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Eugenio María de Hostos Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 13, 2024

By: Mrs. Sandra Chevalier-Blackman

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Leslie Rivera, Chief Academic Officer, Morgan Krolak, Data & Assessment Coordinator and Kerry Zeman, Academic Intervention Coordinator prepared this 2023-24 Accountability Progress Report on behalf of the charter 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, Chair | Academic, Building, Finance, Audit, Nominating, Fundraising, Personnel |
| Eugenio Marlin | Co-Founder, Vice Chair | Building, Nominating |
| Angélica Pérez-Delgado | Secretary | Finance, Nominating, Personnel, Fundraising |
| Ryan Castor | Treasurer | Finance, Audit |
| Dr. Miriam Vázquez | Co-Founder, Trustee | Academic, Finance, Building, Audit, Fundraising, Personnel |
| Dr. Marcy DeJesús-Rueff | Trustee | Academic, Finance |
| Miguel Martinez | Trustee | Nominating |
| Caroline Rodriguez | Trustee | Finance |
| Rosemary Johnson | Trustee, Parent Representative | |
| Gloria Soldevila | Trustee, Parent Representative | |

| School Leader | Title | Year Started Position |
|----------------------------|--------------------------|-----------------------|
| Sandra Chevalier- Blackman | CEO | 2021 |
| John Harris Jr. | Chief Operations Officer | 2019 |
| Leslie M. Rivera | Chief Academic Officer | 2021 |
| Nikki Kersbergen | Chief Financial Officer | 2021 |
| Flor Z. Martinez-Allocco | HR Manager | 2016 |
| Zurisadai Pedraza | Payroll Specialist | 2021 |

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| | | |
|--------------------------|--------------------------------------|------|
| Demond Stewart | Athletic Director | 2022 |
| Solange George | ELT Coordinator | 2023 |
| Mathew Kleehammer | Instructional Technology Coordinator | 2018 |
| Isaac Nieves | Building Services Coordinator | 2024 |
| Morgan Krolak | Data & Assessment Coordinator | 2022 |
| Nick Lind | Special Education Coordinator | 2023 |
| Yolexis Vanegas | Bilingual Coordinator | 2022 |
| Kerry Zeman | Academic Intervention Coordinator | 2024 |
| LaConda Graham | Educational Pathways Coordinator | 2024 |
| Vincent Alexander | HS Principal | 2023 |
| James Riley | MS Principal | 2023 |
| Amy Rawleigh-Schiavi | ES Principal | 2023 |
| Tara Ramirez | HS Assistant Principal | 2024 |
| Sarah Turk | ES Assistant Principal | 2022 |
| Wilmarie Velez-Feliciano | ES Assistant Principal | 2022 |
| Kenneth Hunter | MS Dean of Student Affairs | 2023 |
| Frederick Perry | ES Dean of Student Affairs | 2023 |

SCHOOL OVERVIEW

Eugenio María de Hostos Charter School (EMHCS) opened in September 2000 as a kindergarten through second-grade school, adding additional grades in subsequent years. The students represent a broad spectrum of learning styles and needs, and the population reflects each campus's multicultural community. The student population for the 2023-2024 school year consisted of 1035 students total in grades K-12 on BEDS day. The demographics of our total student population comprised 75% Hispanic students, 21% Black students, 2% White students, 2% Multiracial students, and less than 1% American Indian or Alaska Native. Eight percent are students with disabilities, 2% have 504 Plans, 18% are English Language Learners, and 87% are economically disadvantaged students. This year, the Zimbrich Campus housed students in grades K-6, the Joseph Campus grades 7 and 8, and the Kodak Campus grades 9-12.

The mission statement drives the work at EMHCS: 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. At EMHCS, staff are dedicated to preparing students for post-secondary opportunities through high-quality delivery of instruction in English and Spanish, character education, and civic readiness. The vision statement: if a child cannot learn the way we teach, then we will learn to teach the way the child can learn. This drives our professional development and academic plan for the school year, ensuring we meet all student needs.

EMHCS partners with EL Education to collaborate with school leaders to support the academic program and guide the school's instructional teams. EL Education's core practices guide school leaders, staff, and students to strive for excellence while working within three dimensions of education: mastery of knowledge and skills, habits of character, and high-quality work. Grade-level/department teams implement curriculum mapping and planning to develop quality lessons to meet Next Generation/Common Core Learning Standards. Research-based programs, texts, and supplemental materials are utilized to enhance the school's core curriculum. Kindergarten through third-grade students are engrossed in a two-way dual language bilingual education model. Kindergarten through second-grade students learn literacy in their home language (Spanish or English). Students in third grade receive English literacy and Spanish literacy each day. Students in Kinder through third grade learn content in both, where the language of instruction alternates between English and Spanish every other day. Students in grades 4-12 learn Spanish every day. Students enter a Spanish Language Arts track if they are native Spanish speakers and a World Language track if students are learning Spanish as a second language.

Parents are encouraged to be active participants in their children's education programs. Teachers routinely communicate classroom updates and student academic progress with

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parents through various communication methods, such as phone calls, emails, and apps. EMHCS invites parents to participate in scheduled student-led conferences, parent-teacher conferences, PTO meetings, school events, and policy-making through two elected parent representatives on the Board of Trustees.

Recognizing the continuous need to support students' social-emotional learning and growth under the leadership of the Special Education Coordinator, social workers at all three campuses provide social-emotional assistance. Social workers will provide SEL lessons differentiated to meet the needs of assigned groups of students. Each campus will have its student support team meet biweekly to review support and implement strategies and techniques for staff to support students.

At EMHCS, culture, character, and advocacy are developed, learned, and sustained through the structure of Crew. It is a time when we come together as a community to promote shared understanding and allow each student a voice. It is a time when students learn, promote, and reflect on EMHCS PRIDE to demonstrate these habits in their daily lives. It is a safe space where students are nurtured and known well by at least one adult. At EMHCS, we promote PRIDE as the character traits we want our students and staff to possess. PRIDE stands for perseverance, respect, integrity, dedication, and excellence.

Additionally, EMHCS understands that providing a tiered level of support for students is essential to giving students a well-rounded education. Students at EMHCS are tracked using a variety of summative assessments, and the MTSS team determines the level of support they need. All students receive tier-one instruction, the content teacher's grade-level curriculum. Tier 2 instruction is given to students based on their needs in small groups by the content teacher. Tier 3 instruction is the most intense level of instruction provided by the intervention teacher to students.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|----|----|----|----|----|----|----|-------|
| 2021-22 | 67 | 96 | 93 | 84 | 93 | 84 | 73 | 90 | 59 | 52 | 60 | 48 | 41 | 940 |
| 2022-23 | 82 | 91 | 91 | 86 | 89 | 92 | 75 | 84 | 93 | 73 | 44 | 74 | 31 | 979 |
| 2023-24 | 68 | 89 | 96 | 91 | 86 | 91 | 94 | 95 | 92 | 83 | 77 | 43 | 30 | 1035 |

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 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2023-24 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>)

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9th 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 30th |
|---------------------------|---|---------------------------|---|--|--|
| 2021-22 | 2018-19 | 2018 | 44 | 0 | 50 |
| 2022-23 | 2019-20 | 2019 | 42 | 2 | 46 |
| 2023-24 | 2020-21 | 2020 | 34 | 0 | 41 |

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on the last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. 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 but not limited to 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.

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Fourth-Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a) | Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|-----------------------------------|
| 2021-22 | 2018-19 | 2018 | 49 | 1 | 50 |
| 2022-23 | 2019-20 | 2019 | 43 | 3 | 46 |
| 2023-24 | 2020-21 | 2020 | 40 | 1 | 41 |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a) | Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|-----------------------------------|
| 2021-22 | 2017-18 | 2017 | 2 | 0 | 2 |
| 2022-23 | 2018-19 | 2018 | 2 | 0 | 2 |
| 2023-24 | 2019-20 | 2019 | 1 | 0 | 1 |

PROMOTION POLICY

EMHCS promotion requirements and graduation policy align with NYS regulations. To graduate from high school, students must earn a minimum of 22 credits and pass five exams.

- Students are required to take four years each of English and Social Studies and are encouraged to take four years of Math and Science, although only three years of Math and Science are required under the NYS regulations.
- Students in their PIG/Economics class complete a capstone project that supports them in earning the Seal of Civic Readiness.
- Math course options include Algebra I, Geometry, Algebra 2, Financial Math, and Statistics.
- Science course options include Regents Living Environment, Regents Earth Science, Regents Chemistry, and Environmental Science.
- Students must take Spanish each year on a Spanish Language Arts or World Language track towards earning the Seal of Biliteracy. Students complete a capstone project and present it to the Seal of Biliteracy committee.

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- Art courses include Graphic Art, and Studio Art to meet the 1.0 Fine Arts credit requirement.
- Physical Education is required to be taken for a half credit yearly, and Health is required for half credit, offered in freshman or sophomore year.
- All students are scheduled for Crew each year and earn an elective half credit yearly.

To advance to the next grade level, students must attain the following:

- Grade 9 →Grade 10 A minimum of 5 credits + 2 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

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

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2023-24

| Cohort Designation | Number in Cohort during 2023-24 | Percent promoted |
|---------------------------|--|-------------------------|
| 2022 | 56 | 84% |
| 2023 | 79 | 85% |

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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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) |
|--------------------|-------------|------------------|---|
| 2020 | 2021-22 | 47 | 81% |
| 2021 | 2022-23 | 51 | 73% |
| 2022 | 2023-24 | 56 | 36% |

Graduation Goal Measures 3 & 4 - Absolute

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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2018 | 2021-22 | 50 | 47 | 94% |
| 2019 | 2022-23 | 46 | 42 | 91% |
| 2020 | 2023-24 | 41 | 38 | 93% |

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

| Cohort Designation | School Year | Number in Cohort | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2017 | 2021-22 | 39 | 34 | 87% |
| 2018 | 2022-23 | 50 | 47 | 94% |
| 2019 | 2023-24 | 46 | 42 | 91% |

Graduation Goal Measure 5 - 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.

¹ These data reflect August graduation rates.

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Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

| Cohort Designation | School Year | Charter School | | | School District | |
|--------------------|-------------|------------------|----------------------|--------------------|------------------|--------------------|
| | | Number in Cohort | Number who Graduated | Percent Graduating | Number in Cohort | Percent Graduating |
| 2018 | 2021-22 | 50 | 47 | 94% | 1,802 | 72% |
| 2019 | 2022-23 | 46 | 42 | 91% | 1,777 | 71% |
| 2020 | 2023-24 | 41 | 38 | 93% | n/a | n/a |

Graduation Goal Measure 6 - 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.

Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

| Exam | Number of Graduation Cohort Members Tested (a) | Number Passing or Achieving Regents Equivalency (b) | Percentage Passing $=\frac{(b)}{(a)} * 100$ |
|---------|--|---|---|
| N/A | N/A | N/A | N/A |
| Overall | N/A | N/A | N/A |

² 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

| Cohort Designation | School Year | Number in Cohort Tested | Percent Passing a Pathway Exam |
|--------------------|-------------|-------------------------|--------------------------------|
| 2018 | 2021-22 | N/A | N/A |
| 2019 | 2022-23 | N/A | N/A |
| 2020 | 2023-24 | N/A | N/A |

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. | Yes |
| 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. | No |
| Absolute | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate. | Yes |
| Absolute | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. | No |
| 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. | Not Available Yet |
| 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 |

EVALUATION OF THE GRADUATION GOAL

Graduation Goal: Measure 1: Leading Indicator

EMHCS has met this measure. Each high school student can earn a maximum of 8.5 credits each academic year. The majority of students in cohorts 2022 and 2023 acquired the number of

credits needed to be promoted to the next grade level for the upcoming school year. 84% of the 2022 cohort achieved the goal of receiving ten credits at the end of the 2023-24 school year. 85% of the 2023 cohort met the goal of attaining at least five credits in their first year of high school. The 2021 and 2022 cohorts exceeded the 2021-22 results. Multiple aspects attributed to these results, such as student orientations for each grade level with parents that detailed requirements and expectations, and once-a-week academic check-ins with Crew leaders to support students staying on track and a longer summer school day to ensure that students continue to meet this goal.

Graduation Goal: Measure 2: Leading Indicator

EMHCS met the measure for Cohorts 2020 with 81%, came close to meeting the measure for Cohort 2021 with 73% and did not meet this measure for cohorts 2022, with only 36%. As an organization, we continue to take measures to support students with attaining proficiency in Regents exams, and they include:

- Students taking benchmark exams that mirror Regents.
- Having data conversations with teachers to use benchmark data to support instruction.
- Offering credit recovery opportunities for students to make up credits.
- We are offering regents lab classes for students to prepare for upcoming exams.
- We provide summer learning opportunities to recover credits and prepare to retake Regents exams.
- Provide once-a-week academics check-in by Crew leaders.

Graduation Goal: Measure 3 & 4: Absolute

EMHCS has met measure 3 and has come short of meeting measure 4. Overall, EMHCS exceeded the goal of a 75% graduation rate for the 2020 cohort with a 93% graduation rate. Seventeen percent of the cohort graduated early in June 2023; three students persevered and graduated in August 2024. Twenty two percent of the cohort graduated with the NYS Seal of Biliteracy, and 37% graduated with the NYS Seal of Civic Readiness. Within cohort 2020, 20% graduated with an Advanced Regents Diploma and 73% with a Regents Diploma.

One active student for the 2019 cohort did not graduate in June 2024, which brings the total 5-year graduation rate to 91%, 4% short of meeting the 95% goal. As in years before, students were offered credit recovery to recover Regents credits not earned the first time. Academic support was also planned and implemented for high school students needing to meet academic standards. This student was given an academic plan to meet graduation requirements that were reviewed frequently by the school counselor, parent, and student.

Graduation Goal: Measure 5: Comparative

Since the state does not finalize high school outcome data until later in the school year, and data before 2023-24 are not suitable for comparison, the calculation of this measure is not required.

Graduation Goal: Measure 6: Absolute

All EMHCS students graduated with an Advanced Regents or a Regents diploma.

ADDITIONAL CONTEXT AND EVIDENCE

Graduation Goal: Measure 2: Leading Indicator

Cohort 2022 was our sophomore class in the 2023-24 school year. These students only had six potential opportunities to take regents exams that would have impacted the total number of passing three or more.

Graduation Goal: Measure 5: Comparative

68% of the fourth-year high school graduation cohort graduated in June 2024. Additionally, 17% graduated in June 2023, and 7% graduated in August 2024. This brings our total graduation rate to 93%, which is higher than the 71% graduation rate of the 2022-23 RCSD graduation cohort.

ACTION PLAN

For the 2024-2025 school year, EMHCS High School will continue to support students' academic and social-emotional needs to promote our mission and meet student achievement. Students will engage in a nine-period schedule that includes regent's courses and electives driven by student interest.

The Instructional Coach will guide teachers through professional development and coaching cycles regarding lesson planning, delivery, and assessment of learning. Department Chairs will meet with departments to unpack curriculum and discuss best practices. The Academic Intervention Coordinator will support leading data conversations and best use of data to inform instruction. Under the guidance of the instructional leadership, team (Principal, Assistant Principal and Instructional Coach) in collaboration with the Academic Intervention Coordinator and teachers will work to identify learning gaps and provide intervention. Two additional teaching positions were allocated to the high school, Humanities Teacher and STEAM Teacher to support tier 3 intervention needs.

Through Crew, leaders will monitor student's attendance and academic growth. School leaders will meet quarterly to review cohort data with the academic counselor and review student progress and attendance. In addition, school leaders will meet with instructional staff to review their class data and create action plans for students.

GOAL 2: COLLEGE PREPARATION

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

EMHCS continues to provide students with opportunities to explore and learn about careers and postsecondary educational opportunities that align with their chosen career pathways. Academic counselors provided these opportunities and experiences that align with career and college opportunities.

FAFSA events were held to help high school students with college applications 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. EMHCS students participated in college visits. At EMHCS, students worked with support from a counselor to complete scholarship applications. Four students were recipients of the IBERO Scholarship. In addition, two students were awarded the Latino Rotary Club Scholarship, and two students were recognized as Black Scholars.

As students received acceptance documentation from colleges, further assistance and support were 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:

- Puerto Rican Hispanic Youth Leadership Institute (PRHYLI)
- Urban League's Black Scholars Program
- Ibero Scholarship Program
- Wegmans Work Scholarship Program

Students at EMHCS pursue studies in both English and Spanish. This group of students are on the path to receive the Seal of Biliteracy. The school and state of New York to recognize students who have shown proficiency in two or more languages award the Seal of Biliteracy. High school students prove proficiency in English and Spanish by earning pathway points indicated by the NYS Seal of Biliteracy requirements and by researching, writing, and presenting capstone projects in both English and Spanish. 24% of students in the 2020 Cohort earned the Seal of Biliteracy.

EMHCS for the second year awarded the Seal of Civic Readiness to 26% of students in the 2020 Cohort. The Seal of Civic Readiness recognizes students who have attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement.

For the 2020 Cohort 21% of students were accepted to a 4-year college, 29% accepted into a 2-year college, 31% entered the workforce and one student entered the military. Fourteen scholarships were awarded.

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College Preparation Goal Measure 1 - Absolute

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

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

| Indicator | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
|--|---|-------------------------------|--|
| Earn a regents diploma with advanced designation | 19 | 8 | 21% |
| Earning the Seal of Biliteracy | 18 | 9 | 24% |
| Earning the Seal of Civic Readiness | 38 | 15 | 39% |
| Overall | 38 | 20 | 53% |

⁴ Schools use any method listed above, 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.

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College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year⁵

| Cohort | Graduation Year | Number of Graduates (a) | Number Enrolled in 2 or 4-year Program in Following Year (b) | Matriculation Rate =[(b)/(a)]*100 |
|--------|-----------------|----------------------------|---|--------------------------------------|
| 2018 | 2021-22 | 47 | 17 | 36% |
| 2019 | 2022-23 | 42 | 24 | 57% |
| 2020 | 2023-24 | 38 | 15 | 39% |

⁵ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

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. | No |
| 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. | No |

EVALUATION OF THE COLLEGE PREPARATION GOAL

College Preparation Goal: Measure 1: Absolute

EMHCS did not meet this measure. The data indicates the three college preparation areas attempted by the 2020 cohort. 21% of students earned an Advanced Regents Diploma, 24% earned the Seal of Biliteracy, and 39% earned the Seal of Civic Readiness, which gives us an overall of 53%. Although the 2020 cohort benefited from examination exemption, during the 2021-22 school students returned to sitting for regents exams. In addition, due to staff shortages, college credit courses could not be offered.

College Preparation Goal: Measure 2: Absolute

The Institute does not require charters to report on this measure for 2023-24.

College Preparation Goal: Measure 3: Comparative

The Institute does not require charters to report on this measure for 2023-24.

College Preparation Goal: Measure 4: Absolute

EMHCS did not meet this measure. During the 2023-24 school year, 15 students from the 2020 cohort confirmed during counselor-led meetings they would be attending a post-secondary program. This is 39% of the graduating class. Using databases such as WNYRIC and the National Student Clearinghouse confirmed these results.

ADDITIONAL CONTEXT AND EVIDENCE

College Preparation Goal: Measure 4: Absolute

As we assess the effectiveness of our programs, we acknowledge that we are not reaching our set goals. However, we continue to be inconsistent within our high school counseling department. For the 2022-23 school year, two academic counselors were hired. Mid-year, both counselors resigned and the Assistant Principal assumed counseling roles. For the upcoming school year, we have hired a new counselor for 9-

12th grade and an Educational Pathways Coordinator to support college and career opportunities and experiences for students.

ACTION PLAN

EMHCS continues to improve upon our college readiness program and what it has to offer, focusing on the following areas:

- Creating an Educational Pathways Coordinator to support college and career readiness for students in K-12th grade. Additionally, this coordinator will provide guidance to the counseling department and ensure support to the graduating cohort.
- One academic counselor, 9-12th grade, to focus on four-year plans, cohort data tracking and will facilitate student and parent meetings to keep students academically informed.
- Offer more opportunities to visit colleges and representatives from colleges to come into the school.
- Offer middle school students more college readiness opportunities through college and career interest forms, career fairs and college visits. The middle school and the high school counselor will collaborate in preparing the transition from 8th to 9th grade.
- Will collaborate with REOC, AMR Ambulance, and Wegmans Work Scholarship to provide students with skilled trades before graduation.
- Collaborate with SUNY's Top 10% Direct Admissions Initiative to provide direct admissions to 9 SUNY schools to the top 10% of the graduating class.
- Offer increased opportunities for students to learn about, complete FAFSA programs through a Family FASFA night, and create more connections with colleges to have students or professionals come into the school to speak with and give information to students.
- Continue to include the Common App process with students during their junior year.
- Create graduation plans for our students from 9th-12th grade, which provide clear, actionable steps for them and their families to engage with at all levels of their high school experience.
- Inform students of college scholarships and important application dates that are key to their successful matriculation into two- and four-year college programs.
- In collaboration with senior crew leaders, the academic counselor will create and maintain a Google Classroom to maintain ongoing communication with all seniors and upperclassmen.
- Continue planning with students regarding year-to-year requirements for graduation to earn an Advanced Regents Diploma, Seal of Biliteracy, and Seal of Civic Readiness.
- In the Summer of 2025, offer a Summer program to support students completing new courses.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

EMHCS is an EL Education school. EL Education is a school reform model that emphasizes high achievement through active learning, character growth, and teamwork. In grades K-8, we continue to use the EL Education Language Arts 2.0 Curriculum. This ELA curriculum supports

English Language Learners, provides research-based resources, uses complex fiction and nonfiction texts, and aligns with our EL work plan and partnership with EL Education. In addition, at K-2, they also use the EL Education Skills block. At grades 9-12, the ELA department, following the Next Generation Standards, has created Standard-Targets-Assessment (STA) Plans to support curriculum mapping. The focus at 9-12 continues to be around social justice and equality.

The EL Workplan and our instructional priorities guide the instruction focus for the school year. The three instructional priorities are student cognitive engagement, rigorous tasks leading to high-quality work, and increased student academic talk and decreased teacher talk.

For assessments, K-8 students continue to take the FastBridge Diagnostic. FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for reading instruction and diagnostic reading interventions. This assessment was given three times a year. In addition, K-2 students took the EL Skills assessment, and students in grades 1-6 took the Fountas and Pinnell Benchmark Assessment three times a year. At grades 9-12, students took the ELA Benchmark Assessment three times a year, which is an English 3 Regents exam. Furthermore, K-12 ELA teachers continued to assess students at the conclusion of every module using an end-of-unit module assessment.

Professional development at all three campuses aligned to the Workplan goals. Each campus provided weekly professional development on unpacking curriculum, unit planning, and project planning and using data to inform instructional groupings.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2023-24 State English Language Arts Exam Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | |
| 3 | 87 | 0 | 3 | 0 | 0 | 0 | 1 | 91 |
| 4 | 81 | 0 | 0 | 1 | 0 | 0 | 0 | 82 |
| 5 | 83 | 0 | 3 | 1 | 0 | 0 | 0 | 87 |
| 6 | 89 | 0 | 1 | 1 | 0 | 0 | 1 | 92 |
| 7 | 91 | 1 | 0 | 1 | 0 | 0 | 0 | 93 |
| 8 | 86 | 0 | 0 | 0 | 0 | 0 | 0 | 86 |
| All | 517 | 1 | 7 | 4 | 0 | 0 | 2 | 531 |

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁶

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 87 | 25 | 29% | 73 | 22 | 30% |
| 4 | 81 | 11 | 14% | 71 | 11 | 15% |
| 5 | 83 | 8 | 10% | 61 | 7 | 11% |
| 6 | 89 | 11 | 12% | 72 | 10 | 14% |
| 7 | 91 | 21 | 23% | 59 | 16 | 27% |
| 8 | 86 | 20 | 23% | 52 | 13 | 25% |
| All | 517 | 97 | 19% | 388 | 79 | 20% |

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if

⁶ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, and two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁷ (PI)

| English Language Arts 2023-24 Performance Index (PI) | | | | |
|--|---|---------|---------|---------|
| Number in Cohort | Percent of Students at Each Performance Level | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 517 | 51.5% | 30% | 16% | 2.5% |

$$\begin{aligned}
 \text{PI} &= 30 + 16 + 2.5 = 48.5 \\
 &+ 16 + 2.5 = 18.5 \\
 &+ (.5) * [2.5] = 1.25 \\
 \text{PI} &= 68.25
 \end{aligned}$$

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|--|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 30% | 73 | N/A | N/A |
| 4 | 15% | 71 | N/A | N/A |
| 5 | 11% | 61 | N/A | N/A |
| 6 | 14% | 72 | N/A | N/A |
| 7 | 27% | 59 | N/A | N/A |
| 8 | 25% | 52 | N/A | N/A |
| All | 20% | 388 | N/A | N/A |

ELA Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the schools’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁹

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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2022-23 English Language Arts Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score | | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
| | | Actual | Predicted | |
| 3 | 90.7% | 436.0 | 438.4 | -0.23 |
| 4 | 84.3% | 434.0 | 442.8 | -0.86 |
| 5 | 87.0% | 435.0 | 440.8 | -0.62 |
| 6 | 84.0% | 437.0 | 440.6 | -0.39 |
| 7 | 82.1% | 434.0 | 444.2 | -1.12 |
| 8 | 79.6% | 431.0 | 448.2 | -1.79 |
| All | 84.7% | 434.5 | 442.4 | -0.83 |

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁰

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

¹⁰ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 37.1 | 50.0 |
| 5 | 49.4 | 50.0 |
| 6 | 53.4 | 50.0 |
| 7 | 43.2 | 50.0 |
| 8 | 44.1 | 50.0 |
| All | 45.5 | 50.0 |

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd– 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: FastBridge. Students in 3-8 take aReading, an adaptive computer assessment in which questions vary based on student responses. Fastbridge aReading is designed to assess students' broad reading abilities and predict overall reading achievement. It aligns with Next Generation Standards and the National Reading Panel's Report. Fastbridge aReading skills addressed are the following:

- Concepts of Print
- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension
- Orthography
- Morphology

FASTBRIDGE

2023-24 FASTBRIDGE ELA 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% | 487 | 41% | No |

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| | | | | | |
|--|--|-----|----|-----|-----|
| Measure 2: 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 ¹¹ | 39% | 38 | 46% | Yes |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students classified as English Language Learners 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. | English Language Learners | 39% | 65 | 47% | Yes |

End of Year Performance on 2023-24 FastBridge aReading Assessment By Students in Grades 3-8

| Grades | All Students | |
|--------|--------------------|---------------|
| | Percent Proficient | Number Tested |
| 3 | 37% | 89 |
| 4 | 20% | 80 |
| 5 | 21% | 86 |
| 6 | 27% | 91 |
| 7 | 27% | 83 |
| 8 | 23% | 80 |
| All | 26% | 509 |

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, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

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End of Year Growth on 2023-24 FastBridge aReading Assessment By Students in Grades 3-8

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | 60% | 84 |
| 4 | 42% | 79 |
| 5 | 36% | 85 |
| 6 | 35% | 89 |
| 7 | 44% | 74 |
| 8 | 27% | 76 |
| All | 41% | 487 |

In the 2023-2024 school year, EMHCS met our set goals for Measures 2 and 3 with FastBridge.

SUMMARY OF THE ELA GOAL

| Type | Measure | Outcome |
|-------------|--|-------------------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. | No |
| Absolute | Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | No |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison. | Not Available Yet |
| Comparative | Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | No |
| Growth | Each year, under the state's Growth Model the schools mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. | No |

EVALUATION OF ELA GOAL

ELA: Measure 1: Absolute

EMHCS did not meet this measure, with 19% of students at levels 3 and 4. Students in their second year at EMHCS performed slightly better than students recently enrolled, with a 1% difference. Eighth-grade students demonstrated the most growth, with an 11% difference

between the 2023 reporting and this current year. Sixth-grade students demonstrated the least amount of growth, with a 14% decrease.

ELA: Measure 2: Absolute

EMHCS did not meet this measure. EMHCS PI score was a 68.25 and to meet it, we needed it to be 113. This is impacted mainly due to the number of students scoring a level 1 on the assessment.

ELA: Measure 3: Comparative

Comparison data is unavailable.

ELA: Measure 4: Comparative

The comparative data provided is from the 2022-23 school. According to the data presented, EMHCS did not meet this measure.

ELA: Measure 5: Growth

EMHCS came short of meeting this measure. EMHCS Mean Growth Percentile for 4-8th grade was 45.5, which was short 0.5 of meeting this measure.

ADDITIONAL CONTEXT AND EVIDENCE

ELA: Measure 1: Absolute

The middle school campus demonstrated an overall increase of 1% and 11% respectively in 7th and 8th grade, while the elementary school campus demonstrated a decrease overall in grades 4th-6th. In the 2022-23 school year, EMHCS was impacted by teacher shortages. In 4th grade, the teachers were uncertified Paraprofessionals who were completing their bachelors in elementary education. 5th grade had two teacher changes in one section and three teacher changes in the other ELA section. In 6th grade, one of the sections had four teacher changes within the school year. Many of the teaching positions were filled by Paraprofessionals in the absence of highly qualified teachers.

ELA ACTION PLAN

We saw the need to have resources aligned to specific student needs, so we have purchased i-Ready from Curriculum Associates. By integrating i-Ready into their teaching, educators can better meet individual student needs, differentiate instruction, and use data to drive decision-making. Based on diagnostic results, students will be assigned individualized learning paths. Teachers use these learning paths to guide students through lessons and activities that meet their specific needs based on either diagnostic results or classroom instruction needs. Teachers will monitor student progress through conferencing every two weeks. In regards to instructional support, teachers can access ready-made lesson plans, activities, and resources through i-Ready to support both small group and whole-class instruction. These can be used to

directly teach concepts or to provide additional practice. We will also be leveraging pd opportunities from i-Ready to support the implementation of the program, as well as the capacity of teachers and administrators. These opportunities include two webinars, and six on-site sessions that will focus on walkthroughs of implementation and unpacking the data from the diagnostics.

Early literacy development and intervention were needs determined across multiple grade levels, so UFLI teacher guides and science of reading manipulatives were purchased. Third grade piloted the use of UFLI's materials with success last year, as illustrated on both FastBridge and NYS assessments relative to other grades. UFLI's resources will be used as a supplemental resource for structured phonics lessons that focus on explicit instruction in phonemic awareness, phonics, and decoding skills. UFLI provides tools for ongoing assessment and progress monitoring. Teachers can use these assessments to evaluate students' growth in reading skills and adjust instruction accordingly. UFLI uses multisensory techniques to engage students in reading instruction, involving visual, auditory, and kinesthetic learning methods, which is why manipulatives were purchased to assist with the instruction found within the program. Teachers will participate in UFLI's professional development training (online sessions and courses) to deepen their understanding of effective literacy instruction strategies.

