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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.

**Eugenio María de Hostos Charter
School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Sabrina Nudo prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. Chair, Treasurer, Secretary)	Committees (e.g. Finance, Executive)
Julio Vázquez	Co-founder, Chairman	Academic, Building, Finance, Fundraising, Personnel
Eugenio Marlin	Co-founder, Vice Chair	Building, Nominating
Angélica Pérez-Delgado	Secretary	Finance, Nominating, Personnel
Connie O. Walker	Treasurer	Academic, Finance, Nominating
Ray Ciccarelli	Trustee	Finance, Fundraising
Dr. Miriam Vázquez	Co-founder, Trustee	Academic, Building, Finance, Fundraising, Personnel
Dr. Marcy DeJesús-Rueff	Trustee	Academic
Miguel Meléndez	Trustee	Building, Nominating
Robert Frasier, Jr.	Trustee, Parent Representative	
DeAnna Harris	Trustee, Parent Representative	

Dr. Sabrina Nudo has served as the Director of Academics and Assessment since 2019.

SCHOOL OVERVIEW

Eugenio María de Hostos Charter School (EMHCS) received its fourth approval from the SUNY Charter Schools Institute March 2020 as a Kindergarten through twelfth grade school serving 878 students. The school opened in September 2000 as a Kindergarten through second grade school, adding additional grades in subsequent years. The student population for the year 2020-2021 consisted of 935 students total in grades K-12. The demographics of our total student population consisted of 698 Latino students, 212 African American students, 17 White students, seven Multiracial students, one American Indian or Alaska Native, 66 students with disabilities, 187 English Language Learners, and 777 economically disadvantaged students. The students in grades K-5 were housed at the Zimbrich Campus, students in grades 6-8 were housed at the Joseph Campus, and the students in grades 9-12 were housed at the Kodak Campus. Students in grades Kindergarten through second learn Spanish through the Dual Language model, where the language of instruction alternates between English and Spanish. Students in grades third through twelfth continued their Spanish studies during the Spanish Language Arts block. The students represent a broad spectrum of learning styles and learning needs. The student population also reflects the multicultural community surrounding each campus.

The work at EMHCS is driven by the mission statement: to create a safe and nurturing community of learners where students earn the Seal of Biliteracy (English and Spanish), learn to advocate for social justice and are prepared to enjoy and access what the world has to offer. The leaders at EMHCS are dedicated to preparing students for the 21st century through high-quality delivery of instruction in English and in Spanish, character education, and technology.

EMHCS partners with EL Education to collaborate with school leaders to oversee academic systems and provide professional development to the school's instructional teams. EL Education's core practices guide school leaders, staff, and students to strive for excellence working within three dimensions of education: mastery of knowledge and skills, habits of character, and high-quality work. Grade level teams implement curriculum mapping and planning to develop quality lessons to meet Common Core Learning Standards. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum. Parents are encouraged to be active participants in their children's education program. Teachers communicate classroom updates and student academic progress with parents on a routine basis through a variety of communication methods; i.e. phone calls, emails, and phone apps. EMHCS invites parents to participate in scheduled student led conferences, PTO meetings and school school events

In preparation for the 2020-2021 academic school year, school building leadership teams organized reopening plans for each campus. Surveys were sent to parents and families to understand their preference for in-person or virtual learning. Answers to the survey gave school leaders a prediction of the number of students to plan social distancing for in-person learning. After direct contact and commitment from each family for in-person or virtual learning, the elementary building leaders learned and planned space for in-person learners kindergarten through fifth grade. Grades seven through twelve organized a plan for students to follow a hybrid schedule. Middle school and high school students alternated in-person learning and virtual learning each week. Students of families who did not wish for their child to attend school in-person were afforded the ability to attend virtual classes only. Students who were in need of more structured supports, i.e. ELLs and students with IEPs were given the option to attend school everyday. As COVID-19 numbers increased in November, leaders at EMHCS planned and communicated that buildings would be closed from November 26th through January 19th. In the interim, a learning pod within

the elementary building was created to accommodate families who were essential workers or needed support to continue instruction for their child. Students in grades K-12, who met the above conditions continued virtual learning in the gym of the elementary campus. Students were socially distanced and were monitored by school instructional staff to provide students access to WIFI, to keep students on task, and assist students with computer issues. When in-person instruction resumed, the school schedule was adjusted to accommodate one asynchronous instructional day. The asynchronous instructional day provided students time to catch up on assignments and meet with teachers one on one or in small groups, teachers were provided professional development opportunities with instructional coaches and building leaders, and building leaders conducted building meets which maximized leadership time to support classroom instruction. Late spring, when the CDC announced changes for schools to reduce social distancing from six to three feet, EMHCS responded to families’ needs and opened space per classroom based on CDC guidelines. EMHCS plans to have all students return for in-person learning September 2021 unless otherwise guided by the CDC.

The social and emotional needs of students, staff, and family during the past academic year were a priority at EMHCS. Staff were surveyed to know their preference for in-person or remote teaching. Accommodations were made accordingly. Staff and student Crew provided time and space to deepen relationships, discuss challenges, celebrate successes, and most importantly stay connected regardless of in-person or remote participation. Social workers assigned to grades kindergarten through twelfth grade provided additional support to students, families, and at times staff who were experiencing a variety of challenges beyond the norm.

Working through the pandemic this past academic year pushed all stakeholders at EMHCS to provide leadership and instruction beyond what was thought possible. The experience has taught us lessons in creativity in responding and providing virtual instruction, increased collaboration in meeting EMHCS constituent needs, and the importance of increasing our commitment to our schools mission and vision in instruction and care for all members of the EMHCS family.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	103	66	76	55	51	52	49	56	44	55				607
2017-18	105	109	73	75	54	55	49	55	52	39	52			718
2018-19	100	104	101	78	80	52	49	49	53	52	47	46		811
2019-20	93	82	99	95	78	81	50	56	56	53	55	42	38	878
2020-21	91	98	83	103	98	80	81	54	55	63	52	55	28	941

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

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

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	41	1	41
2020-21	2017-18	2017	39	4	39

TOTAL COHORT FOR GRADUATION

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

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

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2019-20	2016-17	2016	41	1	42
2020-21	2017-18	2017	35	4	39

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	1	4	5

PROMOTION POLICY

Presently the school's promotion requirements at EMHCS; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements. Indicate any adjustments made due to changes to the school's modality of instruction (e.g., remote, hybrid, in person)

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

Grade 9 ➔ Grade 10

A minimum of 5.5 credits + 1 regents exam

Grade 10 ➔ Grade 11

A minimum of 11 credits + 3 regents exams

Grade 11 ➔ Grade 12

A minimum of 16 credits + 5 regents exams

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

High school students are provided the opportunity to earn a maximum of 8.5 credits each academic year. The majority of students from the 2020 and 2019 cohorts attained the required number of credits to be promoted to the next grade level for the next academic school year. 76% of the 2019 cohort achieved the goal of attaining 10 credits at the end of the 2020-2021 school year. 76% of the 2020 cohort students met the goal of attaining at least five credits their first year of high school.

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

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	55	76%
2020	54	76%

ADDITIONAL EVIDENCE

For the school year 2020-2021 76% of students from the 2019 cohort earned at least 10 credits. 76% of Cohort 2020 students earned the required 5.5 credits needed for grade promotion. The current 4 X 4 semester block schedule provides room for the 24% and 24% of students, respectively, who did not earn the required credits for promotion to the next grade level, the ability to earn those credits for mid-year promotion during the 2021-2022 school year, supporting their ability to get back on track for graduation.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Review of EMHCS high school cohort data shows that 84% of the 56 students in the 2018 cohort passed or received exemptions on at least three regents exams during their second year of high school. The majority of students in the 2019 cohort (55) met regents exam requirements or received an exemption at an overall rate of 82%.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	N/A	N/A
2018	2019-20	56	84%
2019	2020-21	55	82%

ADDITIONAL EVIDENCE

This year’s continued focus was placed on implementation of multiple strategies aimed at increasing student performance on regents exams and benchmark assessments:

- The school continues to operate on a 4x4 block semester schedule in order to support students with catching up on credits and to decrease the number of Regents exams in which students would have to prepare for per testing period. Additionally, this schedule offers students two opportunities to pass a Regents exam during the course of a school year.
- Students have an additional opportunity to earn course and regents credit during the summer program at EMHCS.
- Regents review courses and credit recovery courses: Students who sat for regents level courses but were not able to meet exemption requirements during assigned testing periods were enrolled in credit recovery courses in order to meet course and state requirements. Within this window students take an intense regents review and/or credit recovery

preparation course that focuses on major concepts, skills and standards covered on the exam.

- Professional development aligned to concepts of deeper learning, college-level readiness and 21st century skills (i.e. critical thinking, informational and media literacies).
- Performance-based assessments.
- Early identification of students deemed as academically at-risk.
- Increased academic and SEL supports (i.e. Teachers: intervention, Special Education, Crew, counselors and community resources).

Goal 1: Absolute Measure

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

Academic support was planned and put in place for high school students in need of meeting academic standards. Students who were initially behind their cohort peers were identified at the beginning of the school year and assigned an intervention teacher. This teacher worked in collaboration with students' core teachers to develop individualized plans to support students to meet academic goals. In addition, the school counselor reviewed students' four-year plans with parents, students and crew/advisory leaders. Credit recovery classes were offered to students who did not earn the required credits within their grade level. Edgenuity, a credit recovery software program, offered online classes to students to recover Regents credits not earned the first time they took a course. During the high school academic summer program, Edgenuity was used to allow students to recover Regents credits not acquired during the academic school year. Additionally, students who passed their Regents class but scored below 65 on the Regents exam were assigned to a Regents preparation course to further hone their skills and knowledge for mastery of Regents-based concepts and standards.

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

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

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	41	83%
2017	2020-21	39	82%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	5	20%

ADDITIONAL EVIDENCE

Overall, 82% of the 2017 cohort met graduation requirements. 28% of the students graduated with the Seal of Biliteracy. 62% of the students received an Advanced Regents Diploma with the remaining 38% receiving Regents diplomas. Students receiving the Advanced Regents Designation are required by NYS to complete a total of 22 credits which includes three foreign language credits, pass a total of eight Regents exams, and pass the Spanish CheckPoint B exam. We had one active student from the 2016 cohort, she graduated with an Advanced Diploma and the Seal of Biliteracy in June 2021.

Goal 1: Comparative Measure

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

METHOD

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

RESULTS AND EVALUATION

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2020-21 are not suitable for comparison, the calculation of this measure is not required.

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

Cohort Designation	School Year	Charter School		RCSD School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	41	83%	1,984	68%
2017	2020-21	39	82%	Not Available	Not Available

ADDITIONAL EVIDENCE

62% of the fourth year high school graduation cohort graduated in June 2021 with an additional 20% graduated in August 2021. This brings our total to 82%, which is 14% higher than the 68% graduation rate of the 2019-2020 RCSD graduation cohort.

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

0% of students in the high school Graduation Cohort pursued an alternative graduation pathway (commonly referred to as the 4 + 1 pathway) to achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort. All students that graduated met all requirements to earn an Advanced Regents or Regents diploma.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

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Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = [(b)/(a)]*100
N/A	N//A	N//A	N//A
N//A	N//A	N//A	N//A
N/A	N//A	N//A	N//A
Overall	N//A	N//A	N//A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	41	0%
2017	2020-21	39	0%

ADDITIONAL EVIDENCE

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

ACTION PLAN

For the 2021-2022 academic year, EMHCS high school will continue to support students' social-emotional (SEL) and academic needs in order to promote student achievement and meet our mission. Classroom teachers, in collaboration with intervention teachers, Special Education teachers, Social Worker, Academic Counselor and other key instructional and support staff, will identify areas in need of remediation due to the challenges created by COVID and will provide tiered assistance and support to meet the needs of students. An additional counselor will be added to staffing in order to focus on post-secondary goals and career pathways. High school counselors at EMHCS will meet with students to discuss course requirements needed to support individual progress toward graduation. School counselors and Crew Leaders in collaboration with instructional staff will monitor student progress throughout the academic year and implement academic support through intervention teachers and credit recovery course options when needed.

An instructional coach will guide teachers in using best practices in lesson planning, delivery, and assessment of learning across all departments and direct support to both the math and science departments. High School and Middle School staff will collaborate to vertically align curriculum and to explore the intersections of different disciplines in order to promote deeper understanding of concepts through authentic assessment.

High School teachers will work alongside the instructional coach. Teachers, support staff, and the coach will meet on a regular basis throughout the year to progress monitor students through deep dives into data. As a result, teachers will be able to design differentiated lesson plans which will cultivate autonomy and empower students to be leaders of their own learning while continuously setting goals and tracking their progress in all areas.

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

EMHCS high school provides students' with opportunities to explore and learn about careers and postsecondary educational opportunities that align with their chosen career pathways. FAFSA events were held both in person and virtually to help high school students with the college application process for financial aid. Assistance was provided to students to apply to colleges through a common application. Additionally, workshops on the college application process were

offered during CREW; an advisory block. The opportunities to conduct face to face college visits were limited; however, EMHCS took advantage of virtual opportunities to provide students with access to college information from special guests. As students received acceptance documentation from colleges, further assistance and support was provided to maintain communication with their future colleges and advisors to understand and meet further requirements from the college.

EMHCS works in partnership with the following programs:

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

100% of graduating students are registered for and are scheduled to matriculate into two and four year colleges and universities in the fall. Additionally, 100% of all active members of the 2017 cohort, as well as six early graduates met the CCRI. The Guidance Counselor met with students one on one, in small and large groups informational sessions in order to provide support on the college application process and to assist with completion of scholarship applications.

The Seal of Biliteracy is awarded by a school, district, or state in recognition of students who have shown proficiency in two or more languages. Students at EMHCS pursue studies in both English and Spanish. High school students prove proficiency in English and Spanish by earning pathway points indicated by the NYS Seal of Biliteracy requirements, as well as, researching, writing and presenting capstone projects in both English and Spanish. 28% of students in the 2017 Cohort earned the Seal of Biliteracy.

Goal 2: Absolute Measure

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

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

METHOD

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

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, most students were not able to take Regents exams during those cancelled dates. However, students who qualified benefited from examination exemptions following state guidelines.

Digital Electronics and Principles of Engineering are college courses provided to students at the EMHCS high school through a partnership with Project Lead the Way (PLTW). PLTW provides the curriculum for the course as well as the training the teachers need to teach the course. Students are eligible to take Digital Electronics if they took and passed a digital drawing and production course that serves as a foundation of background in digital electronics. Students are eligible to take Principles of Engineering after they have taken and passed three Science credits; Living Environment, Earth Science, and Chemistry. College credit is determined by the student scoring at least a 75% on the final exam and earning an overall average of 85% for the class. Students who are taking this class are on track to earn an Advanced Regents diploma and have shown interest in technology fields.

Graduating high school students were provided the opportunity and encouraged to earn the Seal of Biliteracy. The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have shown proficiency in two or more languages. Students at EMHCS study English and Spanish. High school students proved proficiency in English and Spanish by earning pathway points indicated by the New York State Seal of Biliteracy requirements, as well as, researching, writing, and presenting capstone projects in both English and Spanish.

RESULTS AND EVALUATION

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Demonstrating college preparation in earning high school credit above minimum requirements for graduation.	32	30	94%
Earning Regents Diploma with Advanced Designation	32	24	75%
Seal of Biliteracy	14	11	79%

Achieving at least Performance Level 4 on both the ELA and Math Regents required for graduation	32	2	6%
Overall	32	30	94%

EMHCS met the measure of students demonstrating preparation for college. The 2017 cohort consisted of 39 students. 32 of the 39 students successfully completed NYS requirements for graduation as of August 2021.

94% of the 2021 graduating class graduated with more than 22 credits.

62% of the 2021 graduating class earned a Regents Diploma with Advanced designation.

79% of the 2021 graduating class that attempted to earn the Seal of biliteracy achieved the indicator.

6% of the 2021 graduating class achieved performance level 4 on both the ELA and Math Regents.

31% of the 2021 graduating class earned both a seal of biliteracy and advanced designation.

ADDITIONAL EVIDENCE

The High School at EMHCS purposefully and strategically planned for full year courses to be completed within one semester by implementing a 4 X 4 semester block schedule. Students completed the required hours for each course within 80 minute blocks. The rationale for the High School’s schedule is to increase the amount of on-task time to allow deeper coverage of the content and offer students a chance to earn a minimum of 8.5 credits within a school year. Students are able to acquire credits at a much faster rate and see their progression as early as the end of the first semester.

Goal 2: Absolute Measure
 Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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

Goal 2: Comparative Measure
 Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

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

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

During the 2019-2020 and the 2020-2021 school years, student surveys were sent to students to know their interest in attending college or university programs. After surveys were collected, students were encouraged to explore and provided time to apply to colleges or other higher level institutions after high school. 63% of seniors who graduated during the 2019-2020 school year enrolled in a two or four year college program. The EMHCS High School fell short of the 75% measure of students matriculating into a college or university by 12%. During the current school year, 2020-2021, 100% of the graduates applied and were accepted into a two or four year college program. As of August 13, 2021, data is pending on the number of students who enrolled in a two or four year college program. A College and Career Readiness Counselor will be added to staffing during the 2021-2022 school year in order to focus on post-secondary goals and career pathways. High School counselors at EMHCS will meet with students to discuss course requirements needed to support individual progress toward graduation and college matriculation. School Counselors, and other key staff members will monitor student progress.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	N/A	N/A	N/A
2016	2019-20	35	22	63%
2017	2020-21	32	Not Available	Not Available

SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Available
Absolute	Each Year, the majority of graduating students will graduate with an advanced diploma.	Met

ACTION PLAN

EMHCS continues to improve upon our college counseling program and what it has to offer:

- A College and Career counselor will be added to staffing during the 2021-2022 school year in order to focus on post-secondary goals and career pathways.
- Offer more opportunities to visit colleges, as well as colleges coming into the school.
- Offer students more college readiness opportunities earlier in ninth grade in the form of career interest forms as well as college interest forms.
- Support students with identifying and enrolling in early opportunities in technical and skilled trades prior to graduation.
- The addition of a new college and career readiness counselor will offer increased opportunities for students to learn about and complete FAFSA programs and create more connections with colleges to have students or professionals come into the school to speak with and give information to students.
- Include a common application process with students during their junior year.
- Inform students of college scholarships and college fairs throughout the year.
- Post current information in regard to college applications, scholarships, grants and apprentice opportunities on a webpage within the EMHCS website.
- In collaboration with senior CREW leaders, the guidance counselor will create and maintain a google classroom in order to maintain ongoing communication with all seniors and upperclassmen.
- Initiate a process to proactively identify students in academic need and provide intervention and tutoring opportunities to assist students in deficit areas.
- Continue planning with students in regard to year to year requirements for graduation with the goal of earning an advanced regents diploma and seal of biliteracy.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will become proficient readers and writers of the English language

BACKGROUND

McGraw-Hill Wonders/Maravillas reading program was used as the core reading program to instruct students in grades K-2. In grades K-1, a scope and sequence was created the summer of 2020 to guide this school year's work. The scope and sequence was aligned to Wonders and Maravillas to maintain pacing where students were introduced and taught letter sounds and syllables. In grades K-2 the guided reading materials used were texts provided through Wonders & Maravillas, Scholastic guided reading materials, and Reading A-Z. Teachers in grades 3-8 used the EL Education English Language Arts Curriculum Modules for their core reading program. In grades 3-5, the guided reading materials used were from Reading A-Z, Scholastic guided reading materials, articles from Newsela, and novels.

Teachers, instructional coaches, and leadership used various assessments to gain a complete picture of student growth and achievement. Some of these assessments include the assessments embedded within the core reading programs and i-Ready. In addition, teachers assessed students in grades K-5 using the Independent Reading Assessment (IRLA) provided by the American Reading Company and first grade teachers piloted the Benchmark Reading Assessment (BAS), which assessed students four times this school year.

Grade Level meetings were conducted once a week between school leadership, coaches, and teachers in kindergarten through fifth grade. This provided teachers and instructional coaches an opportunity to focus on the planning and pacing of curriculum, delivery of instruction, student interventions, and data analysis. This year, grade level meetings also gave teachers the opportunity to collaborate with building social workers and the administrative team on identifying students with chronic absenteeism and improving attendance throughout the year.

Professional development sessions were provided every other week to teachers and paraprofessionals in kindergarten through fifth grades for an hour, as well as full-day PD opportunities. Topics were chosen based on our school wide work plan and the identified school wide goals. Elementary teachers participated in professional development sessions as facilitators by providing professional learning communities focused on instructional staff SMART goals and staff requests.

Students in 6th through 8th grade used the EL Education 2.0 ELA curriculum focusing on 4 modular themes per grade. The 6th grade modular themes were "Greek Mythology", "Critical Problems and Design Solutions", "American Indian Boarding Schools", and "Remarkable Accomplishments in Space Science". The 7th grade themes were "The Lost Children of Sudan", "Epidemics", "The Harlem Renaissance", and "Plastic Pollution". The 8th grade themes were "Folklore of Latin America", "Food Choices", "Voices of the Holocaust", and "Lessons from Japanese American Internment".

All students in grades 6-8 attended a Literacy intervention class four days per week. Students worked in small groups utilizing both teacher directed and online lessons. Students used online reading instruction from i-Ready to reinforce reading skills and allow students to become familiar with the format and question style of the NYS Common Core ELA Assessment. The data acquired from all of these assessments was used to determine individual learning paths for reading and writing, in addition to the core ELA classroom curriculum, as well as inform small group instruction and remediation and whole class instruction as well as inform small group and whole class instruction.

Grade level meetings were held for teaching teams in grades 6-8 once per week. During grade level meetings teachers discussed and addressed grade-specific academic needs based on assessment data and planned instruction with their instructional coach. This year, grade level meetings also gave teachers the opportunity to collaborate with building social workers and the administrative team on identifying students with chronic absenteeism and improving attendance throughout the year.

Teachers in grade 6th-8th also participated in Department meetings once per week. Teachers focused on vertical alignment, and analyzed student work through High Quality Work protocols. The work done in Department meetings continued in the teacher's common planning time built into their schedules once a week.

Professional development sessions were provided to teachers in 6th-8th grade on a weekly basis throughout the school year by the instructional coaches. Topics were chosen based on observations, student data, school initiatives, and staff requests. Examples of professional development opportunities included, but were not limited to, analyzing interim assessment data, analyzing formative assessments and student conversation cues, high quality work, data driven instruction, and student led conferences.

METHOD

The school administered the i-Ready diagnostic assessments in reading to students in grades kindergarten through 8 for the following dates:

	Date Range
Fall	9/21/20 - 11/06/20
Winter	01/05/21 - 02/26/21
Spring	05/03/21 - 06/11/21

The i-Ready diagnostics are used with grades K-8. It is an adaptive assessment that provides actionable data about student needs. Based on diagnostic results, i-Ready reports provide detailed information on student performance. The information is organized by domain with clear instructional recommendations for each student and instructional groups of students. The diagnostic exams are given to students in the fall, winter, and spring. In grades sixth through eighth,

all students have Literacy Intervention Block included in their schedule three times per week. During this time small group intervention and enrichment is provided by the interventionist based on students' i-Ready scores and needs within each literacy domain. Monthly i-Ready Growth Check Assessments are used to monitor progress and to adjust daily instruction.

In grades 2-8, instructional coaches and building leaders created interim assessments aligned to the New York State standards. In order to vertically align them and to closely model the New York State assessments, EMHCS used i-Ready assessments for second grade and released items from previous New York State tests for grades 3-8. Following interim assessments, departments worked collaboratively to grade, analyze, and create whole class and small group instructional plans based on student achievement data.

RESULTS AND EVALUATION

As evidenced in the tables below, students in grades K-8 met and, at times, exceeded the school's median percent progress to Annual Typical Growth.

- The first table illustrates the median percent progress of all students K-8. According to i-Ready the school's median score to meet or exceed is 100%. The school's K-8 median average is 111% exceeding the i-Ready median goal by eleven percentage points.
- The second table illustrates the school's median percent progress to annual typical growth for students who were two or more grade levels below in the fall. According to i-Ready, the school's median score to meet or exceed is 110%. The school's K-8 annual typical growth is 116% exceeding the i-Ready annual typical growth goal by six percentage points.
- The third table illustrates the school's median percent progress to annual typical growth for students with IEPs. According to i-Ready, the school's median score to meet or exceed is 100%. The school's K-8 median score is 158% exceeding the i-Ready median goal by 58 percentage points.

School's Median Percent Progress to Annual Typical Growth

	# Assessed	# of Students Enrolled	Annual Typical Growth (Progress Median)
Third Grade	79	103	73%
Fourth Grade	87	98	68%
Fifth Grade	76	80	46%
Sixth Grade	63	81	29%
Seventh Grade	44	53	206%
Eighth Grade	38	55	68%
Total	387	470	

School’s Median Percent Progress to Annual Typical Growth for Students Who Were Two or More Grade Levels Below in the Fall

	# of Students at Least Two Grade Levels Below	Students Median Percent Progress to Annual Typical Growth
Third Grade	35	92%
Fourth Grade	40	111%
Fifth Grade	48	69%
Sixth Grade	38	108%
Seventh Grade	31	185%
Eighth Grade	24	162%
Total	216	

School’s Median Percent to Annual Typical Growth for Students With IEPs

	# of Students with IEPs	Median Percent Growth
Third Grade	5	89%
Fourth Grade	6	140%
Fifth Grade	4	42%
Sixth Grade	1	432%
Seventh Grade	2	162%
Eighth Grade	5	85%
	23	158%

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	387	111%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	216	116%	Yes

<p>Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.</p>	<p>Students with disabilities²</p>	<p>100%</p>	<p>23</p>	<p>158%</p>	<p>Yes</p>
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ADDITIONAL CONTEXT AND EVIDENCE

Working within the confines and social as well as academic barriers that the pandemic provided for our learning population, there was still considerable growth with our students especially as evidenced by the progress seen in our third and fourth grade. Upon reflection of progress, the two measures were met. This demonstrates the school’s median percent progress to Annual Typical Growth was successful.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

ELA Goal: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

ACTION PLAN

EMHCS made changes in the elementary master schedule and curriculum in response to this year’s student achievement data and addressing learning gaps caused by the combination of in-person and

² Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

remote learning due to the pandemic. The master schedule for the elementary building was re-created to allow extended time for a daily two hour block for ELA. In grades K-2, the EL Education Language Arts curriculum will be implemented to vertically align with the ELA curriculum currently taught in grades 3-6. All students in grades K-2 will focus one hour of study on foundational skills followed by an additional hour of study in literacy. Students in grades 3-6 will implement the full EL Education Language Arts Curriculum 2.0. This ELA curriculum includes support for English Language Learners, provides research-based resources, uses complex fiction and nonfiction texts, and is aligned with our EL work plan and partnership with EL Education. In addition to these changes in curriculum, the school purchased digital supplemental programs to continue to support students.

For assessments, grades 3-6 will continue to use the American Reading Company's IRLA, and ELA Interim Assessments. Grades K-6 will use Fastbridge, which provides individualized instruction, intervention support, progress monitoring and targeted resources to help accelerate student growth.

Based on students' interim assessments, module assessments and classwork, it was determined that more time needs to be dedicated to explicit writing instruction throughout the school day. This will be a priority for the upcoming school year and addressed with the implementation of the K-2 EL Education Language Arts Curriculum with a developed writing component, along with professional development and structured data analysis of student writing and instruction. In grades K-6, Common Planning Time will continue to allow teachers opportunities to collaborate with both their same subject partners and their team partners. This time is embedded within the school day and occurs weekly in order to allow time for staff to review data, make plans to support students, and adjust instruction as needed.

To address the area of student learning gaps a dedicated intervention block has been scheduled for K-6, where two intervention teachers, grade level teachers, and paras will group students based on baseline assessments and progress monitoring into small groups to provide targeted instruction to accelerate student growth.

With a number of remote students in grades 6-8 completing the diagnostic assessment virtually, it was difficult to create a true testing environment and hold all students accountable for completing the assessments. With that said, we were still able to gather and analyze important data and we will be making a few changes to our program next year. We are increasing our support for our ELA and Literacy teachers. Instead of a part-time ELA Instructional Coach who was shared with the high school last year, we will have a dedicated full time middle school ELA coach. In addition, we will have a teacher on special assignment serving as our Intervention coach and student data specialist.

We will also be revamping the middle school intervention program to include math and reading intervention five days a week for our most struggling students. We will be using the Fastbridge intervention programs next year which include: Universal screener, data reports, aligned interventions for small and whole groups, and biweekly progress monitoring, and scripted lessons. Before the conclusion of the 2020-2021 school year, we held student focus groups and conducted a trial run of assessments and progress monitoring of the new Fastbridge program to ensure it will meet our needs for the 2021-2022 school year.

There will be specific summer professional development planning for our intervention teachers as well as a deep dive into Spring i-Ready Diagnostic data with the intervention teachers, ELA teachers, and the ELA instructional coach. The intervention program is differentiated based on student need: students reading below grade level will receive targeted intervention based on specific skill needs within the five domains of reading instruction. Students reading on or above grade level will receive enrichment opportunities 4-5 times per week. We will also be putting the data in the hands of our students to help them better understand where they stand academically, analyze their data, and be an active participant in their academic goal setting.

ELA teachers will be utilizing Illuminate to create and/or upload their assessments to generate usable data to analyze an action plan. Leadership team will be providing consistent opportunities for teachers to analyze and create action plans around student work and assessment data during biweekly department meetings. Leadership team has created a system to ensure routine walkthroughs through classrooms on a regular basis. This will increase the amount of time spent in classrooms to provide feedback based on department meeting action plans and current professional development cycles.

Based on last year's observations we have learned that there is a school-wide need for professional learning on using standards based rubrics, authentic assessments, and differentiation for tier 1 instruction. To address these needs, the leadership team will provide professional development opportunities focused on the use of authentic assessment, cross curricular planning, and differentiation to meet the learning styles and needs of all students. With the transition back to full in person instruction, the leadership team will provide professional development around relationship building, student engagement, emotional intelligence, and classroom management. Coaching cycles will allow for feedback and accountability.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Based on Board of Regents’ guidance the January 2021 NYS ELA Regents exam was cancelled; students who successfully completed and passed the class were granted course and regents credit. All students enrolled in ELA III were provided the opportunity to participate in the Regents examination. In accordance with state guidelines, students who participated in ELA III in the Spring were exempted from the June 2021 exam based on their proficiency in passing the class. Students unable to display competency through their coursework were strongly encouraged to attempt the NYS ELA Regents exam in order to recoup missed credit. Students who passed the June 2021 regents exam earned both course and regents credit.

The EMHCS high school operates on a 4x4 semester schedule. This schedule would have allowed students who were registered for an ELA III course in the fall to participate in the exam in January 2021. Those who were scheduled for ELA III in the fall were not able to participate in the exam as a result of the state’s cancellation of all regents exams due to the COVID-19 pandemic. EMHCS provided an opportunity for all ELA III students to sit for the Regents in June 2021. Due to the directions from NYS the majority of students chose not to sit for the June 2021 regents if the students’ scores were proficient in their ELA III class.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	6	18	51%
2017	2020-21	39	16	12	52%

ADDITIONAL EVIDENCE

52% of the 2017 cohort scored a level 4 on the Regents ELA Common Core exam; an increase of 1% in comparison with the 2016 Cohort data last year.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19	2019-20	2020-21

³ Based on the highest score for each student on the English Regents exam

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	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	42	5%	40	29%	39	31%
2018	N/A	N/A	N/A	N/A	53	0%
2019			N/A	N/A	55	0%
2020					N/A	N/A

Goal 3: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

78% of students in the 2017 cohort scored a Level 3 or above on the NYS Common Core English Language Arts exam; thereby we fell short of our goal by 2% points.

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

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	6	35	100%
2017	2020-21	39	16	18	78%

ADDITIONAL EVIDENCE

This data also reflects 4 students who are no longer enrolled at EMHCS and who never sat for the ELA III Regents exam; thereby negatively affecting the percentage of students scoring at least Level 3.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	42	36%	40	45%	39	46%
2018	N/A	N/A	N/A	N/A	53	4%
2019			N/A	N/A	55	0%
2020					N/A	N/A

Goal 3: Absolute Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Comparative Measure

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

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

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

97% of the high school Accountability Cohort who did not score proficient on their New York State 8th grade English Language Arts exam scored at Level 4.

Who Were Not Proficient in the 8 th Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	28	1	11	41%
2017	2020-21	38	16	11	50%

ADDITIONAL EVIDENCE

50% of the 2017 cohort scored at a Level 4 on the English Language Arts Common Core exam thereby meeting the Growth Measure.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The 2017 Cohort was the second cohort of freshmen. Overall, 77% of this cohort scored at least a Level 3 on the ELA Common Core exam who were not proficient in eighth grade.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 th Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	28	1	27	100%
2017	2020-21	38	16	17	77%

ADDITIONAL EVIDENCE

Below is a table that includes data from EMHCS high school benchmark assessments used throughout the year. The teachers used past Regents exams to create the benchmark assessment. The benchmark assessment was given three times throughout the academic year and was used to inform student academic growth. Below are the results of the final benchmark assessment given to the students enrolled in English III. It shows the percentage of students that received a Level 3 and the percentage of students that scored Level 4 or 5.

Percent Achieving a Level 3, Level 4, Level 5 on the English Final Benchmark for the 2020-2021 School Year

Cohort Designation	Number who Sat for English III Benchmark Assessment	Percentage Meeting Expectation (Level 3)	Percentage Exceeding Expectation (Level 4 and 5)
2017	3	33%	0%
2018	31	32%	23%
2019	1	0%	0%
2020	N/A	N/A	N/A

Students participated in a semester based, 80 minute class blocks Monday through Thursday. Support structures, small group instruction, and individualized instruction took place on Fridays affording students an opportunity to practice their skills under the guidance of an instructor in a virtual, face to face, or hybrid platform. This semester schedule allowed for students to focus on less exams per testing period enabling the cementation of relevant skills. Additionally, humanities teachers participated in professional development highlighting transferable skills and knowledge in the areas of social studies and ELA. Teachers’ ability to articulate this concept as well as ground their teaching allowed students to see the interconnectivity between the courses.

<p>ELA Goal: Additional Measure [Include additional measures that are part of the Accountability Plan.]</p> <p>METHOD:</p> <p>RESULTS AND EVALUATION:</p> <p>ADDITIONAL EVIDENCE:</p>
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SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

In the school year 2020-2021, the EMHCS high school met 2 out of four of the high school’s ELA Common Core goals. Four measures were not required at this time due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2020-2021 are not available for comparison.

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

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

ACTION PLAN

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

During the 2021-2022 school year, ELA teachers, in collaboration with intervention teachers, Special Education teachers, ENL teachers and other key instructional and support staff will identify students' areas of needs and provide remediation and support accordingly. We will continue to use diagnostics and formative assessments to monitor and measure growth and level of mastery of standards. Additionally, professional development will be provided to teachers on assessing learning based on mastery of standards. Teachers will also continue to enrich the student learning experience, engagement, and support by using online tools identified during the 2020-2021 school year. The school Social Worker will work with students who struggle to ensure their social and emotional needs are addressed in order for them to better focus on meeting their academic goals. They will also partner with other programs such as Villa of Hope to support the social and emotional needs of students.

For the 2021-2022 school year, the school counselor will meet with each student to plan and discuss student yearly instructional plans to ensure that students at each grade level understand the academic requirements to pass to the next grade level in June. Academic plans will be communicated with families. The high school counselor and Crew leaders will progress monitor student achievement in their scheduled courses. Academic support will be provided to students if they fall behind in coursework through an intervention teacher and differentiated instruction.

High school ELA teachers will meet and collaborate with the instructional coach and their immediate supervisor throughout the year to progress monitor students through deep dives into data. Data will be used to inform instruction and tailor lessons to meet individual student needs. Additionally, high school teachers will review the criteria for high quality work with students to ensure that expectations are clearly communicated. Formative and summative assessments will be used to measure student success. Standards-based bulletin boards will be used to showcase student work.

Diagnostic and benchmark assessments will continue in order to monitor student progress and support teacher planning. Assessment data will be used to have ongoing conversations with instructional staff in order to identify students areas of strengths and challenges. Informed instructional decisions will be made in order to meet the needs of students.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

Students will demonstrate mastery of mathematical concepts.

BACKGROUND

For the 2020-2021 school year, grades K-5 implemented the *Engage NY Math Curriculum*. Students were exposed to several different competencies throughout the school year, including concept development, fluency, application of prior knowledge, and the opportunity to debrief and review.

In grades Kindergarten through 1st, Math instruction was based solely on the Engage NY Modules. In grades 2 through 5, Zearn Curriculum was implemented as added student support. Students participated in small group work with the teacher, as well as digital lessons through Zearn. When students worked through their digital lessons, they completed the assigned math concepts that are aligned with the Engage NY curriculum, and NYS standards at their own pace.

For grades Kindergarten through 2nd grade, the competency of concept development was addressed when students were able to develop understanding of topics that included an introduction to solving word problems and data collection. They also developed an understanding of addition and subtraction. During their fluency activities, students were able to practice calculations to increase their speed, accuracy and memorization. This also helped with further developing the competency of application of prior knowledge. The K through 2nd students were able to effectively debrief and review their learning opportunities through the effective use of exit tickets, formative and summative assessments, and checks for understanding.

For grades 3rd through 5th, students were able to develop in the competency area of problem solving, and concept development through single step to complex multi step word problems,

fractions and decimals, the continuation of addition, subtraction, multiplication and division, the interpretation of data, and geometry among others. Their work in the area of fluency continued as a method to reinforce the skills that they had learned previously, and again allowed them to apply their prior knowledge to the new concepts and content that they were taught. Debriefing and review also continued through the consistent and effective use of the above mentioned practices.

Teachers, instructional coaches and other staff used assessments based on the EngageNY curriculum to gauge student achievement in Math. In grades K-5, i-Ready was also used for diagnostic assessment purposes, progress monitoring, and intervention throughout the school year.

Grade Level meetings were conducted once a week with grade K-5. This provided teachers and instructional coaches an opportunity to focus on data analysis and academic focus, intervention, and curriculum & instruction. This also allowed staff to discuss and address instructional practices, analyze data to best meet the needs of students, chronic absenteeism, attendance and attendance intervention action plans.

Professional Development sessions were provided every other week to teachers and paraprofessionals in grades K-5 for an hour, as well as full day PD opportunities. Topics were chosen based on our school wide work plan and the identified school wide goals. Major areas of professional development included analyzing data such as i-Ready, and interim assessments, techniques to improve online teaching, bilingual education, high quality work, illuminate training, and student-led conferences. K-5 teachers also participated and facilitated professional learning communities focused on SMART goals and staff requests.

Teachers in K-5 continued their remote instruction throughout the 2020-2021 school year. Google Classroom/GSuite was the main platform used for student learning. Most remote lessons were taught live to students using Google Meet, while accompanying materials may have been pre-recorded. Daily instruction took place Monday through Thursday each week, with Fridays acting as an asynchronous work day for all students K-5. On an asynchronous day, students were assigned work that was posted into their Google Classroom, and the completion of that work acted as their attendance for the day. Teachers in K-5 also used asynchronous Fridays to hold individual conferences, intervention groups, parent/teacher meetings, attend to record keeping, and office hours

Teachers in grades 6-8 used the EngageNY Common Core modules as their core mathematics program. 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.

All students in 6th-8th grade participated in a Math intervention class 2-3 times per week. Students were in small groups utilizing both teacher directed and online lessons. Students used online mathematics instruction from i-Ready to reinforce math skills and allow students to become familiar with the format and question style of the NYS Common Core Math Assessment. The data acquired from all of these assessments was used to determine individual learning paths for math remediation, in addition to the core Math classroom curriculum, as well as inform small group instruction and remediation and whole class instruction.

In eighth grade, some students had an advanced track and took an Algebra 1 regents class.

METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Choose an item.

The school administered the i-Ready diagnostic assessments in mathematics to students in grades K through 8 for the following dates:

	Date Range
Fall	9/21/20 - 11/06/20
Winter	01/05/21 - 02/26/21
Spring	05/03/21 - 06/11/21

The i-Ready diagnostics are used with grades K-8. It is an adaptive assessment that provides actionable data about student needs. Based on diagnostic results, i-Ready reports provide detailed information on student performance. The information is organized by domain with clear instructional recommendations for each student and instructional groups of students. The diagnostic exams are given to students in the fall, winter, and spring. In grades sixth through eighth, all students have Math Intervention Block included in their schedule three times per week. During this time small group intervention and enrichment is provided by the interventionist based on students' i-Ready scores and needs within each mathematics domain. Monthly i-Ready Growth Check Assessments are used to monitor progress and to adjust daily instruction.

In grades 2-8, instructional coaches and building leaders created interim assessments aligned to the New York State standards. In order to vertically align them and to closely model the New York State assessments, EMHCS used i-Ready assessments for second grade and released items from previous New York State tests for grades 3-8. Following interim assessments, departments worked collaboratively to grade, analyze, and create whole class and small group instructional plans based on student achievement data.

RESULTS AND EVALUATION

As evidenced in the tables below, students in grades K-8 met one out of the three measures the school’s median percent progress to annual typical growth.

- The first table illustrates the median percent progress of all students K-8. According to i-Ready the school’s median score to meet or exceed is 100%. The school’s K-8 median average is 63% falling short of the i-Ready median goal by 37 percentage points.
- The second table illustrates the school’s median percent progress to annual typical growth for students who were two or more grade levels below in the fall. According to i-Ready, the school’s median score to meet or exceed is 110%. The school’s K-8 annual typical growth is 98% falling short of the i-Ready annual typical growth goal by 12 percentage points.
- The third table illustrates the school’s median percent progress to annual typical growth for students with IEPs. According to i-Ready, the school’s median score to meet or exceed is 63%. The school’s K-8 median score is 136% exceeding the i-Ready median goal by 73 percentage points.

School’s Median Percent Progress to Annual Typical Growth

	# Assessed	# of Students Enrolled	Annual Typical Growth (Progress Median)
Third Grade	87	103	58%
Fourth Grade	73	103	71%
Fifth Grade	69	80	28%
Sixth Grade	47	81	21%
Seventh Grade	40	54	116%
Eighth Grade	38	55	86%
Total	354	476	

School’s Median Percent Progress to Annual Typical Growth for Students Who Were Two or More Grade Levels Below in the Fall

	# of Students at	Students Median

	Least Two Grade Levels Below	Percent Progress to Annual Typical Growth
Third Grade	41	81%
Fourth Grade	38	85%
Fifth Grade	37	58%
Sixth Grade	26	79%
Seventh Grade	32	126%
Eighth Grade	22	159%
Total	247	

School's Median Percent to Annual Typical Growth for Students With IEPs

Grade	Students with IEPs	Students Median Percent Progress to Annual Typical Growth
Third Grade	6	92%
Fourth Grade	6	100%
Fifth Grade	4	39%
Sixth Grade	2	263%
Seventh Grade	2	293%
Eighth Grade	5	26%
	25	136%

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	354	63%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	247	98%	No

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁴	63%	25	136%	Yes
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ADDITIONAL EVIDENCE

With a number of remote students completing the diagnostic assessment virtually, it was difficult to create a true testing environment and hold all students accountable for completing the assessments. To help get as many virtual students to take the assessments as possible, phone calls were made to parents, letters were mailed home, and emails were sent providing parents with a rationale of the importance of the assessments. Virtual students were also pulled from virtual classrooms to a special google meet classroom in our push to have all students sit for the assessments. Additionally, GoGuardian was employed during the testing session to help ensure virtual students were staying on task, focused, and working on the examination. With that said, we were still able to gather and analyze important data and we will be making a few changes to our program next year.

Mathematics Goal: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

⁴ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

ACTION PLAN

The *Engage NY Math Curriculum* will continue to be implemented for the 2021-22 school year in grades K-6 as aligned with our EL work plan. In addition to the curriculum, the school purchased digital supplemental programs. For assessments, grades K-5 teachers will use the module assessments. Grades 3-6 will also use Math interim assessments. Teachers, coaches and the leadership team will meet to review data to ensure alignment between the math curriculum and student needs. After data analysis, the grade level math team will identify what standards and topics students showed proficiency on and which one students need additional support. Using this information, each grade level will develop an action plan to address the standards for intervention and acceleration.

In grades K-6, Common Planning Time will continue to allow teachers opportunities to collaborate with both their same subject partners and their team partners. This time is embedded within the school day and occurs weekly in order to allow time for staff to review data, make plans to support students, and adjust instruction as needed. Professional development will be planned and provided addressing best practices as a result of observations using walkthroughs and student data.

Due to the pandemic there has been unfinished learning for students. The master schedule for elementary will allow 90 minute math blocks. An intervention block has been added to the student schedule to allow time and access to intervention five days a week. The dedicated intervention block has been scheduled for K-6, where two intervention teachers, grade level teachers, and paras will group students based on baseline assessments and progress monitoring into small groups to provide targeted instruction to accelerate student growth. During the intervention block the Fastbridge intervention program will be used which includes: Universal screener, data reports, aligned interventions for small and whole groups, and biweekly progress monitoring, and scripted lessons. Before the conclusion of the 2020-2021 school year, all school leaders and staff were provided professional development on Fastbridge for full implementation this upcoming school year.

With a number of remote students in grades 6-8, completing the diagnostic assessment virtually, it was difficult to create a true testing environment and hold all students accountable for completing the assessments. With that said, we were still able to gather and analyze important data and we will be making a few changes to our program next year. We are increasing our support for our math and intervention teachers. Instead of a part-time math Instructional Coach who was shared with the high school last year, we will have a dedicated full time middle school math coach. In addition, we will have a teacher on special assignment serving as our Intervention coach and student data specialist.

We will also be revamping the middle school intervention program to include math intervention five days a week for our most struggling students. We will be using the Fastbridge intervention programs next year which include: Universal screener, data reports, aligned interventions for small and whole groups, and biweekly progress monitoring, and scripted lessons. Before the conclusion of the 2020-2021 school year, we held student focus groups and conducted a trial run of

assessments and progress monitoring of the new Fastbridge program to ensure it will meet our needs for the 2021-2022 school year.

There will be specific summer professional development planning for our intervention teachers as well as a deep dive into Spring i-Ready Diagnostic data with the intervention teachers, math teachers, and the math instructional coach. The intervention program is differentiated based on student need: students performing below grade level will receive targeted intervention based on specific skill needs within the five domains of math instruction.

We will also be putting the data in the hands of our students to help them better understand where they stand academically, analyze their data, and be an active participant in their academic goal setting.

Math teachers will be utilizing Illuminate to create and/or upload their assessments to generate usable data to analyze an action plan. Leadership team will be providing consistent opportunities for teachers to analyze and create action plans around student work and assessment data during biweekly department meetings. Leadership team has created a system to ensure routine walkthroughs through classrooms on a regular basis. This will increase the amount of time spent in classrooms to provide feedback based on department meeting action plans and current professional development cycles.

Based on last year's observations we have learned that there is a school-wide need for professional learning on using standards based rubrics, authentic assessments, and differentiation for tier 1 instruction. To address these needs, the leadership team will provide professional development opportunities focused on the use of authentic assessment, cross curricular planning, and differentiation to meet the learning styles and needs of all students. With the transition back to full in person instruction, the leadership team will provide professional development around relationship building, student engagement, emotional intelligence, and classroom management. Coaching cycles will allow for feedback and accountability.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

9% of the 2017 cohort scored at least a Performance Level 4 on a Regents mathematics exam or equivalent, therefore we did not meet the measure.

EMHCS High School continues to operate on a 4 x 4 semester block schedule with 80 minute class blocks, allowing for students to explore concepts in depth. Students are able to focus on less courses per semester, allowing them to hone and enrich their readiness skills in the area of mathematics. Blended learning, in the form of flipped classroom instruction, has been implemented in several classrooms. This strategy supports differentiated instruction allowing for individualized or small group instruction to better meet student needs. Students are able to practice and apply their skills and knowledge on projects under the guidance of their teachers. Teachers are able to provide students with immediate feedback. Tutoring in the form of one on one or small group instruction was available to students in both virtual and face to face platforms.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	1	8	20%
2017	2020-21	39	5	3	9%

ADDITIONAL EVIDENCE

EMHCS high school has taken specific measures that began during the 2020-2021 school year and will continue during the 2021-2022 school year; including but not limited to, hiring a STEM focused-mathematics instructional coach for grades 9-12. We have also hired a mathematics focused intervention teacher. During the 2019-2020 school year a semester based 4 x 4 block schedule was implemented in order to provide opportunities for students to delve deeper into their learning through a combination of project and inquiry based learning. Classes were increased to 80 minutes of daily instruction for half of the school year or 90 days. Students are able to focus on four courses per semester.

Percent Achieving at Least Level 4 by Cohort and Year

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	42	5%	40	8%	39	8%
2018	48	6%	56	9%	53	9%
2019			52	0%	55	0%
2020					54	0%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

97% of students in the 2017 cohort scored at least a level 3 on a Regents Mathematics Common Core Exam thereby meeting the Growth Measure.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	1	40	100%
2017	2020-21	39	6	32	97%

ADDITIONAL EVIDENCE

The table above shows that cohorts 2016 and 2017 are exceeding the 80% goal for the absolute measure.

Cohort 2017 was outperformed by cohort 2018 during the 2018-2019 school year with seventy-six percent and eighty-one percent respectively. During the 2019-2020 school year the 2017 cohort decreased by 2 students however the percentage of students passing with at least a level 3 increased by four percentage points to eighty. Cohort 2018 was increased by eight students; the level 3 passing rate decreased by eight percentage points. During the 2020-2021 school year both cohorts decreased in size but increased in passing percentage points.

Thirty-five percent of Cohort 2019 performed at a level three during the 2019-2020 school year. During the 2020-2021 school year the cohort increased by 3 students and the passing rate decreased to twenty percent with 42% of this cohort receiving exemptions.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	42	76%	40	80%	39	82%
2018	48	81%	56	73%	53	74%
2019			52	35%	55	20%
2020					54	0%

Goal 4: Absolute Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Comparative Measure

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

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

9% of students in the 2017 cohort scored at Performance Level 4 on a Regents mathematics exam. The school did not meet this measure.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	34	1	8	27%
2017	2020-21	39	6	3	9%

ADDITIONAL EVIDENCE

- 9% of students in the 2017 cohort who did not score proficient on the NYS 8th grade mathematics made gains in growth towards meeting Level 4, but fell short of the 50% growth measure by 41% points.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Due to Regents exams cancellations and exemptions during the 2020-2021 school year, students' participation was very low. Of the students who participated, 97% of students in the 2017 cohort scored at or above Performance Level 3 on a Regents mathematics exam.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	34	1	33	100%
2017	2020-21	39	6	32	97%

ADDITIONAL EVIDENCE

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

The 2017 cohort met and surpassed the 75% growth measure in 2019-2020 and 2020-2021 by 25and 22% points respectively.

Mathematics Goal: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Below are tables that include data from our benchmark assessments that we used throughout the year. The teachers used a past Regents Test for their benchmark assessment. The benchmark assessment was given three different times throughout the entire year and was used to show growth. Below are the results of the final benchmark assessment given to the students enrolled in Algebra I, Geometry, and Algebra II. It shows the percentage of students that received a level 3 and the percentage of students that scored a level 4 or 5.

Percent Achieving at Level 3 or Level 4 on Algebra I Final Benchmark for the 2020 - 2021 School Year

Cohort Designation	Number who Sat for Algebra I Benchmark Assessment	Percentage Meeting Expectations (Level 3)	Percentage Exceeding Expectation (Level 4 and 5)
2017	N/A	N/A	N/A
2018	N/A	N/A	N/A
2019	18	39%	6%
2020	35	29%	14%

Percent Achieving at Level 3 or Level 4 on Geometry Final Benchmark for the 2020 - 2021 School Year

Cohort Designation	Number who Sat for Geometry Benchmark Assessment	Percentage Meeting Expectations (Level 3)	Percentage Exceeding Expectation (Level 4 and 5)
2017	6	67%	33%
2018	3	33%	33%
2019	24	21%	29%
2020	14	14%	7%

Percent Achieving at Level 3 or Level 4 on Algebra II Final Benchmark for the 2020 - 2021 School Year

Cohort Designation	Number who Sat for Algebra II Benchmark Assessment	Percentage Meeting Expectations (Level 3)	Percentage Exceeding Expectation (Level 4 and 5)
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2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	12	0%	0%
2018	20	0%	0%
2019	5	0%	0%
2020	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

In the school year 2020-2021, the EMHCS high school met 2 out of 4 measures of the High School’s Math Common Core goals. Four measures were not required at this time due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2020-2021 are not suitable for comparison.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met

ACTION PLAN

During the 2021-2022 school year, Math teachers, in collaboration with intervention teachers, Special Education teachers, ENL teachers and other key instructional and support staff will identify students areas of needs and provide remediation and support accordingly. We will continue to use diagnostics and formation assessments to monitor and measure growth and level of mastery of standards. Additionally, professional development will be provided to teachers on assessing learning based on mastery of standards. Teachers will also continue to enrich the student learning experiences, engagement, and support by using online tools identified during the 2020-2021 school year. The school Social Worker will work with students who struggle to ensure their social and emotional needs are addressed in order for them to better focus on meeting their academic goals. They will also partner with other programs such as Villa of Hope to support the social and emotional needs of students.

For the 2021-2022 academic year, the school counselors will meet with each student to plan and discuss student yearly instructional plans to ensure that students at each grade level understand the academic requirements to pass to the next grade level in June. Academic plans will be communicated with families. The high school counselors and Crew leaders will progress monitor student success in their scheduled course. Academic support will be provided to students if they fall behind in coursework through an intervention teacher. A STEM focus instructional coach position has been created in order to provide Math content specific professional development to teachers and better meet the Math needs of students. Vertical as well as horizontal collaboration will continue to ensure alignment in curriculum, instruction and the three dimensions of student achievement as recognized by EL Education.

We added an additional academic counselor position that will mainly focus on supporting students' college and career readiness goals; however, this counselor will also support and monitor students academic progress in collaboration with other key instructional and support staff.

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

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

In order to continue to enrich the student learning experience and support a virtual learning platform several online tools will be used in conjunction with other interventions. The high school Math teachers, cooperating staff, and students will calibrate in identifying criteria for high-quality work through the use of EL Education protocols. They will measure student success through formative and summative assessments throughout the academic year. Additionally, we

have secured an online assessment tool, Illuminate, to better help teachers identify students strengths and weaknesses and use the data to better meet the needs of students.

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

Math teachers will continue to use multiple interventions to support student learning in Math. Math teachers will participate in data meetings to discuss formative and summative assessment data to differentiate instruction and progress monitor overall students' progress in math classes.

After school support will be provided to students via after school small groups or one-to-one tutoring as provided by teachers. Additional support will also be made available by content teachers, intervention teachers, and other instructional staff during CREW.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Students will demonstrate mastery of science concepts.

BACKGROUND

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

The sixth through eighth grade teachers used Elevate Science. Through Elevate, students actively developed concepts in science through an inquiry and problem-solving approach that taught material through a sequence of rigorous, developmentally appropriate activities. Students learn the process of asking questions and probing for solutions. Students are exposed to the learning of science disciplines including, but not limited to Earth and space, physical and process science. Teachers in grades 6-8 used GoogleClassroom as their primary learning tool and communication platform. Teachers prioritized the Common Core State Standards and taught using a combination of live instruction to in person students and via GoogleMeets for remote learners. All assignments were posted and submitted utilizing GoogleClassroom. Select eighth grade students were given the opportunity to take a Living Environment class in order to receive a high school credit.

METHOD

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

Eighth grade students taking both regular 8th grade Science and those who were in the advanced

Living Environment class participated in a mid-year interim assessment. The interim assessment was used to assess their level of progress toward attaining the necessary knowledge and skills to be proficient on the NYS 8th grade Science exam as well as the Living Environment Regents exam.

RESULTS AND EVALUATION

The 8th grade students enrolled in the Living Environment class performed quite well on the mid-year interim assessment with 93% meeting the standard. The assessment consisted of a compilation of previous Living Environment exam questions from the written portion of the test.

Living Environment Regents Interim Assessment

Class	Total Number Enrolled	Total Number Tested	Number Exceeding Standard	Number Meeting Standard	Number Below Standard
Living Env	15	14	36% (5)	57% (8)	7% (1)

Living Environment Regents Exam

Class	Total Number Enrolled	Total Number Sat for Exam	Number Passed Regents	Number Not Passed Regents
Living Env	15	5	60% (3)	40% (2)

ADDITIONAL CONTEXT AND EVIDENCE

Science Goal: Additional Measure
 [Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Action Plan

The goal of the EMHCS elementary school science program is to increase student learning as demonstrated by assessment data both formative and summative. It is also a goal to increase

student interest/engagement in our science program by providing hand on opportunities for our elementary students. This can be accomplished through the frequent collection of student data points, the analysis and adjustment of instructional practices to reflect the information provided. Ultimately, our goal is to engage in a continued cycle of assessment, adjustment and the provision of resources to meet the needs of our students. Science in particular is a discipline that requires strategic and thoughtful resource allocation.

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

The Middle school will supplement the Elevate Science curriculum next year with Mosa Mack. Mosa Mack consists of high quality media-based resources devoted to helping us move towards NGSS inquiry-based instruction. The middle school has created an additional science lab to ensure needed space and equipment realizing the need for increased authentic, hands-on science experiences for students. The school will also implement the experiment kits from Elevate Science, allowing students to participate in science labs and a hands-on inquiry approach to learning. This was something the school was not able to do this past year due to the social distancing restrictions.

We are increasing our support for our science teachers. Instead of a part-time science/math Instructional Coach who was shared with the high school last year, we will have a dedicated full time middle school science/math Instructional Coach. In addition, we will have a teacher on special assignment serving as our Intervention coach and student data specialist.

Science teachers will be utilizing Illuminate to create and/or upload their assessments to generate usable data to create an action plan. Leadership team will be providing consistent opportunities for teachers to analyze and create action plans around student work and assessment data during biweekly department meetings. Leadership team has created a system to ensure routine walkthroughs through classrooms on a regular basis. This will increase the amount of time spent in classrooms to provide feedback based on department meeting action plans and current professional development cycles.

Based on last year's observations we have learned that there is a school-wide need for professional learning on using standards based rubrics, authentic assessments, and differentiation for tier 1 instruction. To address these needs, the leadership team will provide professional development opportunities focused on the use of authentic assessment, cross curricular planning, and differentiation to meet the learning styles and needs of all students. With the transition back to full in person instruction, the leadership team will provide professional development around relationship building, student engagement, emotional intelligence, and classroom management. Coaching cycles will allow for feedback and accountability.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. During the June 2021 Regents Exams testing window, the school administered Living Environment and Earth Science exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

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

RESULTS AND EVALUATION

95% of the students in the 2017 cohort scored at least 65% on a Regents science exam or were exempted, exceeding the absolute measurement goal by 20%.

Regents review courses targeting areas of deficiency provided students the opportunity for additional preparation to repeat taking the exam. Friday, tutoring and office hours were also made available to assist students in areas of need so that they could approach the exam with confidence and be better prepared to pass the course.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	8	33	100%
2017	2020-21	39	17	21	95%

⁶ Based on the highest score for each student on any science Regents exam

ADDITIONAL EVIDENCE

During the 2018-2019 school year, 52% of the 2017 cohort passed the Science Regents. The score decreased by 1% during the 2019-2020 school year. There was also a decrease in the number of students in the cohort. During the 2020-2021 school year, the 2017 cohort decreased in number; however, the percentage of students passing increased to 54%.

During the 2018-2019 school year, 68% of the 2018 cohort passed the Science Regents. There was a decrease in percent passing during the 2019-2020 and 2020-2021 school years with students scoring 59% and 60% respectively.

The 2019 cohort took the Science Regents for the first time during the 2019-2020 school year, 23% of the cohort passed with at least a 65% and during the 202-2021 school year, 20% of the class scored a 65% or higher, which was a 3% decrease compared to the previous year.

Due to the state exemption for the 2020-2021 Regents Exams, qualifying members of the 2020 cohort were granted exemptions and did not take the exams.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	42	52%	40	51%	39	54%
2018	48	65%	56	59%	53	60%
2019			52	23%	55	20%
2020					54	N/A

Goal 5: Comparative Measure

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

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

ADDITIONAL EVIDENCE

Below are tables that include data from our benchmark assessments that were used throughout the year. The teachers used a past Regent Test for their benchmark assessment. The benchmark assessment was given three different times throughout the entire year and was used to show growth. Below are the results of the final benchmark assessment given to the students enrolled in Living Environment, Earth Science, and Chemistry. The tables show the percentage of students that received a level 3 and the percentage of students that scored a level 4.

Percent Achieving at Level 3 or Level 4 on Living Environment Final Benchmark for the 2020 - 2021 School Year

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number who Sat for Living Environment Benchmark Assessment	Percentage Meeting Expectations (Level 3)	Percentage Exceeding Expectation (Level 4 and 5)
2017	1	0%	0%
2018	3	33%	0%
2019	6	17%	0%
2020	31	35%	3%

Percent Achieving at Level 3 or Level 4 on Earth Science Final Benchmark for the 2020 - 2021 School Year

Cohort Designation	Number who Sat for Earth Science Benchmark Assessment	Percentage Meeting Expectations (Level 3)	Percentage Exceeding Expectation (Level 4 and 5)
2017	2	0%	0%
2018	7	29%	0%
2019	22	45%	9%
2020	14%	14%	10%

Percent Achieving at Level 3 or Level 4 on Chemistry Final Benchmark for the 2020 - 2021 School Year

Cohort Designation	Number who Sat for Chemistry Benchmark Assessment	Percentage Meeting Expectations (Level 3)	Percentage Exceeding Expectation (Level 4 and 5)
2017	11	0%	0%
2018	16	38%	0%
2019	11	0%	0%
2020	N/A	N/A	N/A

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will demonstrate mastery of Social Studies concepts.

At EMHCS high school, the social studies department offers students core classes in Global History and U.S. History, as well as Participation in Government, Economics and Social Justice. This four- year progression equips students with skills to become critical thinkers, appreciate other cultures and be active citizens. Teachers participate in ongoing professional development and humanities department meetings in order to stay on top of trends and best practices in education and to further hone their instructional strategies with a focus on student success on the Global History and U.S. History Regents exams. Summer professional development included the development of case studies aimed at practical applications of concepts. Inquiry during content meetings will continue to focus on looking at student work around the development and mastery of historical reasoning skills, sourcing, corroboration, reading for information, etc. Similar to other content area courses, students who are unsuccessful on their initial attempt at either Regents exam are assigned to Regents review courses in order to enhance their readiness skills.

Goal 6: Absolute Measure

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

METHOD

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

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

RESULTS

During the 2020-2021 School year, the school did not administer the U.S. History Regents exam; however, in accordance with the state's Regents exemptions guidelines, 63% of the 2017 cohort passed compared to 86% of the 2016 cohort during the 2019-2020 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	13	24	86%
2017	2020-21	39	28	7	63%

EVALUATION

This data represents accumulated data from the entire 2020-2021 school year. The students did not meet the measure by 2%.

ADDITIONAL EVIDENCE

Zero percent of the 2017 cohort passed with at least a 65 in the U.S. History Regents exam in 2018-2019 and 18% of the same cohort passed in 2019-2020, increasing the success rate by 18 percentage points. During the 2020-2021 school year the 2017 cohort also scored 18%.

Two percent of the 2018 cohort passed with at least a 65 on the U.S. History Regents exam in 2019-2020 and during the 2020-2021 school year, 2% of the members of the 2018 cohort also scored 65 on the U.S. History Regents.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	42	0%	40	18%	39	18%
2018	N/A	N/A	56	2%	53	2%
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 6: Comparative Measure

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

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

Goal 6: Absolute Measure

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

METHOD

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

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

RESULTS

During the 2020-2021 School year, the school did not administer the Global History Regents Exams; however, in accordance with the state’s Regents exemptions guidelines, 89% of the 2017 cohort passed compared to 94% of the 2016 cohort during the 2019-2020 school year.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	41	5	34	94%
2017	2020-21	39	15	21	89%

EVALUATION

This data represents accumulated data from the entire 2020-2021 school year. The students met the measure due to fulfilling the state and local requirements by passing the course.

ADDITIONAL EVIDENCE

Overall the school is showing growth as students are passing the Global History course and receiving exemptions in accordance with state guidelines.

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

During the 2020-2021 school year, 54% of the 2017 cohort scored passing grades showing gradual growth.

Thirty-two percent of the 2018 cohort passed with at least a 65 on the Global History Regents exam in 2019-2020 and 32% passed during the 2020-2021 school year. The score remained the same.

Due to the state exemption for the 2020-2021 Regents Exams, qualifying members of the 2020 cohort were granted exemptions and did not take the exams.

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	42	51%	40	53%	39	54%
2018	N/A	N/A	56	32%	53	32%
2019			N/A	N/A	55	N/A
2020					N/A	N/A

Goal 6: Comparative Measure

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

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

GOAL 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

State the school’s ESSA status this year. Provide a narrative explicitly stating whether or not the school met the measure and any changes over time.

Not available at time of report.

ADDITIONAL EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

GOAL 8: UNIQUE GOAL: SPANISH LANGUAGE ARTS

Goal 1: Spanish Language Arts

Students will become proficient speakers of the Spanish Language.

Background

Instructional programming for students in kindergarten through second grade occurred through a dual language program. Teachers used the McGraw-Hill Wonders/Maravillas curriculum for literacy instruction in Spanish and English. Content course (math, science and social studies) lessons were taught in Spanish and English every other day. Students in grades three through six received Spanish language instruction every other day. Internal curriculum was developed using the Bilingual Common Core Progression, Home Language Progression Standards from New York and 2.0 EL Education ELA Modules for three through six. Students in grades seven and eight received daily Spanish instruction. Students in grade nine through twelve received Spanish language instruction daily for 85 minutes during the first or second semester of the school year. Students were grouped according to their language proficiency. Students were taught using Houghton Mifflin Harcourt Avancemos or an internally developed Spanish language arts curriculum.

Assessments were created internally by teaching staff on the ACTFL Performance Descriptors for Language Learners to track student progress in language development. Teachers also used Evaluación del nivel independiente de lectura (ENIL) in grades K-5 provided by the American Reading Company. The data collected from the interim assessments were used to determine individual student growth in Spanish and to differentiate instruction based on student needs.

Spanish language arts teachers participated in grade level meetings. Discussions 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. From these discussions and classroom observations, student data, staff request and school initiatives professional development was created for teaching staff.

During this school year teachers transitioned through multiple methods of instruction: in-person, virtual and a hybrid version. Teachers used the ClassDojo platform and Google platform to assign assignments and provide instruction. Teachers participated in simultaneous teaching, teaching in-person and virtual students at the same time.

Goal 2: Growth Measure

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

METHOD

EMHCS collected data formally in September as a baseline and then again in November, January and May. Informal data was collected throughout the school year through multiple methods such as centers, group activities and individual student work and assessment.

RESULTS AND EVALUATION

The table below summarizes student growth from the fall to spring on the interim assessment for Spanish Language Arts. All grades showed growth from 85 to 100% at below level in the fall to 55-85% below grade level. Kindergarten made the most growth having 26% at grade level by the Spring. Third grade and fourth grade also made gains having 4 and 5% respectively exceeding standards. Although growth was seen across grade levels EMHCS fell short of the 75% absolute goal. Grades six and seven showed the least amount of growth with eighth grade showing inconsistencies between fall and spring. This can be attributed to the lack of curriculum for grades six through eight. Teachers used guiding Native Language Arts Standards to support instruction but no clear curriculum was used.

Interim assessment data for SLA 2020-2021

Grade	Students Assessed	Total	Interim	Below level	Approaching level	On level	Exceeding
K	78	81	Fall	100%	0%	0%	0%
			Spring	59%	15%	26%	0%
1	90	98	Fall	97%	3%	0%	0%
			Spring	84%	11%	5%	0%
2	79	83	Fall	92%	8%	0%	0%
			Spring	85%	11%	4%	0%
3	95	104	Fall	88%	4%	5%	3%
			Spring	61%	19%	15%	5%
4	93	95	Fall	89%	6%	4%	0%
			Spring	58%	22%	16%	4%
5	76	80	Fall	92%	8%	0%	0%
			Spring	70%	18%	13%	0%

Grade	Students Assessed	Total	Interim	Below level	Approaching level	On level	Exceeding
6	29	29	Fall	96%	4%	0%	0%
			Spring	67%	33%	0%	0%
7	15	17	Fall	100%	0%	0%	0%

			Spring	57%	43%	0%	0%
8	22	33	Fall	78%	4%	13%	4%
			Spring	55%	36%	9%	0%

Though staffing stabilized at K-8 for SLA teachers, which was a concern in the previous year, there were challenges with curriculum and implementation. At 3-6 teachers taught a Spanish Language Arts curriculum that was created to mirror the EL 2.0 ELA modules. This curriculum, though rigorous for native speakers, did not provide the differentiation needed to support new language learners. Grades 7 and 8 teachers struggled with instructional materials and worked without a set curriculum all school year. In grades K-5 students did not receive daily Spanish instruction which also contributes to students not making the growth expected.

Goal 3: 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 CheckPoint A, B, C.

METHOD

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

RESULTS AND EVALUATION

The table below summarizes the 2020-2021 exam results for Cohort 2017, 2018, 2019 and 2020 for all checkpoints. Cohort 2017 and 2018 met the 75% goal for Check Point A with 89% for cohort 2017 and 85% for cohort 2018 of the students passing the exam. Cohort 2017 and 2018 did not meet the goal for Checkpoint B while Checkpoint B was not administered to cohorts 2019 and 2020. Cohort 2017 was the only one to take Checkpoint C. This cohort did not meet the goal with only 40% of students passing the exam.

Percentages of students passing as of August 2021				
Measure	Cohort 2017 Number of Students: 35	Cohort 2018 Number of Students: 54	Cohort 2019 Number of Students: 56	Cohort 2020 Number of Students: 54
Checkpoint A	89%	85%	66%	63%
Checkpoint B	63%	50%	N/A	N/A
Checkpoint C	40%	N/A	N/A	N/A

ON TRACK TO SEAL OF BILITERACY

Goal 4: 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 Bilingualism on their diploma.

The table below shows the data for the Seal of Bilingualism by cohorts. The second EMHCS graduating class of the 2017 cohort 31% of their graduates received the Seal of Bilingualism. While we did not meet the goal our achievement and determination was greater than earlier internal predictions and we have established protocols and procedures to better help other cohorts. The 2018 cohort has 41% of the students on track and plans are in place to increase that percentage in order to meet the goal by graduation. We are also highly confident that we will meet our 75% goal with the 2020 cohort. As of today, 60% of the students are on track to receive the Seal of Bilingualism for cohort 2020.

Cohort Designation	Percentage of students on track to receive the Seal of Bilingualism
2017	31%
2018	41%
2019	41%
2020	60%

Action Plan

EMHCS school leadership has evaluated the Spanish Language Arts curriculum and implementation and has instituted changes for the 2021-2022 school year. Curriculum alignment has been developed for K-2 and 7-8 to match the EL 2.0 ELA modules, alignment revisions have been made to the SLA curriculum 3-6, and additional curriculum, Descubre Listos from Vista High Learning has been purchased for K-6 to support students who are at the beginning stages of language learning.

The K-6 schedule has been revised to ensure more time for Spanish language instruction. Students in grades K-8 will receive Spanish instruction daily for a minimum of 50 minutes. In grades 3-12, two pathways for language acquisition have been implemented. Students who have been in our school since kindergarten, who are performing at grade level in Spanish and or who are native speakers will be associated with the Spanish Language Arts path for grades 3-12. Students that are new to the school or that lack the foundational skills in Spanish will be placed in a traditional New York State World Languages Spanish Path. Both pathways will provide ample opportunities not only to enhance their knowledge, but to attain the Seal of Bilingualism from New York State.

APPENDIX A: DATA REPORTING TABLES

The following section contains tables for reporting grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally-normed assessments or internally-developed assessment should modify these tables as necessary.

Paste the completed tables in the “Results and Evaluation” sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available [here](#).

NWEA

2020-21 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 rd through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3 rd through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	[X] ⁸	[#]	[X]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according	2+ students	75%	[#]	[%]	[Yes/No]

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

⁸ Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

to the most recent linking study comparing NWEA Growth to New York State standards. ⁹					
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End of Year Performance on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ¹⁰	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2020-21 NWEA MAP [ELA/Mathematics] Assessment By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

I-READY

2020-21 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of	All students	100%	[#]	[%]	[Yes/No]

⁹ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

¹⁰ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

3 rd through 8 th grade students will be equal to or greater than 100%.					
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹¹	[%] ¹²	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2020-21 i-Ready [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				
All				

¹¹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹² Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

End of Year Growth on 2020-21 i-Ready [ELA/Mathematics] Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		