to build stamina for reading and analyzing textual evidence across the content.

Goal 6: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Ninety percent of students in HUM's 2015 cohort scored at least 65 on the NYS Regents U.S. History exam. HUM's 2015 cohort met this measure and exceeded it by 15 percentage points. In addition, cohort 2015's U.S. history pass rate is higher than the previous cohort's pass rate.

During this past school year, we practiced testing students early, based on their levels, which has yielded higher results on the Regents exam. Teachers use item analysis from previous

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administrations to inform their instruction to meet the specific needs of their students. In addition, students were programmed for office hours, Saturday school, and Regents boot camp to receive additional academic support. Overall HUM is making progress towards achieving higher levels of performance and more students passing on their first Regents exam attempt.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁰

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	91	79%
2014	2017-18	132	83%
2015	2018-19	146	90%

ADDITIONAL EVIDENCE

N/A

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	164	26%	154	78%	146	90%
2016	129	0%	136	26%	131	74%
2017			114	1%	125	10%
2018					136	4%

Goal 6: Comparative Measure

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

METHOD

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

²⁰ Based on the highest score for each student on a science Regents exam

RESULTS AND EVALUATION

Ninety percent of students in HUM’s 2015 cohort scored at least 65 on the NYS Regents U.S. History exam compared to 69% of Community School District 10’s 2014 cohort. HUM met this measure with a pass rate 21 percentage points higher than that of Community School District 10’s 2014 cohort. District data for the 2015 cohort was not available for comparison at the time of this report.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	79%	91	70%	3,858
2014	2017-18	83%	132	69%	3,911
2015	2018-19	90%	146	TBD	TBD

ADDITIONAL EVIDENCE

HUM continues to outperform Community District 10 with regards to U.S. History Regents passage rate, as it has in previous years.

Goal 6: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Sixty-eight percent of students in HUM’s 2015 cohort scored at least 65 on the NYS Regents Global History exam. HUM’s 2015 cohort fell short of meeting this measure by seven percentage points.

During this past school year, we prepared students for the new administration of the global history exam. Teachers used prototypes provided by the state to inform their instruction in the delivery of relevant content knowledge and skills development to our students. In addition, students were programmed for office hours, Saturday school, and boot camp to receive additional academic support. In addition, with the change of graduation requirements in 2015-2016, many students

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used the 4+1 option and focused on passing the U.S. History exam. Currently, all students are enrolled in the traditional two-year global curriculum that culminates with the Regents exam at the end of their sophomore year.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²¹

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	91	51%
2014	2017-18	132	69%
2015	2018-19	146	68%

ADDITIONAL EVIDENCE

Seventy-six percent of students in the 2016 cohort have already scored at least 65 on the Global History Regents, prior to entering their fourth year.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	164	59%	154	66%	146	68%
2016	129	34%	136	66%	131	76%
2017			114	11%	125	66%
2018					136	0%

Goal 6: Comparative Measure

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

METHOD

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

²¹ Based on the highest score for each student on a science Regents exam

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RESULTS AND EVALUATION

Sixty-eight percent of students in HUM's 2015 cohort scored at least 65 on the NYS Regents Global History exam compared to 65% of Community School District 10's 2014 cohort. HUM's pass rate exceeded Community School District 10's 2014 cohort by three percentage points. District data for the 2015 cohort was not available for comparison at the time of this report.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	51%	91	66%	3,858
2014	2017-18	69%	132	65%	3,911
2015	2018-19	68%	146	TBD	TBD

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

GOAL 7: ESSA

The school will be 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

HUM was in good standing for the 2018-19 school year and therefore meets this measure. This is the school’s fifth year with a fourth year accountability cohort.

ADDITIONAL EVIDENCE

HUM completed its third year of their current Accountability Period and were in good standing for all three years.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing