

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION SUMMARY
EUGENIO MARÍA DE HOSTOS CHARTER
SCHOOL*

*REPORT DATE: FEBRUARY 4, 2025
VISIT DATE: OCTOBER 7 – 9, 2024*



Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

EUGENIO MARÍA DE HOSTOS CHARTER SCHOOL

27 Zimbrich Street, Rochester, NY | Grades: K-6 | Rochester City School District
1069 Joseph Avenue, Rochester, NY | Grades: 7-8 | Rochester City School District
343 State Street, Bldg. 10, 5th Flr., Rochester, NY | Grades: 9-12 | Rochester City School District



MISSION

It is the mission of the Eugenio María de Hostos Charter School 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.

Nuestra misión es crear una comunidad de aprendizaje segura, donde los estudiantes alcanzarán el Sello de Biletrados del Estado de Nueva York, aprenderán a abogar por la justicia social y estarán preparados para tener acceso y disfrutar todo lo que el mundo les ofrece.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL BOARD OF TRUSTEES¹

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Caroline Rodriguez

Miguel A. Melendez Jr.

Nelida I. Torres

Panditta Lumly

CURRENT CHARTER INFORMATION

Year Opened: 2000

Serves: Kindergarten –12th

Chartered Enrollment:
1,072

Charter Expires on:
June 30, 2025

FUTURE CHARTER INFORMATION

Serves: Kindergarten –12th

Chartered Enrollment:
1,300

Charter Expiration:
June 30, 2030

1. Source: The Institute's board records at the time of report finalization.

CHARTER SCHOOL BACKGROUND

KEY DESIGN ELEMENTS

Rigorous curriculum linked to real-world experiences;	+	Effective school leadership;	+
Bilingualism and cultural appreciation;	+	Safe and supportive learning environment;	+
Expanded learning opportunities and safety nets;	+	Family and community engagement;	+
Social emotional support;	+	Data driven decisions; and,	+
High quality teachers;	+	College and career readiness.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL

The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of Eugenio María de Hostos Charter School (“EMHCS”) for a period of five years with authority to provide instruction to students in Kindergarten through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,300 students. The Institute makes this recommendation as EMHCS meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).²

REVISION REQUEST

EMHCS has requested an enrollment increase of 228 students over the new charter term based on an increase in student applications in recent years and the completion of the school’s new high school building. Over the charter term, EMHCS has steadily increased its enrollment to over 1,000 students in the two most recent years. If approved, EMHCS enrollment will increase from 1,072 to 1,300.

EXECUTIVE SUMMARY

EMHCS is approaching its 25th year of operation and has become a hub of its community and, with its focused vision and mission on biliteracy, a community-focused school for Spanish-speaking families and English language learners (“ELLs”). EMHCS experienced many challenges over the current charter term, and, with careful and precise oversight from the board, weathered leadership transitions amidst the COVID-19 school closure period. During the term, with a new chief executive officer (“CEO”) in place, EMHCS restructured its instructional leadership team. With a chief academic officer (“CAO”) in place, principals have clear lines of reporting with consistent structures that help each principal align their school to the overall vision and mission of EMHCS. As a Kindergarten – 12th grade entity, the leadership team meets regularly to analyze trends and set priorities. The board and school leadership recognize the need to urgently improve overall student achievement at the elementary and middle school levels, and the team is implementing a strategic workplan. EMHCS’ leadership is laser focused on improving instruction and implements effective practices and systems across the Kindergarten – 8th grade program that support improvement in student achievement across the school. In spring 2024, the Institute conducted an evaluation visit and provided EMHCS with feedback on its performance against the SUNY Renewal Benchmarks. At the time of the renewal visit in October 2024, leaders demonstrated clear improvement in many areas of the SUNY Renewal Benchmarks.

While the school’s absolute proficiency rates are relatively low, EMHCS consistently outperforms its district, demonstrating the school offers a positive choice for local families. In addition, at least 72% of students from the middle school program matriculate into the high school program each year, and EMHCS demonstrates exemplary success for high school students with over 90% of students graduating in the past three years, which is at least 23 points above the district in those years with available district comparison data. In addition, the school has refined its vision for its bilingual programming across the school and is actively working to further build out the program

². SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

EXECUTIVE SUMMARY

to span Kindergarten – 6th grade in the upcoming charter term. EMHCS enrolls a higher proportion of ELLs than its local district and moves those students to English proficiency at a rate higher than the district average according to the state’s most recently available English Language Proficiency (“ELP”) analysis. Further, ELL students at EMHCS have outperformed the local district in English language arts (“ELA”) proficiency in every year of the charter term and scored at or above the district average in mathematics each year.

FINDINGS & INFORMATION

Is the charter an academic success?

EMHCS restructured its instructional leadership supports during the charter term to establish more robust, vertical alignment across the Kindergarten – 12th grade system. The school implements new curricular programs in both ELA and mathematics and provides teachers with effective supports to implement the programs. The instructional coaches and principals have been able to conduct more coaching with teachers based on observations and classroom walkthroughs. With aligned systems in place across the leadership team, professional development sessions are responsive to teacher needs. Leaders’ priorities focus on important instructional strategies, which include a specific focus on building students’ critical thinking skills, and feedback and professional development relate to these priority areas.

The school implements a consistent intervention program to support students struggling academically. All students participate in individualized learning through adaptive computer programs. The school’s bilingual program is growing to serve an additional grade each year, currently serving Kindergarten – 3rd grade and eventually serving students in Kindergarten – 6th grade. The school demonstrates success in the following ways:

- EMHCS posted high four year graduation rates throughout the charter term that exceeded the absolute target of 75% and the district rate every year.
- In each year of the term with credible data, EMHCS’s 3rd – 8th grade students enrolled in at least their second year posted proficiency rates that exceeded the district average in ELA and mathematics.
- EMHCS graduates demonstrate success in multiple mission-aligned ways including earning seals and distinctions on their Regents diplomas. For example, in 2023-24, eight students earned the advanced designation, nine students earned the Seal of Biliteracy, and 15 earned the Seal of Civic Readiness.
- EMHCS established goals for Spanish language acquisition within its Accountability Plan. Notably in 2023-24, 62% of the school’s students with one full year of Spanish language instruction demonstrated at least one year’s worth of growth approaching the target of 75%.

Is the charter an effective, viable organization?

Over the current charter term, EMHCS restructured its organizational chart to provide more effective, viable organizational supports to the school. The school’s leadership built out a Kindergarten – 12th grade team to support with operations, academics, and finances. The chief operating officer (“COO”) ensures that school facilities, safety, and other operational supports are effective so that principals may focus on the instructional program. The CAO created structures that support aligning organizational priorities across the entire school program. The board navigated these changes

EXECUTIVE SUMMARY

effectively by ensuring it had clear evidence when making decisions around the school's structure and programs. Over the charter term, the leadership team took a deep and reflective view of its vision, mission, and key design elements. Through this process, and at the start of the new leadership team's tenure, it identified gaps in the school's dual language programming. To rectify this, the team began building a vision of excellence for this program and focused on a key aspect of its mission: biliteracy. Therefore, the program developed a schedule that honors students' home languages by building out a specific dual language classroom per grade in Kindergarten – 3rd grade, Spanish language arts ("SLA") blocks, and a clear pathway for students to graduate with the Seal of Biliteracy.

Is the charter fiscally sound³?

EMHCS is fiscally sound based on the Institute's review of the renewal documentation. The education corporation established strong methods for budget creation that involve all departments of the school to map priorities and develop more accurate revenue and expense projections. The finance team meets with the board monthly to present an enrollment report and receive feedback. The education corporation maintained strong enrollment numbers throughout the current charter term resulting in adequate revenues to cover its expenses. The 2023-24 Annual Financial Audit did not present any internal control issues, findings, or material weaknesses. EMHCS preserves a separate bank account with the established amounts for dissolution as required by the charter agreement.

EMHCS demonstrated a positive financial performance during the current charter term, with net assets (\$13.7 million), and cash (2.1 months on hand) reserves growing each year. EMHCS has maintained adequate teacher to student ratios and adjusted accordingly to reflect enrollment fluctuations. EMHCS received a 21st Century Community Learning Centers Grant, a Federal grant that supports non-school hour activities for students, that is set to expire in year four of the proposed charter term. The education corporation anticipates re-applying for the same grant again, however, if not approved the school is planning to supplement the funding loss with several smaller grants it is currently researching. The education corporation invested the funding into facility renovations and purchased Chromebooks and Wi-Fi hotspots for faculty and students over the current charter term.

If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?

EMHCS' plans for the next charter term are reasonable, feasible, and achievable. The instructional leadership team implements clear systems and structures for improving teaching and learning with clear evidence of effectiveness across the academic program. The board has set clear incremental goals to reach a 20% increase from the school's current proficiency rates in three years. The school will also develop its dual language program by building it out one grade per year, until it is fully built out to serve Kindergarten – 6th grade.

The future budget in the renewal documentation contains reasonable revenue and expense projections. The Institute has confidence that EMHCS will continue to be financially healthy in the next charter term.

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

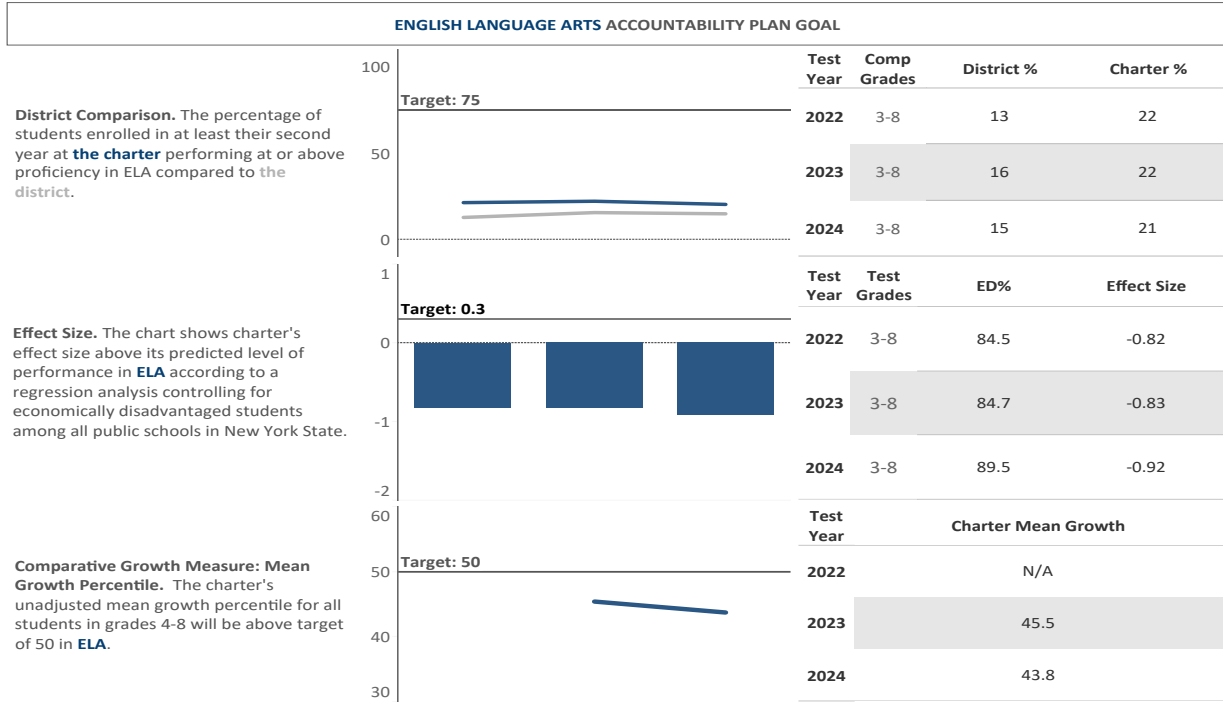
EXECUTIVE SUMMARY

EMHCS has engaged in bond financing to build out its middle school renovations and new high school facility. The school expects completion on the new building by 2026-27. The new building will feature a 9th grade academy, which is a renovation of a current building on its property. The 10th – 12th grade site will be a brand new building on the grounds. The middle school program will renovate to update the building, and the sites will be interconnected to help build a strong community between the middle and high school programs.



ACADEMIC PERFORMANCE

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL





ACADEMIC PERFORMANCE

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	485	479	478	486	517	516
School Tested %	94.9%	94.3%	94.3%	96.0%	97.4%	97.2%
District Tested %	89.9%	89.1%	89.0%	90.5%	86.1%	88.3%

SPECIAL POPULATIONS PERFORMANCE*

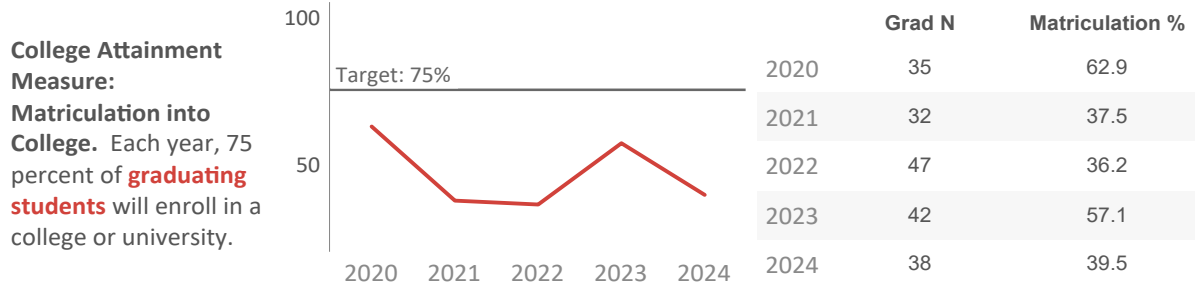
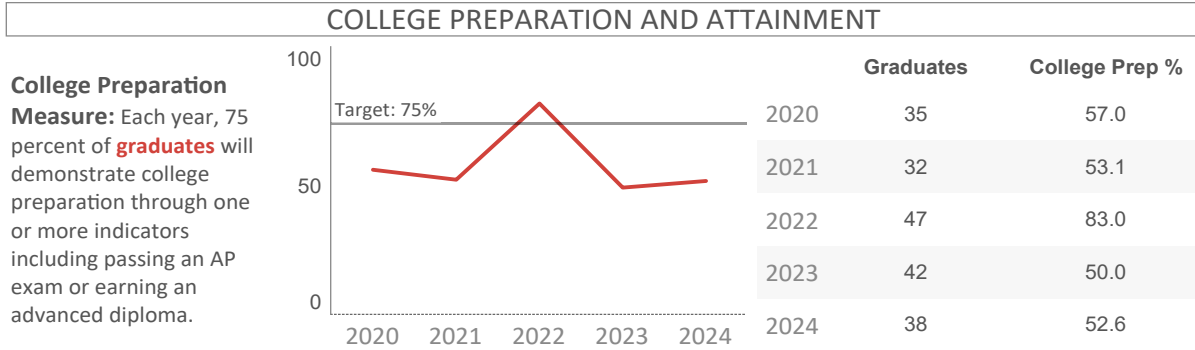
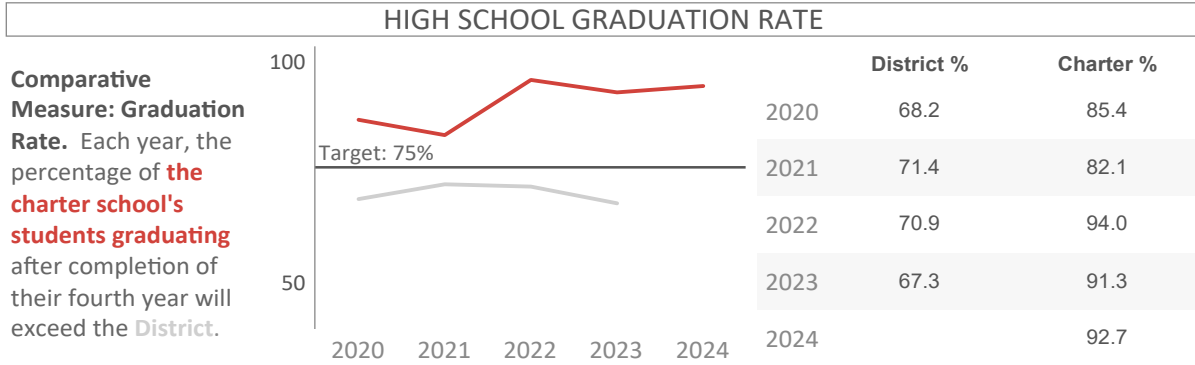
	2022	2023	2024
Students with Disabilities Tested on State Exam	33	30	36
Charter Percent Proficient on ELA Exam	3.0	0.0	5.6
District Percent Proficient	1.4	3.6	2.9
Tested on NYSESLAT Exam	178	150	180
Charter Percent 'Commanding' or Making Progress	26.4	36.0	16.1

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



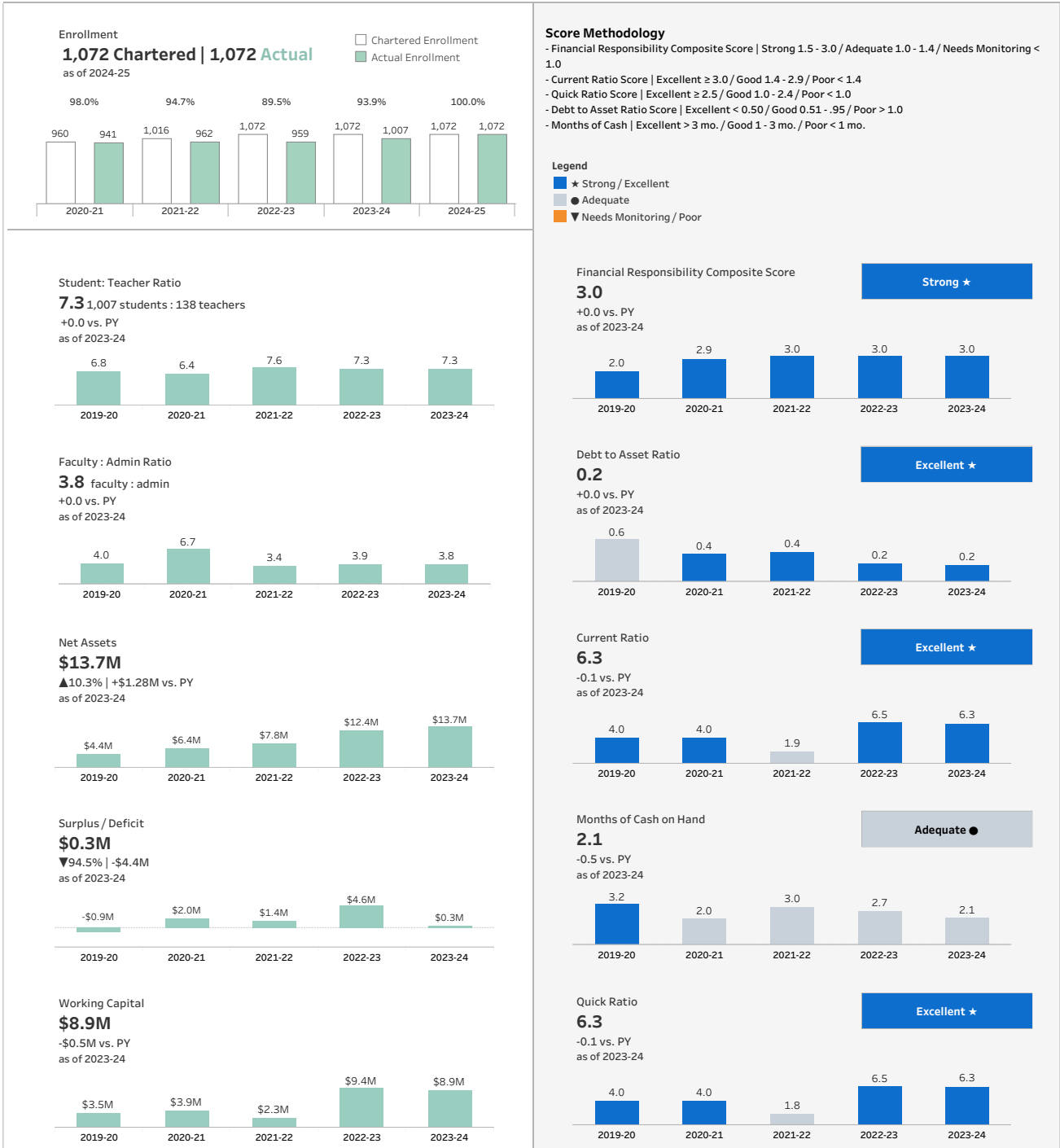
ACADEMIC PERFORMANCE

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL



* High school outcome data for 2023-24 is pending final validation by the Institute and education corporation subsequent to the release of the state's graduation report card data.

EUGENIO MARIA DE HOSTOS CHARTER SCHOOL



COMPLIANCE REPORTING



HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, as well as the provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

Teacher Certification

The New York State Charter Schools Act of 1998 (the “Act”) allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics or career and technical education courses.

EMHCS offers tuition reimbursement for teachers seeking certification. The schools partners with Empire State College to assist teachers in identifying pathways to certification. Any uncertified teacher discusses their trajectory toward certification in the mid-year and year-end review and all information is tracked by the human resources department.

At the time of the renewal review, EMHCS employed 36 certified teachers out of a total of 86 lead teachers, which is 35 over the allowable limit. Forty of the 50 uncertified teachers meet the criteria allowed under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data

The Institute compiled data from the school's annual family survey. The school conducts multiple surveys each year to gauge family satisfaction. In one 2023-24 survey, 5% of families responded to the survey. Of those respondents, 92% indicated satisfaction with the school. The Institute recognizes that the low response rate may not be representative of the whole community. However, EMHCS has multiple modalities to collect family and caretaker input, including, but not limited to, family engagement activities, listening sessions with leadership, and family representation on its board.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The five caretaker representatives present expressed high levels of satisfaction with EMHCS' programs and communication. Families spoke with gratitude of the school's focus on bilingualism and cultural appreciation. The group also shared consensus regarding the thoughtfulness and care that teachers provide their children. They also shared a strong level of appreciation for the safety measures that each site has in place to ensure their children feel safe across each school site. Families expressed a desire to see more Advanced Placement courses available at the high school.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The Rochester City School District held its required hearing on the EMHCS renewal application on September 26, 2024. One person spoke in favor of the renewal, and no one spoke in opposition. The Institute received letters of support from 10 parents, two of which were or are also teachers at the school, highlighting the school's nurturing environment where academic excellence is prioritized, but emotional, social, and culture needs are just as important. The parents shared that the school's community-building activities strengthened their children's confidence, character, and familial bonds. The parents also appreciated the school's bilingual program and bilingual teachers, extended hours program, transportation resources, personalized attention, and smaller classrooms. The Institute received 21 letters of support from community members and partners. The community members highlighted the school's safe, nurturing, academically rigorous, and culturally diverse environment and its commitment to equity and representation for staff members. The community members shared ways the school partners with the community through

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

providing resources to underserved families, hosting community coat drives, and promoting cultural awareness events. The community members appreciated the school’s high graduation rates, four social workers, mentorship program for teachers and staff members, transparent working relationship between staff members the school’s board of trustees, and student preparation to excel academically and professionally. Community members also appreciated that EMHCS is a school where students’ cultures are honored, their identities are respected, and their dreams are supported.







Enrollment and Retention

EMHCS makes good faith efforts to meet its enrollment and retention targets. The school meets or exceeds the enrollment targets for economically disadvantaged students and ELLs but did not meet its target for enrolling students with disabilities. The school is making progress toward its retention targets for all subgroups.

Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2023-24, 81% of EMHCS students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

Eugenio Maria de Hostos Charter School's Enrollment and Retention Status: 2023-24			Target	Charter
enrollment	economically disadvantaged		87.6	87.4
	English language learners		15.5	17.9
	students with disabilities		17.5	7.5
retention	economically disadvantaged		94.4	80.1
	English language learners		94.9	83.8
	students with disabilities		94.4	83.3

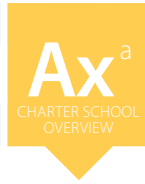
Eugenio Maria de Hostos
Charter School

Ax

APPENDICES

PAGES Ax 1-10

CO ^A CHARTER OVERVIEW	BS ^B BENCHMARK SUMMARY	SD ^C STUDENT DEMOGRAPHICS	FB ^D FISCAL BENCHMARKS
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CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	960	941	98%	K-12
2021-22	1,016	962	95%	K-12
2022-23	1,072	959	89%	K-12
2023-24	1,072	1,007	94%	K-12
2024-25	1,072	1,072	100%	K-12

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year Visit	May 31, 2001
2001-02	Evaluation Visit	May 21, 2002
2002-03	Evaluation Visit	February 26 – 27, 2003
2004-05	Initial Renewal	December 4, 2004
2009-10	Subsequent Renewal	November 12, 2009
2011-12	Evaluation Visit	October 13, 2011
2013-14	Subsequent Renewal	May 13 – 14, 2014
2017-18	Evaluation Visit	March 5 – 6, 2018
2019-20	Subsequent Renewal	November 14 – 15, 2019
2023-24	Evaluation Visit	April 23 – 24, 2024
2024-25	Subsequent Renewal	October 7 – 9, 2024

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 7 - 9, 2024	Andrew Kile	Managing Director for School Evaluation
	Kathleen Haywood	School Evaluator
	Maureen Foley	External Consultant

1. Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

EMHCS met or came close to meeting its key academic Accountability Plan goals of graduation and college preparation during the majority of the charter term. At the elementary and middle school level, the school has consistently outperformed the district in English language arts (“ELA”) and mathematics but posted low absolute achievement and low growth. However, the charter retains a high proportion of students into 9th grade and through high school, eventually demonstrating high graduation rates and high rates of students earning diplomas with distinction. In the final years of its Accountability Period, the school was designated as a Targeted Support and Improvement school by NYSED based on elementary and middle school performance for one accountability subgroup. EMHCS is working to demonstrate improvement for that subgroup and all elementary and middle school students to ensure it returns to good standing according to the state’s Every Student Succeeds Act (“ESSA”) accountability system. EMHCS leaders recognize the status came about because the school focused more heavily on supporting student social emotional needs. Recognizing the lower subgroup performance, leaders implement more focused data review procedures that include specific focus on each subgroup of students. In discussions with teachers, leaders ensure that teachers know specifically which students perform below grade level. Further, the school is implementing more robust interventions to support students struggling academically.

Over the school’s five year Accountability Period from 2019-20 through 2023-24, EMHCS met its graduation goal and came close to meeting its college preparation goal. During those years, the school posted high four year graduation rates that exceeded the absolute target of 75% each year and surpassed the district’s graduation rate by at least 11 percentage points each year. Notably in 2023-24, the school graduated 93% of its cohort and exceeded the most recently available district results by 25 percentage points. EMHCS also posted high rates of credit accumulation for its first and second year cohorts over the term demonstrating high performance on reliable leading indicators of future graduation rates. The school demonstrates college preparation for its graduates through earning the Regents diploma with advanced designation, the Regents diploma with Seal of Biliteracy, and the Regents diploma with Seal of Civic Readiness. Notably in 2021-22, 83% of graduates in the 2018 Cohort achieved at least one of those distinctions exceeding the target of 75%. In 2023-24, 39% percent of graduates matriculated into a two or four year college program in the year following graduation. EMHCS has developed tracking systems to understand what students do after graduation, which includes a range outcomes including entering trade school, the military, post-secondary institutions, and the work force.

At the elementary and middle school level, EMHCS consistently outperformed the district in ELA and mathematics from 2021-22 through 2023-24, the three years of the charter term with available data suitable for analysis. Each year, the school’s students enrolled in at least their second year posted proficiency rates in ELA that exceeded the district scores by at least six percentage points. In mathematics, the school outperformed the district by at least three percentage points each year. Although the school has demonstrated a consistent record of surpassing the district average and the majority of all schools in Rochester, EMHCS’s effect size and growth scores fell below the SUNY targets in multiple years. The school must work to grow the learning of all students to ensure they are prepared to succeed in any high school setting when they move on from EMHCS’s middle school program.

ASSESSMENT

EMHCS has an assessment system that improves instructional effectiveness and student learning, and leaders strategize ways to make these systems more timely and responsive for implementing interventions. The school consistently administers a variety of standards-based assessments at all grade levels including i-Ready assessments three times per year and regular benchmark assessments. At the time of the visit, the school began implementing schoolwide systems to support teacher analysis of assessment data. However, EMHCS has the opportunity to implement these systems with a greater sense of urgency so that interventions and remediation can be more responsive to assessment data.

Moreover, the school has the opportunity to adjust classroom instructional practices more effectively to meet students' needs as identified by assessment data. For example, classrooms with more than one adult do not often maximize this structure, which results in missed opportunities for student remediation. High-performing schools create strategic groupings and structure classrooms such that all adults have a clear role in supporting students' academic needs. School leaders at EMHCS use assessment results to develop professional development and coaching strategies.

CURRICULUM

EMHCS is refining its curricular programs to more effectively support teachers with instructional planning. Early in the current charter term, leaders conducted a detailed analysis of the school's curricula and opted to transition to new programs. The school made shifts to better align the curricular programs between each of the program levels. In Kindergarten – 8th grade, the school implements EL Education for ELA. For Kindergarten – 12th grade, the school uses Illustrative Math for mathematics. Both curricula provide teachers with a variety of supporting documents such as unit plans and scope and sequence documents, and teachers develop daily lesson plans based on these documents. However, the Institute noted the quality of lesson plans varies significantly across classrooms, and that instructional leaders have the opportunity to improve the consistency and quality of lesson plan feedback and intellectual preparation routines. Leaders implement regular grade level and content meetings across the school with directed focus on lesson planning for the upcoming week. Leaders recognize the need to continue developing the content of these meetings to include a responsive review of data that supports with intellectual preparation of lessons.

PEDAGOGY

EMHCS implements many traits of high quality classrooms across the school. EMHCS, with effective protocols in place, is working to make the pockets of high quality teaching and learning a consistent feature of the school. EMHCS has three instructional priorities, which include cognitive engagement, rigorous tasks leading to high-quality work, and increased student-to-student talk. EMHCS campuses are in alignment with awareness of the priorities, and leaders focus feedback to teachers to ensure teachers are working toward implementing the priorities. Teachers across campuses deliver purposeful lessons with clear objectives aligned to the curriculum. Most classrooms display learning targets, and lesson plans outline the lesson's trajectory. However, leaders recognize a next step in lesson development is to build teachers' abilities to include possible student misconceptions and how to address them.

Teachers more consistently implement effective checks for understanding than at the time of the Institute’s previous visits to the school. The Institute observed more consistency in the use of strategies across classrooms such as circulating the room and asking students questions. While the school demonstrates more consistency and effectiveness in this area, it still varies across some classrooms. The Institute observed a clear focus on providing specific supports to students in most classrooms with multiple adults. However, leaders acknowledge a need to build teachers’ skills to implement more effective differentiation and intervention strategies to improve student learning.

Classroom management is effective, supporting a positive and focused learning environment. Students understand classroom expectations, and behavior typically does not disrupt instruction. In some classrooms, teachers use timers and other tools to optimize pacing, while in others, a slower pace leads to students being quietly off-task. Leaders recognize specific areas for improvement in teaching and learning across EMHCS. With the three priorities to improve students’ higher order thinking skills, leaders weave in effective strategies into the professional development program to ensure that teachers focus less on teacher-to-student talk and more on engagement between peers. While the overall quality of instruction creates a foundation for achieving EMHCS’ academic goals and contributes to students’ achievement, leaders recognize that more strategies for increasing the rigor of lessons and holding teachers accountable to the instructional priorities will support the school in improving student achievement.

