



Eugenio María de Hostos
Charter School

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Magaly Rosario

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Magaly Rosario, Executive Director, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Julio Vazquez	President, Finance Committee, Personnel Committee, Academic Committee
Fernan Cepero	Personnel Committee (Chair)
Raymond Ciccarelli	Finance Committee, Building Committee
Marcia DeJesús Rueff	Academic Committee Chair, Personnel Committee
George M. Romell	Finance Committee, Building Committee (Chair)
Hilda Escher	Secretary, Academic Committee
Brian Roulin	Treasurer, Finance Committee (Chair)
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Miguel Melendez	Building Committee
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Monica Graham	Parent Representative
Ashley Greenman	Parent Representative Finance Committee
Jamie Trostle	Parent Representative Academic Committee

Magaly Rosario has served as the executive director since January 22, 2019.

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The Eugenio Maria de Hostos Charter School (EMHCS) completed its nineteenth year of operation in 2018-2019 as a Kindergarten through eleventh grade school, serving 811 students. The school opened in September 2000 as a Kindergarten through second grade school, adding one grade each year. The school's work is driven by the mission statement: to create a safe and nurturing community of learners where students earn the Seal of Biliteracy (English and Spanish), learn to advocate for social justice and are prepared to enjoy and access what the world has to offer. Our student population for the school year 2018-2019 consisted of 617 Latino students, 170 African American students, 70 students with disabilities, 153 English Language Learners and 662 economically disadvantaged students. The students in grades K-8 were housed at the Zimbrich Campus and the students in grades 9-11 at the Joseph Campus.

Students in grades Kindergarten through second learn Spanish through the Dual Language model, where the language of instruction alternates between English and Spanish. Students in grades third through eleventh continued their Spanish studies during the Spanish Language Arts block.

The school partnered with EL Education to provide professional development and guidance to the school's instructional teams. The Dimensions of Student Achievement and EL Education Core Practices guide staff and students' mastery of knowledge, skills, and character. The importance of school culture has guided current and future work towards creating unified habits of character and PRIDE core values and beliefs (Perseverance, Respect, Integrity, Dedication, and Excellence). Parents are encouraged to be active participants in their children's educational experience. At grades 7-11 students engaged in Student Led Conferences. Parents are also invited as collaborators of their child's education and/or behavior support plan.

The board of trustees and the school's leadership team spent this past year reviewing assessment results, digesting the SUNY Charter School Institute's evaluation visit 2018 report, and making adjustments to the school's leadership team and educational program. The board has recommitted its focus to the educational program, revising the way it evaluates the school's executive director, restructuring the school's leadership, and reallocating resources as needed to the instructional program. The board and the school's new leadership team understand that these changes take time and are confident that they will have a huge impact on results for the 2019-2020 school year. With the assistance of a consultant, the board developed a strategic plan and a data dashboard that will assist them in monitoring progress towards the accountability goals.

The school will have its first graduating class in June, 2020; therefore, the high school accountability progress report goals are not applicable at this time. However, the school will provide summary information about credit accumulation and Regents attainment for the high school cohorts.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	52	48	52	53	43	42	42	50	25					407
2015-16	51	52	52	51	44	40	41	37	40					408
2016-17	103	66	76	55	51	52	49	56	44	55				607
2017-18	105	109	73	75	54	55	49	55	52	39	52			718

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2018-19	100	104	101	78	80	52	49	49	53	52	47	46		811
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GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

Teachers in grades Kindergarten through second grade used the *McGraw-Hill Wonders/Maravillas* reading program as their core reading program. Teachers in grades three through eight used the *EL Education 2nd edition modules* found on engageny.org. Guided reading materials for kindergarten through second grade are embedded within the *Wonders/Maravillas reading* program; however, teachers in grades kindergarten through sixth grade used guided reading books and novels for guided reading group instruction.

Three progress monitoring tools were used to assess students throughout the year. Assessment tools were provided by *Wonders/Maravillas* reading program for grades kindergarten through second grade. Teachers assessed students in grades K through eight using the Independent Reading Level Assessment (IRLA) provided by the American Reading Company as well as i-Ready. Online Ready instruction from i-Ready was used to reinforce reading skills and allow students to become acclimated with the format and question style of the NYC Common Core ELA Assessment. Last spring in grades 6-8, the school began the transition for using the NWEA Maps assessments instead of i-Ready, which was not providing accurate assessment data for those grade levels. The data acquired from these assessments were used to determine individual learning paths for reading, as well as inform class instruction. The New York State ELA exam was administered to all students in grades three through eight in the spring of 2019.

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

Professional development sessions were provided to teachers in grades Kindergarten through sixth grade every other week for one hour. Topics were chosen based on observations, student data, school initiatives, and staff request. Examples of professional development opportunities included, but were not limited to, NYS testing data, benchmark assessments, and SMART goals.

Professional development sessions were provided to teachers in grades seven through eighth grade every other day. Professional development opportunities were aligned to the EL Education Work Plan which included specific instructional priorities from the ELA Common Core Curriculum. Examples of professional development opportunities included, but were not limited to, the use of protocols, assessment for learning, essential elements of a lesson plan, and the use of student work to drive instruction.

The school experienced several set-backs in staffing that greatly impacted the delivery of the instructional program. The school year began without a leadership team in place which led to teachers not receiving the support they needed to effectively teach their students. As a result, 5 teachers resigned and others struggled to manage their classrooms effectively. The new leadership

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team and the board have addressed these issues and have a plan in place for the 2019-2020 school year.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grades in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	70	0	5	1	3	79
4	73	0	0	0	3	77
5	53	0	0	0	0	53
6	46	0	0	0	0	46
7	46	0	0	2	0	49
8	50	0	0	1	2	54
All	338	0	5	4	8	358

RESULTS AND EVALUATION

The percent of EMHCS students in all grades combined, scoring as proficient, was slightly less than that of students who were enrolled in at least their second year. The overall measure for students enrolled in at least their second year was 32 percent. The students in third grade who were enrolled for at least their second year demonstrated a significant increase in proficiency compared to all third graders. The students in fourth and fifth grade who were enrolled for at least their second year demonstrated a slight increase when compared to all students in those grades. The percentage of proficient students in all the other grades (6th, 7th, 8th) who were enrolled for at least their second year did not demonstrate an increase in proficiency when compared to all students in those grades.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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EMHCS fell short of the state's 75 percent absolute measure of reaching proficiency. EMHCS did not show growth in grades sixth through eighth. Growth was shown in grades three, four, and five. Most notably, in grade three.

The sixth grade and two of the fourth grade ELA teachers were first year teachers. The 7/8 ELA teacher resigned during the second quarter, and the school had a difficult time recruiting a new teacher. The position was finally filled at the beginning of the third quarter with an uncertified beginning teacher.

**Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	61%	70	74%	46
4	22%	73	24%	63
5	28%	53	31%	45
6	15%	46	15%	40
7	26%	46	24%	37
8	22%	50	20%	41
All	31%	338	32%	272

ADDITIONAL EVIDENCE

When comparing results from the 2016-2017 school year to the 2018-2019 school year, the overall cohort data showed that the number of students showing proficiency on the ELA exam increased by 3 percentage points and then decreased by 10 percentage points.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63%	43	75%	52	74%	46
4	43%	44	38%	45	24%	63
5	30%	27	28%	39	31%	45
6	16%	37	36%	44	15%	40
7	33%	33	17%	36	24%	37
8	40%	30	48%	44	20%	41
All	39%	214	42%	260	32%	272

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Goal 1: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The EMHCS aggregate performance level index for the ELA 2019 test is 102 indicating that the school did not meet the state's MIP of 105. The school fell short of meeting the measure by 3 points. The Latino student population exceeded by one point the overall student population with a performance index of 103 and grade three exceeded the measure by 48.5 points.

The academic success of the third grade students is attributed to the fact that grade 3 has had a team of experienced skilled teachers who implement core practices with fidelity.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	33	36	23	7

$$\begin{aligned}
 \text{PI} &= 36 + 23 + 8 = 67 \\
 &\quad \quad \quad 23 + 8 = 31 \\
 &\quad \quad \quad + .5 \times 8 = 4 \\
 &\quad \quad \quad \text{PI} = 102
 \end{aligned}$$

Latino Students English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	37	23	8

$$\begin{aligned}
 \text{PI} &= 37 + 23 + 8 = 67 \\
 &\quad \quad \quad 23 + 8 = 31 \\
 &\quad \quad \quad + .5 \times 8 = 4 \\
 &\quad \quad \quad \text{PI} = 103
 \end{aligned}$$

Grade 3 English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	14	24	50	11

$$\begin{aligned}
 \text{PI} &= 24 + 50 + 11 = 85 \\
 &50 + 11 = 61 \\
 &+ .5 \cdot 11 = 5.5 \\
 \text{PI} &= 151.5
 \end{aligned}$$

Goal 1: Comparative Measure

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

METHOD

EMHCS compared tested students enrolled in at least their second year to all tested students in the Rochester City School District. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the Rochester City School District.²

RESULTS AND EVALUATION

The percent of EMHCS students scoring at or above Level 3 was greater than that of the Rochester City School District (RCSD). The percent of EMHCS students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in the RCSD.

EMHCS met the goal in 2018-2019 of having a higher percentage of students meeting proficiency when compared to the RCSD. The measure was exceeded by 19 percentage points. Each grade that was tested performed at a higher rate than the district's six tested grades. This measure was exceeded as follows, 56 percent points in grade 3, 10 percent in grade 4, 20 percent in grade 5, 1 percent in grade 6, 14 percent in grade 7, and 10 percent in grade 8.

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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2018-19 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	74%	46	18%	1957
4	24%	63	14%	2131
5	31%	45	11%	1983
6	15%	40	14%	1937
7	24%	37	10%	1572
8	20%	41	10%	1467
All	32%	272	13%	11047

ADDITIONAL EVIDENCE

EMHCS has outperformed the Rochester City School District for the past three years. This measure was exceeded as follows: 32 percent in 2016-2017, 31 percent in 2017-2018, and 19 percent in 2018-2019.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	63%	10%	75%	17%	74%	18%
4	43%	8%	38%	13%	24%	14%
5	30%	6%	28%	7%	31%	11%
6	16%	5%	36%	13%	15%	14%
7	33%	5%	17%	6%	24%	10%
8	40%	9%	48%	11%	20%	10%
All	39%	7%	42%	11%	32%	13%

Additionally EMHCS outperformed the three RCSD schools that are located in the same neighborhood and have comparable demographics as EMHCS: School #8, School #9 and School #45.

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2018-19 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 8		School 9		School 45	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	74%	46	5%	43	8%	99	15%	67
4	24%	63	9%	53	17%	94	20%	49
5	31%	45	5%	39	13%	93	13%	67
6	15%	40	2%	50	11%	80	20%	49
7	24%	37	2%	49	NA	NA	12%	57
8	20%	41	4%	54	NA	NA	20%	50
All	32%	272	5%	288	12%	366	17%	339

EMHCS outperformed its comparisons schools for the past three years.

English Language Arts Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 8		School 9		School 45	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2016-17	3-8	39%	214	4%	300	5%	353	9%	339
2017-18	3-8	42%	260	7%	298	10%	337	10%	297
2018-19	3-8	32%	272	5%	288	12%	366	17%	339

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically

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disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

EMHCS met the overall Effect Size was .03. Grade three exceeded the effect size by 1.13.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80%	71	63.4%	42.3	21	1.16
4	75.9%	51	37.3%	41.0	-3.8	-0.20
5	81.8%	50	26%	27.5	-1.5	-0.09
6	71.4%	50	36%	43.2	-7.2	-0.41
7	81.8%	49	14.3%	29.8	-15.6	-0.84
8	75%	52	42.30%	41.0	1.3	0.06
All	77.8%	323	38.4%	37.9	.5	.03

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

EMHCS did not meet the overall effect size of 0.3 in the 2015-2016. In the 2016-2017 school year, the effect size increased from the previous year; however, the school did not meet the goal of an Effect Size of 0.3 or above. In the 2017-18 school year, EMHCS increased the effect size to a .03 thus meeting the goal.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	71%	248	30	31.5	-0.08
2016-17	3-8	78%	233	33	30.8	.13
2017-18	3-8	77.8%	323	38.4	37.9	0.03

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Goal 1: Growth Measure³

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

EMHCS came close to meeting the Statewide Median of the Mean Growth Percentile by 4 percentile points and grade eight exceeded it by 5.6 percentile points. Grades six and seven came close (2.5 and 2.2 percentile points).

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	38.5	50.0
5	42.3	50.0
6	47.5	50.0
7	47.8	50.0
8	55.6	50.0
All	46.3	50.0

ADDITIONAL EVIDENCE

EMHCS has not exceeded the target measure of 50 percentile points in the last three years for all grades combined. However, there was an increase of 2.5 from 2015-16 to 2016-17 and an increase of 1.5 from 2016-17 to 2017-18.

³ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	25.4	37.4	38.5	50.0
5	44.8	40.0	42.3	50.0
6	64.7	51.7	47.5	50.0
7	36.2	46.5	47.8	50.0
8	42.8	48.7	55.6	50.0
All	42.3	44.8	46.3	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

EMHCS met its comparative goals. The school's tested students performing at proficiency on the state English language arts exam was greater than that of students in the same tested grades in the Rochester City School District. The school also exceeded its predicted level of performance by an effect size of .03. The school did not meet its absolute goals or its growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Not Met

ACTION PLAN

The school recognizes that in order for students to make the academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure necessary to support the school's expansion; (B) it must reinvest in creating a strong skilled leadership and instructional team at each grade span (elementary, middle and high school); and (C)

it must pay attention to the NYS assessment results and what it's indicating in terms of students performance on the NYS standards.

A. Organizational Structure

Staffing: The staffing structure has been revised to include:

- three additional coaches for a total of 6 coaches to support teachers as follows: instructional Coach for grades K-1, ELA coach for grades 2-5, Math Coach for grades 2-5, SLA Coach for grades K-5, instructional coach for grades 6-8, instructional coach for grades 9-12
- an additional principal for a total of three principals to serve as instructional leaders: K-5, 6-8, 9-12
- an additional assistant principal for a total of five (three at the K-5 level, one at the middle school level and one at the high school level)
- a Special Education Coordinator K-12 to oversee Special Education services and intervention services
- a Bilingual coordinator K-12 to oversee the SLA program, pathway to seal of biliteracy and ENL services
- a director of academics to oversee and ensure alignment of K-12 assessment, curriculum and instruction
- a reflection room at each campus to support students in working through restorative practices

Intervention Services: The Special Education Coordinator will assume the role of overseeing the school's intervention program. She will chair and coordinate the Multi-Tiered Student Support Success Team meetings and be responsible for ensuring that students are identified as a student in need of intervention in a timely manner, provide intensive, targeted intervention and instruction/support matched to their needs. She will also monitor the ongoing assessments of student achievement to determine if interventions are resulting in student progress towards age and grade level standards and/or behavior expectations. Teachers will refer students to the team when the tier II level of service is not producing desired results.

Teacher Retention: The Human Resource department will work closely with the school's leadership to develop recruitment and retention strategies based on the research on best practices.

B. Leadership and Instruction

Strong Instructional Leadership: The administrative team will hold teachers accountable for student achievement and performance. The teacher evaluation process will include performance measured by the Danielson rubric, progress on SMART goals, and student growth data. Annual salary raises will be based on this criteria.

The administrative team will participate in a summer retreat and in bi-monthly professional development sessions. Topics will be based on teacher retention, student assessment data, teacher observation data, school climate and culture, and topics identified by the team.

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

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

Professional Development: EMHCS recognizes that the single greatest effect on student learning and achievement is the effectiveness of the teacher. Therefore resources have been reallocated to ensure that teachers receive the professional development they need to increase and master their instructional skills and expertise. The EL Education contract was revised as follows: a professional services contract for the K-5 teachers and a network contract for the 6-12 teachers. EL Education will work with the instructional leadership teams to build capacity around ADI (Assessment During Instruction): baseline data collection with leadership team, norming practices, and deepening understanding of practices. EL Education will conduct walkthroughs with the instructional leadership to help the team increase their observational skills. All instructional staff will participate in summer professional development sessions, two sessions per month during the school year and five full day sessions built into the school calendar.

The EL Education Designer for middle school and high school is working directly with coaches in using walk-through tools for observing classrooms and crew that align with the EMHCS EL Education Work Plan. The EL Education Designer is also planning a professional development opportunity with coaches and ELA teachers to implement the NYS Common Core Modules. A mentor relationship has been established between the middle school and high school coaches in planning professional development opportunities and providing consistent feedback and support to teachers. Furthermore, the middle and high school coach, along with the EL Education Designer are participating in a book study of two resources by Diane Sweeney: *Student-Centered Coaching: The Moves* and *Student-Centered Coaching at the Secondary Level*.

The instructional coaches at the K-5 level are working with an EL Education consultant to ensure that coaches are supporting teacher instructional needs in implementing the K-5 EL Education Work Plan.

In early October the middle school EL Education Designer will provide the new 6th and 7th/8th grade ELA teachers a full day PD introducing the teachers to the ELA modules, how they were created, and how they should be planned and utilized.

All middle school staff was provided PD trainings on the implementation, the daily use of, and the reporting features of both the NWEA and the Edgenuity intervention software program. The K-8 teachers also will receive professional development training on Accelerated Reader, the independent reading software program being implemented for the 2019-2020 school year to monitor students' independent reading and their progress on each students independent reading goal.

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

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

C. NYS ELA Assessments

All K-5 Teachers met to look at the ELA Performance Report with Gap Analysis by District to see the percentage of points earned by students for multiple-choice and constructed response broken down by standard. They also looked at the Released Question Report by District – multiple choice analysis to see the number of students who selected each choice questions, the percentages for each and the breakdown of points earned for constructed responses. The Longitudinal Item Difficulty Gap Analysis by District was also analyzed to look at the success rate over multiple years as compared to Monroe #1 BOCES. After analyzing the reports, teachers reflected on what standards/topics students did well on and which ones they struggled with. Looking at the released questions from the exams allowed teachers to identify students' misconceptions. Using this information, each grade level created an action plan to address the standards students struggled with.

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Teachers in grades K-2 will begin using EL Skills Benchmark assessments throughout the year to gain more data for instructing students. Based on this data, they will be using research-based centers based on student needs. Teachers in grades K-2 will also begin administering the i-Ready diagnostics in order to track student growth throughout the year and to have an additional source of instruction that is specific to each student's needs.

The middle school ELA teachers created a pacing guide, backwards planning from the NYS 6th, 7th and 8th grade ELA exams. The ELA teachers were also provided with the 2019 NYS ELA Educators Guide to distinguish which standards should be emphasized more than others within the pacing guide.

Using the BOCES gap analysis report, the middle school ELA teachers did an item analysis of the 6th, 7th, and 8th grade 2019 NYS ELA exam scores utilizing a modified version of the Atlas protocol. The teachers were then provided a copy of the 2019 NYS ELA released test questions to ascertain why students performed better on some questions than others that were in the same standards domain.

The middle school will administer the NWEA diagnostic assessment three times per year to ascertain students' achievement level in English Language Arts. The student assessment results will be uploaded to Edgenuity, the school's new intervention software program for middle school. Each student is assigned an individual leveled pathway that is adaptive based on their growth. Students will spend two 30min sessions interacting with Edgenuity each week. Student growth will be monitored by the intervention teacher and reported to teachers on a biweekly basis at the respective grade level meeting. Seventh and eighth grade students will have an additional one hour per week in a student support block. Each academic subject teacher is available to every student for tutoring sessions, test corrections, and homework help.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Students will demonstrate mastery of mathematical concepts.

BACKGROUND

The *Common Core Math Module Curriculum* was implemented by teachers in Kindergarten and in grades six through eight. The curriculum included opportunities for students to be exposed to different competencies in math including fluency, concept development, student application, and debrief. During the fluency portion, students practiced with calculations through a variety of activities in order to increase speed and accuracy. During concept development and student application, students developed conceptual understanding of topics based on the New York State Standards. Students learned and practiced concepts through a number of perspectives as a class, independently and/or in groups. The debrief portion brought the class together to analyze student thinking, reflect on learning, and clear up misunderstanding and/or misconceptions. The mathematics modules included exit tickets that teachers gave students at the end of each lesson.

Students answered questions and teachers used the exit tickets as a quick assessment to check for understanding. In eighth grade, some students took an advanced track in order to sit for the Algebra Regents exam using the *New York State Common Core Math Module Curriculum*.

The Zearn Curriculum, which is modeled after the Math Module Curriculum was implemented by teachers in grades one through five. Students learned math in a rotational classroom model that embedded multimodality learning into the daily math block by blending self-paced software based lessons with teacher-led whole group and small group learning. As students worked through independent digital lessons, they learned and practiced new concepts at their own pace with concrete and digital manipulatives, interactive videos, pictorial representations, paper-and-pencil transfer, and precise digital feedback at the moment of misconception. During small group lessons, students modeled math with concrete manipulatives, represented their work on paper, discussed their reasoning aloud, and received direct feedback from their teacher and classmates. The daily model for Zearn included an opening, which consisted of 15 minutes of fluency, and work problem practice, followed by two-thirty minute stations (a teacher station, and digital station), and a final 15 minute debrief at the end of the lesson.

Students in Kindergarten through eighth grade were assessed and progress monitored throughout the year using math curriculum exit tickets, mid-module and end-of-module assessments. Further assessments were provided to students in grades three through six through i-Ready, and interim assessments. The online instruction from i-Ready was used to reinforce and re-teach skills required by each student to master. Interim assessments were used to evaluate student learning within each module and determine if students were on grade level within their math course throughout the academic year. Results from the interim assessments were further used by teachers to reteach and revisit curriculum when necessary. Exposure to these assessments provided opportunity for students to become familiar with the format and question style of the New York State Math Exam administered to all students in grades three through eight in the Spring of 2019.

Grade level meetings were held for teaching teams in grades Kindergarten through sixth grade once per week. During grade level meetings teachers discuss and address grade specific academic needs based on assessment data and plan instruction with their instructional coach.

Professional development sessions, for grades Kindergarten through sixth grade, were held every other week for one hour. Topics were chosen based on classroom observations, student data, school initiatives, and staff request. Professional development opportunities included, but were not limited to, NYS testing data and benchmark assessment.

Professional development sessions for grades seven through eight were held every other day. Professional development opportunities were aligned to the EL Education Work Plan which included specific instructional priorities from the *New York State Common Core Curriculum*. Professional development opportunities included, but were not limited to, the use of protocols, assessment for learning, essential components of a lesson plan, and the use of student work to drive instruction.

The school experienced several set-backs in staffing that greatly impacted the delivery of the instructional program. The school year began without a leadership team in place which led to teachers not receiving the support they needed to effectively teach their students. As a result 5 teachers resigned and others struggled to manage their classrooms effectively. The new leadership team and the board have addressed these issues and have a plan in place for the 2019-2020 school year.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	79	0	0	0	2	81
4	73	0	0	0	4	78
5	52	0	0	1	0	53
6	46	0	0	0	1	47
7	47	0	0	0	3	50
8	46	4	0	2	6	54
All	343	4	0	3	16	363

RESULTS AND EVALUATION

The percent of EMHCS students in all grades combined, scoring as proficient, was three percentile points less than that of students who were enrolled in at least their second year. The overall measure for students enrolled in at least their second year was 33 percent. The students in third grade who were enrolled for at least their second year demonstrated a significant increase in proficiency compared to all third graders. Grades six and seven demonstrated an increase when compared to all students. Grades four and five demonstrated a slight increase when compared to all fourth and fifth graders. Grade eight demonstrated a slight decrease when compared to all students in eighth grades.

EMHCS fell short of the state's 75 percent absolute measure of reaching proficiency. Nine of the eleven eighth grade students who took the Algebra I Regents exam with a passing rate of 82% (9/11).

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

One of the fourth grade math teachers was replaced at the end of the first semester. The 7/8 math teacher went out on maternity leave at the start of the second semester and a skilled substitute was not available.

The school implemented a new math program, Zearn. This program is dependent on the use of computers and internet service. Unfortunately the internet connections were not reliable and students experienced difficulty using this portion of the program.

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54%	79	68%	47
4	21%	73	23%	62
5	37%	52	38%	45
6	39%	46	44%	39
7	15%	47	19%	36
8	4%	46	3%	37
All	30%	343	33%	266

Performance on a Regents Mathematics Exam

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	82%	11	82%	11

ADDITIONAL EVIDENCE

When comparing results from the 2016-2017 school year to the 2018-2019 school year, the overall cohort data demonstrates that the number of students showing proficiency on the Math exam increased by 2 percentile points and then decreased by 6 percentile points. The percentage of eighth graders who took the Algebra I exam increased by 21 percentile points from 2017-18 to 2018-19, however only eleven students sat for the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	86%	42	80%	54	68%	47
4	30%	43	36%	45	23%	62
5	36%	28	31%	39	38%	45
6	14%	35	40%	43	44%	39
7	33%	33	8%	39	19%	36
8	10%	30	6%	17	3%	37
All	37%	211	39%	237	33%	266

Performance on a Regents Mathematics Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	Algebra I	61%	28
8	2018-19	Algebra I	82%	11

Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

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RESULTS AND EVALUATION

The EMHCS aggregate performance level index for the Math 2019 test is 90.5 indicating that the school did not meet the state's MIP of 107. The school fell short of meeting the measure by 16.5 points. Grade three exceeded the measure by 31.5 points and grades five and six came close to meeting the measure by 1.5 points.

The academic success of the third grade students is attributed to the fact that grade 3 has had a team of experienced skilled teachers that implement core practices with fidelity.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	43	27	23	7

$$\begin{aligned}
 \text{PI} &= 27 + 23 + 7 = 57 \\
 &23 + 7 = 30 \\
 &+ (.5)*7 = 3.5 \\
 \text{PI} &= 90.5
 \end{aligned}$$

Grade 3 Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22	24	46	9

$$\begin{aligned}
 \text{PI} &= 24 + 46 + 9 = 79 \\
 &46 + 9 = 55 \\
 &+ (.5)*9 = 4.5 \\
 \text{PI} &= 138.5
 \end{aligned}$$

Grade 5 Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	37	27	23	13

$$\begin{aligned}
 \text{PI} &= 27 + 23 + 13 = 63 \\
 &23 + 13 = 36 \\
 &+ (.5)*13 = 6.5 \\
 \text{PI} &= 105.5
 \end{aligned}$$

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Grade 6 Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	39	22	28	11

$$\begin{aligned}
 \text{PI} &= 22 + 28 + 11 = 61 \\
 &28 + 11 = 39 \\
 &+ (.5)*11 = 5.5 \\
 \text{PI} &= 105.5
 \end{aligned}$$

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

The percent of EMHCS students in all grades combined scoring at or above Level 3 was greater than that of the corresponding grades combined in the RCSD.

EMHCS met the goal in 2018-19 of having a higher percent of students meeting proficiency when compared to the RCSD. The measure was exceeded by 21 percentile points. Each grade that was tested performed at a higher rate than the district's tested grades. This measure was exceeded as follows, 46 percentile points in grade 3, 9 percentile points in grade 4, 26 percentile points in grade 5, 32 percentile points in grade 6, 11 percentile points in grade 7, and 1 percentile point in grade 8.

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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2018-19 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	68%	47	22	1974
4	23%	62	14	2138
5	38%	45	12	2002
6	44%	39	12	1933
7	19%	36	8	1526
8	3%	37	2	917
All	33%	266	12	10490

ADDITIONAL EVIDENCE

EMHCS has outperformed the Rochester City School District for the past three years. This measure was exceeded as follows: 30 percentile points in 2016-2017, 28 percentile points in 2017-2018, and 21 percentile points in 2018-2019.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	86%	14%	80%	18%	68%	22
4	30%	8%	36%	13%	23%	14
5	36%	9%	31%	11%	38%	12
6	14%	6%	40%	9%	44%	12
7	33%	5%	8%	6%	19%	8
8	10%	1%	6%	1%	3%	2
All	37%	7%	39%	11%	33%	12

Additionally EMHCS outperformed the three RCSD schools that are located in the same neighborhood and have comparable demographics as EMHCS: School #8, School #9 and School #45.

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2018-19 Math Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 8		School 9		School 45	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	68%	47	11%	44	13%	102	12%	67
4	23%	62	17%	53	21%	99	13%	47
5	38%	45	0%	39	15%	97	16%	67
6	44%	39	0%	52	14%	83	15%	48
7	20%	36	4%	50	NA	NA	7%	56
8	3%	37	0%	33	NA	NA	0%	26
All	33%	266	5%	271	16%	381	11%	311

EMHCS outperformed its comparisons schools for the past three years.

Math Performance of School and Comparison Schools by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 8		School 9		School 45	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2016-17	3-8	37%	298	2%	266	11%	361	7%	328
2017-18	3-8	39%	306	6%	272	14%	372	11%	270
2018-19	3-8	33%	266	5%	271	16%	381	11%	311

Goal 2: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

EMHCS met the overall Effect Size was .03. Grade three exceeded the effect size by 1.23. 2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80%	73	71.2%	45.3	26	1.26
4	75.9%	54	37%	40.6	-3.6	-0.17
5	81.8%	51	31.4%	32.3	-1.0	-0.05
6	71.4%	50	36%	37.8	-1.8	-0.10
7	81.8%	51	9.8%	28.4	-18.6	-0.82
8	75%	27	3.7%	23.7	-20.0	-0.88
All	78%	306	36.6%	36.4	.2	.03

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

EMHCS exceeded the overall effect size of 0.3 in the 2015-2016 school year and met the goal in the 2017-18 school year. Although the effect size is positive in the 2016-2017 school year, the goal was not met.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	71%	243	42	26.2	.91
2016-17	3-8	77.2%	298	31.9	29.1	.14
2017-18	3-8	78%	306	36.6	36.4	0.03

Goal 2: Growth Measure⁷

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

EMHCS students did not meet the Statewide Median of the Mean Growth Percentile by 9 percentile points. However, students in grade 5 exceeded the measure by 1.2 points.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	30.8	50.0
5	51.2	50.0
6	45.6	50.0
7	42.0	50.0
8	33.3	50.0
All	41.0	50.0

ADDITIONAL EVIDENCE

EMHCS has not exceeded the target measure of 50 percentile points in the last three years for all grades combined. In 2015-16, sixth grade exceeded the measure by 18.4 percentile points and in 2017-18 grade 5 exceeded the measure by 1.2 percentile points.