INSTRUCTIONAL LEADERSHIP

After experiencing leadership turnover during this charter term, EMHCS has improved systems and supports in place to ensure the school will improve student achievement. At the time of the renewal visit, the school had a fully hired complement of staff members, and so instructional leaders had full capacity to support teachers. The chief academic officer (“CAO”), with support from the chief executive officer (“CEO”), manages the instructional leadership team which includes each principal, assistant principal, and the coordinators. The school employs multiple coordinators to support with coaching and managing programs, which include college pathways, data, special education, intervention, and the bilingual program. In 2024-25, the school is fully staffed at the leadership and teacher levels, so this reduces the amount of time leaders have needed to substitute for classroom teachers as in previous years. This allows leaders to have a clearer focus on supporting teachers and improving the academic program. The instructional leadership team meets regularly to discuss Kindergarten – 12th grade trends to better ensure alignment across the entire school. This is effective as the Institute observed a high level of commonality in regard to routines, priorities, and coaching systems across each site.

With these systems and routines in place, leaders meet with teachers more regularly than in any previous school year or charter term. The evolution of practices is building an environment of high expectations for both teacher and student performance. In addition to the instructional leadership team, each site has instructional coaches who engage teachers in cycles of support. Instructional coaches engage in coaching cycles with the highest need teachers to ensure teachers receive the support necessary to improve teaching practices. Leaders are also refining the caseloads of instructional coaches and other instructional leaders to ensure all teachers receive regular and timely feedback on their pedagogical practices.

Instructional leaders also support teachers through regular grade or content team meetings and regular professional development sessions. On a weekly basis, teacher teams meet with instructional leaders to focus on upcoming lessons, review assessment data, and generally address any specific students struggling academically. The leadership team consistently reflects on how to improve the efficacy of these meetings with a focus on intellectual preparation of lessons to build better understanding of possible student misconceptions so teachers can adeptly address and build upon student learning more seamlessly during lessons. Instructional leaders at the elementary, middle, and high school programs participate in regular learning walks and walkthroughs, which provide data on the quality of instructional practices across classrooms. Instructional leaders then plan professional development based on observed trends. For example, in response to low levels of peer-to-peer discussions, leaders designed a specific professional development session on incorporating more opportunities for students to share and discuss their learning.

AT-RISK PROGRAM

EMHCS has established effective systems to identify students with disabilities, English language learners (“ELLs”), and those struggling academically. EMHCS uses data effectively to identify students requiring tiered support. This system provides sufficient evidence to support additional interventions. Special education, intervention, and ELL teachers collaborate with general education teachers to differentiate instruction and materials for students. In 2024-25, EMHCS is experiencing less disruptions due to staff absences. Therefore, the school is now focusing on improving its tier 1 instruction and implementing the curricular programs with fidelity. Leaders recognize and plan to support teachers with more differentiation strategies to better support students during classroom instruction and so the school does not have to rely on the intervention program to catch students up.

The school implements a robust dual language program in Kindergarten – 3rd grade, and plans to extend the program through 6th grade during the next charter term. Through this programming, ELLs and students from homes with Spanish speaking families participate in English and Spanish instruction on an alternating basis. To support ELLs with Spanish language development, the school also offers Spanish language arts (“SLA”) as a bridge for learning English and honoring students’ home languages.

To support students with disabilities, EMHCS offers direct and indirect consultant teacher services in both ELA and mathematics. With this model, the school provides time for special education teachers to collaborate with general education teachers to discuss lesson delivery. Special education teachers ensure general education teachers are aware of students’ individualized education program (“IEP”) goals and accommodations. The direct consultant model has special education teachers push into classrooms or pull out students for small group instruction. Both school and Rochester City School District (the “district”) staff members address related service staffing needs. Leaders plan to evaluate the number of intervention teachers necessary to provide a fulsome and effective intervention program based on students needs across each campus.

EMHCS revised its future assessment calendar to ensure it gets expedited data for tiering students for appropriate supports. Given the improvement in the school’s data and assessment systems, the school also uses data from the previous year to begin planning intervention and supports at the start of the year. The system for sharing student progress and needs is structured in a way that allows teachers to have clear information on incoming students. Planned professional development for both special education and general

education teachers is in place to enhance support for at-risk students. The school must, however, develop a clear system for monitoring the implementation of instructional strategies and ensuring follow up with teachers. An area for ongoing evaluation is the use of data in instructional planning, particularly in preparing teachers to address student misconceptions and learning gaps proactively.

ORGANIZATIONAL CAPACITY

EMHCS restructured its organizational chart during the charter term and works effectively to deliver the educational program. The leadership team includes a newly appointed CEO, a chief operating officer (“COO”), and a CAO. In addition to the CEO, CAO, and COO, the school includes a data and assessment coordinator, bilingual program coordinator, and special education coordinator. The COO manages a robust team of individuals focused on ensuring effective systems are in place for operations, facilities, and safety. With additional team members in place, the leadership communicates clear roles and responsibilities across the various team members so that teachers know who to go to for what. As a result, teachers report having a clear understanding of leader responsibilities and effective lines of communication for acquiring support and materials as needed. School leaders ensure the proper resources are in place at each program level, are responsive as specific student-related needs arise, and adjust resources to meet specific needs.

EMHCS is improving its teacher retention, with a vast majority of teachers returning for the 2024-25 school year. The school is working to improve its teacher pipeline to develop more certified teachers. The school hires for mission-fit and seeks to employ bilingual employees given the high percentage of Spanish-speaking families enrolled at the school. In addition to the school’s professional development schedule and direct coaching, new and uncertified teachers also have a mentor within the school to provide support.

EMHCS consistently maintained 90% of its chartered enrollment throughout the charter term. The school sees a majority of its 8th grade students matriculate and complete its high school program. The school monitors its enrollment and retention targets and makes good faith efforts to meet them and consults with the special education coordinator to improve its recruitment efforts for students with disabilities.

BOARD OVERSIGHT & GOVERNANCE

The EMHCS board of trustees is driving progress toward meeting the school’s Accountability Plan goals in a more knowledgeable and thoughtful way than at the school’s previous renewal. During its fourth charter term, the board engaged in a national search for a new executive leader and supported the school through significant staffing transitions. With three founders still at the helm, the board’s stable membership possesses deep institutional knowledge, ties to local organizations, and professional skillsets ranging from Kindergarten – 12th grade and higher education, community development, business administration, human resources, financial planning, non-profit management, accounting, and marketing. The board roster includes three parent trustees, each of whom maintain a strong feedback loop between the board, the school’s parent association, and various stakeholder groups across Rochester.

Board members receive and analyze an array of schoolwide and disaggregated data via monthly dashboards and principal reports that include enrollment, assessment, disciplinary, budgetary, and staff member retention data, as well as presentations showcasing student projects and work. At the end of the school’s current charter term, the board is focused on improvement and tracking progress against established academic, financial,

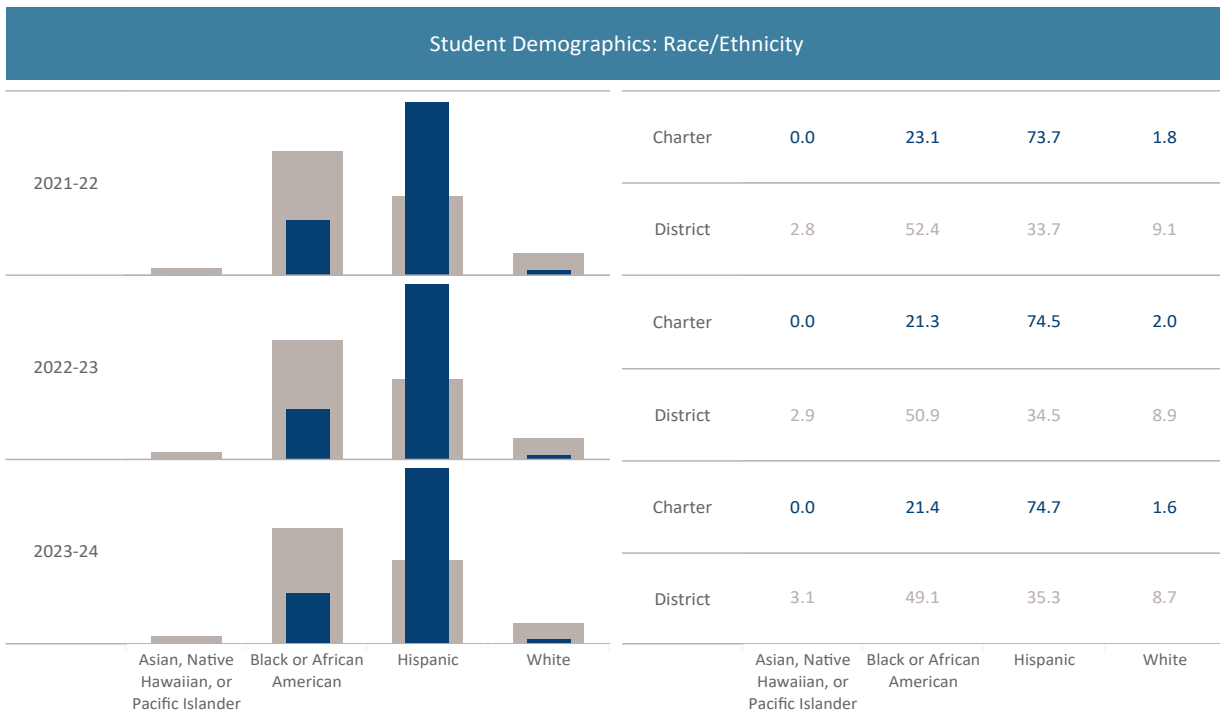
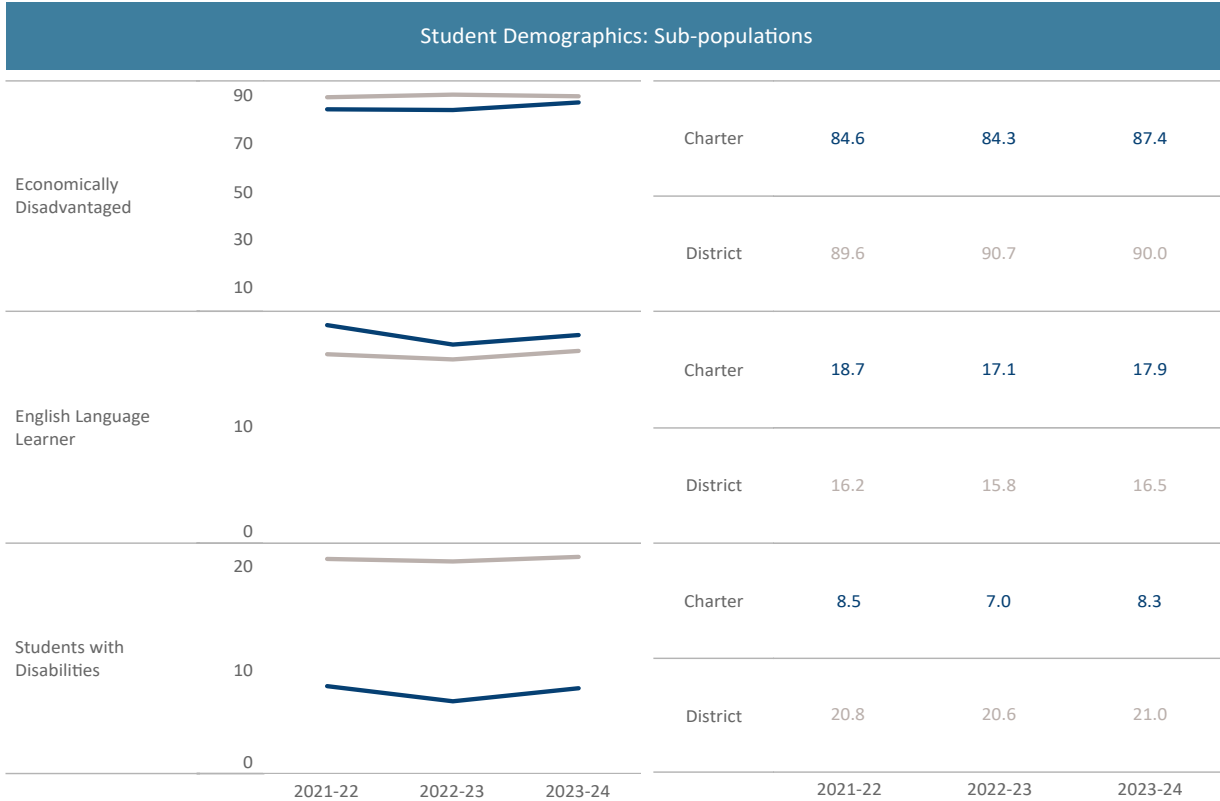
and organizational performance goals and metrics. In response to the 2023-24 state test results, the board is focused on improving its oversight of intervention programs and is developing reporting systems to better understand students making progress through various intervention services.

The board also focuses on teacher retention and pipelines. Given the difficulties of staffing in the 2023-24 school year, the board is focused on supporting the school with resources necessary to remain competitive. The board is focused on ensuring paraprofessionals receive high quality professional development to support with building a teacher pipeline. Another priority for the board is reflecting on the high school program. With five graduated classes, the board is moving forward with building a facility near its middle school program. As it reflected on the growth of the high school, the board noted how the current facility was meant to spark a partnership with the Monroe Community College. However, with COVID and other priorities, the partnership did not work out, and so the team is taking feedback and exploring other options that will provide students more pathways to postsecondary success.



Eugenio Maria de Hostos Charter School

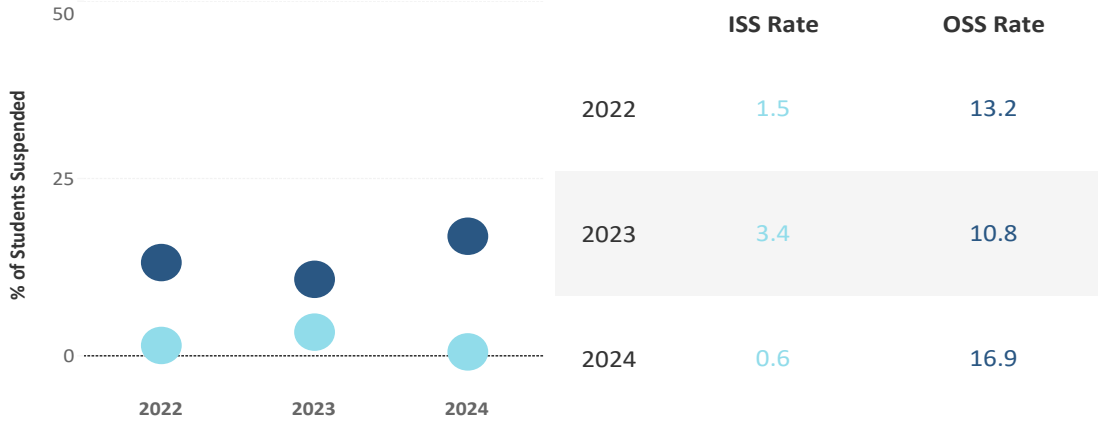
Rochester City School District



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Eugenio Maria de Hostos Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the charter each year

	2022	2023	2024
Expulsions	0	0	0

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

FISCAL BENCHMARKS ANALYSIS



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.



INDICATORS	EVIDENT?
<p>The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.</p>	<p>JUNE 2024</p>

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:

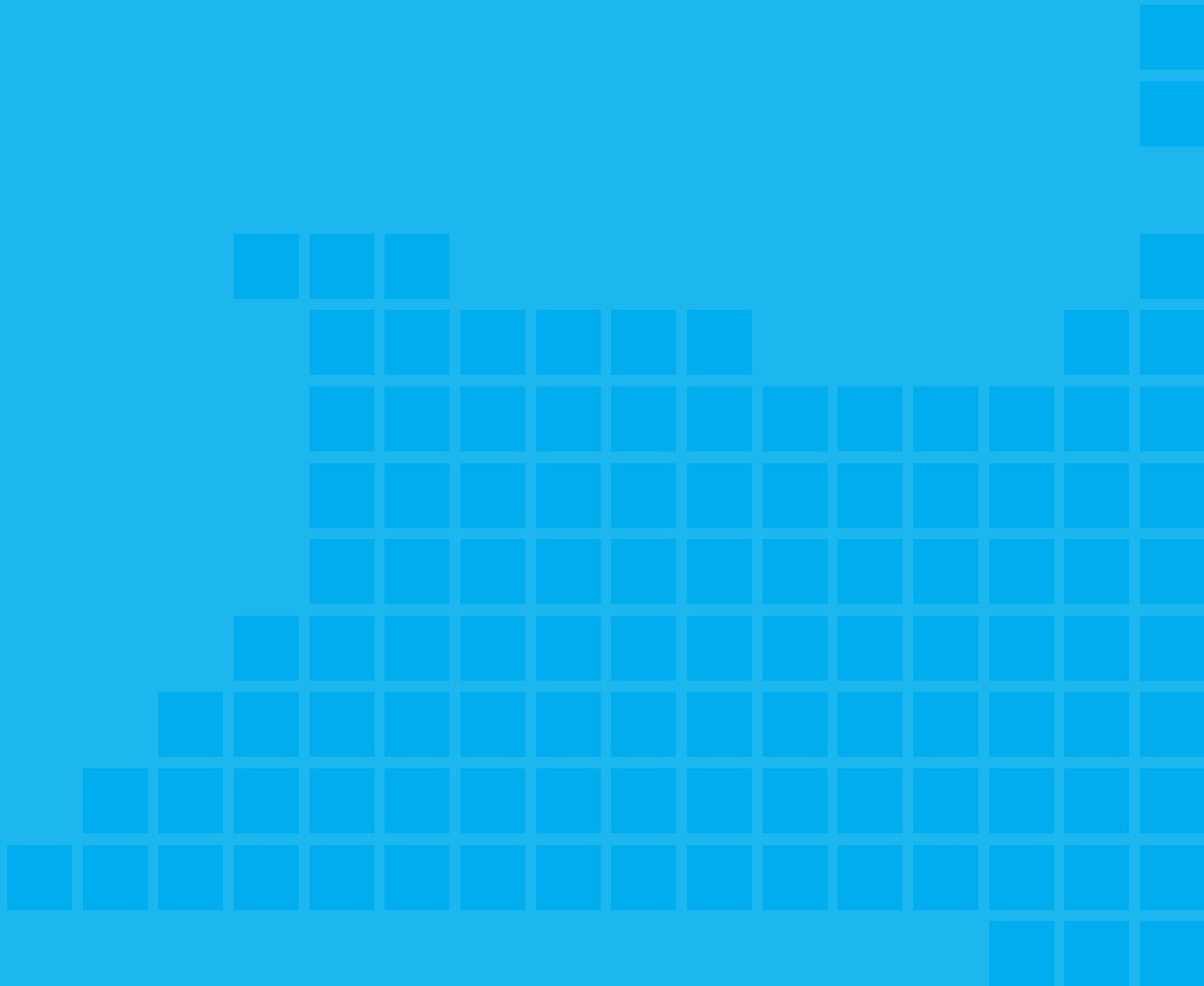
INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+



DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+



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