⁷ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	17.3	23.3	30.8	50.0
5	44.7	41.8	51.2	50.0
6	68.4	34.7	45.6	50.0
7	14.8	28.1	42.0	50.0
8	26.3	42.9	33.3	50.0
All	34.3	33.9	41.0	50.0

SUMMARY OF THE MATHEMATICS GOAL

EMHCS met its comparative goals. The school's tested students performing at proficiency on the state English language arts exam was greater than that of students in the same tested grades in the Rochester City School District. The school also exceeded its predicted level of performance by an effect size of .03. The school did not meet its absolute goals or its growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Not Met
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Met
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Not Met

ACTION PLAN

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

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

C. NYS Math Assessments

All K-5 Math Teachers met to look at the Math Performance Report with Gap Analysis by District to see the percentage of points earned by students for multiple-choice and constructed response broken down by standard. They also looked at the Released Question Report by District – multiple choice analysis to see the number of students who selected each choice questions, the percentages for each and the breakdown of points earned for constructed responses. The Longitudinal Item Difficulty Gap Analysis by District was also analyzed to look at the success rate over multiple years as compared to Monroe #1 BOCES. After analyzing the reports, teachers reflected on what standards/topics students did well on and which ones they struggled with. Looking at the released questions from the exams allowed teachers to identify students' misconceptions. Using this information, each grade level created an action plan to address the standards students struggled with.

Eureka Math curriculum will be utilized in the 2019-2020 school year for the middle school to ensure alignment to the NYS Engage NY Modules. In response to the 2019 NYS Math scores for ELL subgroup, the Spanish version of Eureka Math will also be used to help with ELL students' conceptual understanding.

The middle school Math teachers created a pacing guide, backwards planning from the NYS 6th, 7th, and 8th grade Math exams. The Math teachers were also provided with the 2019 NYS Math Educators Guide to distinguish which standards fall in the major cluster and therefore should be emphasized more than others within the pacing guide.

Using the BOCES gap analysis report, the middle school Math teachers did an item analysis of the 6th, 7th, and 8th grade 2019 NYS Math exam scores utilizing a modified version of the Atlas protocol. The teachers were then provided a copy of the 2019 NYS Math released test questions to ascertain why students performed better on some questions than others that were in the same standards domain.

All middle school staff was provided PD trainings on the implementation, the daily use of, and the reporting features of both the NWEA and the Edgenuity intervention software program.

Eighth grade students will have an opportunity to take an Algebra Regents class at the middle school level. Students will also take the regular 8th grade math class, and will sit for both the 8th grade NYS Math exam and the Algebra Regents exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate mastery of science concepts.

BACKGROUND

Teachers in Kindergarten through fifth grade implement Science A-Z. Science A-Z is a blended science and literacy program. The program provided a robust library of multileveled informational text, and delivered engaging lessons through science experiments, hands-on activities and other collaborative learning opportunities that allowed students to think and act like scientists. Third grade also used the circuits unit from BOCES to address standards covered in the curriculum and to provide an opportunity for students to engage in hands-on material.

The sixth through eighth grade teachers used Amplify Science. Through Amplify, students actively developed concepts in science through an inquiry and problem-solving approach that taught material through a sequence of rigorous, developmentally appropriate activities.

The school experienced several set-backs in staffing that greatly impacted the delivery of the instructional program. The school year began without a leadership team in place which led to teachers not receiving the support they needed to effectively teach their students. As a result 5 teachers resigned and others struggled to manage their classrooms effectively. The new leadership team and the board of trustees have addressed these issues and have a plan in place for the 2019-2020 school year.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Seventy-seven of EMHCS fourth grade students scored as proficient thus meeting the goal of 75% and exceeded it by 2 percentile points. The eighth grade students took the Living Environment Regents exam with a passing rate of 35%, missing the goal by 40 percentile points.

The 7/8 grade science teacher struggled with classroom management. The school had a difficult time recruiting a middle school coach. A consultant to serve as coach was hired towards the end of the second quarter.

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Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	77	62
8	NA	NA
All	77	62

Grade	Living Environment Regents Exam Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
8	35%	42

ADDITIONAL EVIDENCE

When comparing results from the 2016-2017 school year to the 2018-2019 school year, the overall cohort data demonstrates, that the number of fourth grade students showing proficiency on the Science exam increased by one percentile point and then decreased by 10 percentile points. The percentage of eighth graders, that took the Living Environment exam decreased by 3 percentile points from 2017-18 to 2018-19, however only 20 students sat for the exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	86%	51	87%	47	77%	62
8	24%	45	N/A	N/A	N/A	N/A
All	55%	96	87%	47	77%	62

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	N/A	N/A	N/A
8	2017-18	Living Environment	38%	43
8	2018-19	Living Environment	35%	42

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

The 2017-18 data indicates that the percent of EMHCS fourth grade students scoring at or above Level 3 was 22 percentile points more than that of the Rochester City School District (RCSD) 2017-2018. The percent of EMHCS eighth grade students passing the regents exam was 21 percentile points less than that of the Rochester City School District (RCSD).

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87%	54	65%	2120
8	N/A	N/A	NA	NA
All	87%	54	65%	2120

Grade	Living Environment Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ¹⁰	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	38	58	59%	481

⁹ This table uses the prior year's results as 2018-19 district science scores are not yet available.

¹⁰ This table uses the prior year's results as 2018-19 district science scores are not yet available.

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ADDITIONAL EVIDENCE

EMHCS has outperformed the RCSD on the Grade 4 Science exam for the past two years. This measure was exceeded as follows: 26 percentile points in 2016-2017 and 22 percentile points in 2017-2018. The 2018-2019 RCSD scores are not available at this time.

The RCSD outperformed EMHCS on the Living Environment Regents exam by 21 percentile points in 2017-2018.

Science Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	86%	53%	87%	65%	77%	NA
8	32%	13%	N/A	NA	N/A	NA
All	59%	33%	87%	65%	77%	NA

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
8	NA	NA	38%	59%	35%	NA

SUMMARY OF THE SCIENCE GOAL

EMHCS has met the science goals for grade 4 and failed to meet them at the eighth grade level.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Met – Grade 4 Not Met- Grade 8
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met – Grade 4 Not Met- Grade 8

ACTION PLAN

The school recognises that in order for students to make the academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure necessary to support the school's expansion; (B) it must reinvest in creating a strong skilled leadership and instructional team at each grade span (elementary, middle and high school); and (C) it must pay attention to the NYS assessment results and what it is indicating in terms of students performance on the NYS standards. See the plan outlined for A and B in the ELA section of this report.

C. NYS Science Assessments

The fourth grade Science teachers met to look at the Science Performance Report with Gap Analysis by District to see the percentage of points earned by students for multiple-choice and constructed response broken down by standard. They also looked at the Released Question Report by District – multiple choice analysis to see the number of students who selected each choice questions, the percentages for each and the breakdown of points earned for constructed responses. The Longitudinal Item Difficulty Gap Analysis by District was also analyzed to look at the success rate over multiple years as compared to Monroe #1 BOCES. After analyzing the reports, teachers reflected on what standards/topics students did well on and which ones they struggled with. Looking at the released questions from the exams allowed teachers to identify students' misconceptions. Using this information, each grade level created an action plan to address the standards students struggled with.

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

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: 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.

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As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

Results and evaluation

Not Available at time of report.

ADDITIONAL EVIDENCE

Accountability Status by Year	
Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	Not available at time of report

UNIQUE GOAL 1: SPANISH LANGUAGE ARTS

Goal 1: Spanish Language Arts

Students will become proficient speakers of the Spanish Language.

BACKGROUND

Teachers in grades Kindergarten (K) through second grade used the *McGraw-Hill Wonders/Maravillas* curriculum program as their core curriculum program. Teachers in grades three through six used an internally developed curriculum. Teachers in grades K-6 used guided reading materials for reading group instruction.

Individual teachers created their own assessments to longitudinally track student progression. Teachers also used *Evaluación del nivel independiente de lectura* (ENIL) in grades K-6 provided by the American Reading Company. The data collected from the internally developed assessments and ENIL were used to determine individual student growth in Spanish reading.

Spanish language arts teachers in grades K-6 participated in weekly team grade level meetings. Discussions about the data during the grade level meetings were focused on addressing specific academic needs based on assessment data and teachers had an opportunity to consult and plan instruction with the bilingual coach.

Professional development sessions were provided to teachers in grades K-6 for 0.75 hours/week. Topics were chosen based on observations, student data, school initiatives, and staff request. Examples of professional development included benchmark assessments, best practices in language instruction, and SMART goals.

The school experienced several set-backs in staffing that impacted the delivery of the instructional program. Several teachers resigned or were removed from the classroom while others struggled to effectively manage their classrooms. Grades 6-8 were most impacted resulting in teaching, staffing, and data collection inconsistencies which prevented appropriate collection of ENIL data.

Goal 1: Growth Measure

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

METHOD

The school administered the Evaluación del Nivel Independiente de Lectura (ENIL) to students in K through 6 grades. Student's fall scored was compared to the spring score to determine growth. Students that demonstrated .50 were counted as one year's growth.

RESULTS AND EVALUATION

The table below summarizes student growth over one year in the ENIL assessments. Only 48% of all students in grades K-6 demonstrated at least one year's growth with first grade demonstrating the most growth and achieving the goal of 75%. The school experienced difficulty in recruiting and retaining Spanish Language Arts teachers through-out the school year. The following grades were impacted K, 5, 6, 7, 8 and 9. EMHCS fell short of the 75% absolute goal. Grades K and 4 demonstrated the least amount of growth while grades 2 and 3 experienced some growth.

2018-19 EVALUACION DEL NIVEL INDEPENDIENTE DE LECTURA (ENIL)			
Grades	Number Tested	Number meeting/exceeding one year's growth	Percentage meeting/exceeding one year's growth
K	94	22	23%
1	106	80	75%
2	102	60	59%
3	81	45	56%
4	79	26	33%
5	53	24	45%
6	47	20	47%
Total	383	119	48%

Goal 1: Absolute Measure

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

METHOD

The school administered the Spanish Proficiency exam (checkpoint A) and the Regents Spanish exam (checkpoint B). A checkpoint C exam has not been implemented because the school has not had a cohort complete grade 12. All 3 exams utilize a 0-100 scale as per New York State (NYS) regulations and are developed in cooperation with Monroe BOCES to maintain approved state metrics. NYS Department of Education recognizes 65 or above as a passing grade.

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RESULTS AND EVALUATION

Cohort 2016 met the goal for Check Point A and came close to meeting the goal for Check Point B. Cohort 2017 came close to meeting the goal for Check Point A and failed to meet the Check Point B by 21 percentile points. Cohort 2018 came close to meeting the goal for check point A.

Percentage of Students Passing as of August 2019			
Measure	Cohort 2016 Number of Students:	Cohort 2017 Number of Students:	Cohort 2018 Number of Students:
Checkpoint A	75%	71%	74%
Checkpoint B	70%	54%	N/A
Checkpoint C	N/A	N/A	N/A

ON TRACK TO SEAL OF BILITERACY

Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort that have had at least 5 years of uninterrupted Spanish Language instruction will receive the Seal of Biliteracy on their diploma.

Thirty percent of the 2016 cohort, fifty one percent of the 2017 cohort and eighty four percent of the 2018 cohort are on track to receive the Seal of Biliteracy,

Cohort Designation	Percentage of Students On Track to receive the Seal of Biliteracy
2016	30%
2017	51%
2018	84%

ACTION PLAN

The school recognizes that in order for students to make the academic gains they need in order to graduate and be college and career ready, it must (A) provide the organizational structure necessary to support the school's expansion; (B) it must reinvest in creating a strong skilled leadership and instructional team at each grade span (elementary, middle and high school); and (C) it must pay attention to the NYS assessment results and what it is indicating in terms of students performance on the NYS standards. See the plan outlined for A and B in the ELA section of this report.

C. Spanish Language Arts Assessments

EMHCS will implement the new curriculum developed following the NYS guidelines and ACTFL world-readiness standards for learning languages and aligned in grades K-12 in collaboration with the Regional Bilingual Educational Resource Network (RBERN). The school will also have the SLA coach focus on grades K-5 and the Bilingual Coordinator will focus on grades 6-12. The K-5 schedule has been revised to allow more time for Spanish Language Arts instruction. Materials have been purchased to help students practice the language at their level. Paraprofessional allocations have been increased and assigned to the SLA teachers to support with instruction, assessment and record keeping. While ENIL is suitable for monitoring reading progress, it does not report in 3 of the 4 modalities (listening, speaking, and writing). EMHCS is currently looking for an alternative assessment instrument that can effectively demonstrate student language development in all 4 modalities.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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.

ADDITIONAL EVIDENCE

Some of EMHCS students take the English Language Arts Common Core regents exam, at the end of their Sophomore year. Other students wait until their Junior year to take the exam. While the enrollment numbers have changed, 36% more of the 2016 cohort have reached a level 4 in the 2018-2019 school year than the 5% that reached that goal the year before. In terms of the students who have passed the exam with a level 3, in 2018-2019, the percentage increased by 53% from the 27% in the 2017 – 2018 school year. This data supports the claim that the school is making progress towards meeting this target.

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
2016	NA	NA	57	5%	44	41%
2017			NA	NA	42	5%
2018					NA	NA

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
2016	NA	NA	57	27%	44	80%
2017			NA	NA	42	36%
2018					NA	NA

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- Common Lit assignments focused on comprehension skills
- read independently for 30 minutes per day in school at students' independent reading level
- an intervention teacher to work and support students who will need tier III intervention services
- an extended day English enrichment class
- English review class for students who are not meeting the English common core
- Regent Readiness exams twice throughout the semester to check students' progress and adjust curriculum and instruction accordingly

HIGH SCHOOL MATHEMATICS

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.

ADDITIONAL EVIDENCE

For the Algebra I Regents exam, EMHCS has made great progress towards students demonstrating proficiency at a level 3. The 2016 cohort raised the percentage by 21%. The 2017 cohort had an additional 23% achieve a level 3 from the previous year. The freshman of last year had 81% of their entire class gain a level 3 on the Regents exam.

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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
2016	NA	NA	57	37%	44	20%
2017	NA	NA	40	20%	42	5%
2018	NA	NA	NA	NA	48	6%

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
2016	NA	NA	57	74%	44	95%
2017	NA	NA	40	53%	42	76%
2018	NA	NA	NA	NA	48	81%

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- A math lab every other providing an additional 80 minutes every other day during the semester to strengthen the skills learned in class.
- An intervention teacher to work and support students who will need tier III intervention services.
- An extended day math enrichment class.
- Math review class for students who are not meeting the common core expectations.
- Regent Readiness exams twice throughout the semester to check students' progress and adjust curriculum and instruction accordingly.

HIGH SCHOOL SCIENCE

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

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

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multiple science exams. Students have until the summer of their fourth year to pass a science exam.

ADDITIONAL EVIDENCE

For the Living Environment Regents exam, our school has made progress towards having students earn at least a 65 on this exam for each of our cohorts during the 2018-2019 school year. For our 2016 cohort, we raised our percentage by 9%. The 2017 cohort had an additional 7% of students achieve a level 3 from the previous year. Our freshman of last year had 65% of their entire class gain a level 3 on the regents exam.

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
2016	NA	NA	57	68%	44	77%
2017	NA	NA	40	45%	42	52%
2018	NA	NA	NA	NA	48	65%

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- Review class for students who are not meeting the common core expectations.
- Online program supervised by content teacher
- An intervention teacher to work and support students who will need tier III intervention services.
- Regent Readiness exams twice throughout the semester to check students' progress and adjust curriculum and instruction accordingly.

HIGH SCHOOL SOCIAL STUDIES

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.

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ADDITIONAL EVIDENCE

For the US History exam, we have only had our 2016 cohort sit for the exam. 45% of those students were able to pass the US History exam with a 65 on their first attempt. For our 2017 cohort, we had 2 students who took the class in the past at a different school.

For the Global regents exam, our school has made progress towards having students earn at least a 65 on this exam for each of our cohorts during the 2018-2019 school year. For our 2016 cohort, we raised our percentage by 22%. The 2017 cohort had 51% of our students earn the goal of at least a 65% on their first try of trying it. The 2018 Cohort has not sat for the exam yet. They will sit for the exam during the 2019-2020 school year.

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
2016	NA	NA	NA	NA	44	45%
2017	NA	NA	NA	NA	42	0%
2018	NA	NA	NA	NA	NA	NA

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
2016	NA	NA	57	42%	44	64%
2017	NA	NA	NA	NA	42	51%
2018	NA	NA	NA	NA	NA	NA

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- Global I and US History review class for students who are not meeting the common core expectations.
- Online program supervised by content teacher
- An intervention teacher to work and support students who will need tier III intervention services.
- Regent Readiness exams twice throughout the semester to check students' progress and adjust curriculum and instruction accordingly.

ON TRACK TO GRADUATION

Absolute Measure

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

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When analyzing the data in terms of percentage on track for graduations, two of our cohorts are on track to meet the goal of graduating on time. 76% of our 2016 cohort is on track for graduation. This means that at the end of the 2018-2019 school year, 76% of our students had at least 16 credits and at least 3 Regents exam. 47% of our 2017 cohort is on track for graduation. This means that at the end of the 2018-2019 school year, 47% of our students had at least 11 credits and 2 Regents exams. For our 2018 cohort, 83% of them are on track, which means they had at least 5 credits and 1 Regents exam.

Cohort Designation	Percentage of Students On Track to Graduation as of August 2019
2016	76%
2017	47%
2018	83%

ACTION PLAN

EMHCS will implement the following strategies to help increase academic performance:

- Change schedule to a semester schedule where students are only focusing on 4 to 6 classes at a time, instead of 8 to 10.
- Guidance Counselor and Principal will develop action plans with students that are at risk of not graduating. The action plan will support students to build their skills and help them get back on track.
- Additional support during Crew, to help support these students with more individualized support by their crew leaders.
- Review classes for students who need extra support on the Regents exams. These review classes have smaller class sizes to help support students in their learning.
- Online credit recovery classes with certified teachers to help students gain credits that they may not have been able to meet the first time around.
- An intervention teacher to work and support students who need tier 3 intervention support services.