In order to build teacher capacity, we have modified our contract with EL Education from a full school implementation model to focus on the implementation of EL Education's ELA modules for grades K-8. The EL Education Designers will work alongside instructional coaches and ILTs to support the unpacking and implementation of the ELA curriculum.

With the intention of supporting students to use strategies to unpack complex texts, we have purchased Lavina Group's RedThread Close Reading for Meaning. This curriculum will be used during their intervention block in smaller groups to prepare students to attend to both the essential meaning as well as author's craft. After engaging in a shared experience with their teachers, students are given the opportunity to apply the RedThread Close Reading for Meaning method to a new text, honing their ability to tackle any text confidently and independently.

Additional professional development time has been embedded into the weekly schedule for grade level teams at the elementary school so that we are able to be more proactive with allocating resources and strengthening teacher skills.

After each diagnostic and benchmark assessment is complete, teachers and school leaders will collaboratively analyze results to determine next steps for instruction.

- For grades K-2, based on the results of the EL Education Foundation Skills benchmark assessment, groups of students will be formed so that they receive instruction in the

phase of phonemic awareness that they are shown to be. Every student is progress monitored during instruction, and they are benchmarked three times per year.

- For grades K-8, students will take the i-Ready diagnostic assessment each fall, winter, and spring. The staff uses the data provided to determine individual instructional needs and to measure students' academic growth over the course of a school year. Data from iReady diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. For grades K-6, after a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored at least every two weeks and adjustments will be made to instructional plans as needed.
- For grades 3-8, students will take three benchmarks throughout the fall and winter for teachers to gain a more thorough understanding for student proficiency in regards to grade-level standards. The benchmarks use questions and passages from previous NYS assessments in order to align the expectations of the state test with the format of the benchmarks. After each assessment, teachers will meet with school leaders to determine next steps for instruction.

We will continue to implement the following:

- We will continue to use CommonLit as an additional resource for grades 3-8.
- The same amount of time dedicated to literacy class for grades K-8 as in the previous year.
 - Two-hour literacy class in grades K-2
 - An hour-and-a-half literacy block in grades 3-6
 - Block scheduling at middle school with 80-minute blocks
 - Intervention class for middle school students every other day for 40 minutes
- Coaching cycles for all teachers by campus-based coaches on a 6-week cycle

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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 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

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Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹²

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹³

| 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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2018 | 2021-22 | 50 | 46 | 0 | 0% |
| 2019 | 2022-23 | 46 | 24 | 5 | 23% |
| 2020 | 2023-24 | 41 | 0 | 11 | 27% |

High School ELA Measure 2 - 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.

METHOD

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.

¹² Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹³ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

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

| Cohort Designation | Fourth Year | Number in Cohort (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2018 | 2021-22 | 50 | 46 | 0 | 0% |
| 2019 | 2022-23 | 46 | 24 | 15 | 68% |
| 2020 | 2023-24 | 41 | 0 | 33 | 80% |

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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High School ELA Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

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.

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

| 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2018 | 2021-22 | 39 | 34 | 0 | 0% |
| 2019 | 2022-23 | 29 | 13 | 3 | 19% |
| 2020 | 2023-24 | N/A | N/A | N/A | N/A |

High School ELA Measure 8 - Growth

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.

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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.

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

| 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2018 | 2021-22 | 38 | 16 | 17 | 77% |
| 2019 | 2022-23 | 29 | 13 | 10 | 63% |
| 2020 | 2023-24 | N/A | N/A | N/A | N/A |

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

| Type | Measure | Outcome |
|-------------|--|---------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | No |
| 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. | Yes |
| Absolute | Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage | N/A |

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| | | |
|-------------|--|-----|
| | of comparable students in the district at least partially meeting Common Core expectations. | |
| 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. | N/A |
| 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. | N/A |

EVALUATION OF HIGH SCHOOL ELA GOAL

High School ELA: Measure 1: Absolute

EMHCS did not meet this measure. During the 2023-24 school year, only 27% of the 2020 cohort scored a level 4. Of the 2020 cohort 33 students passed the exam with a Level 3 or higher and additionally five students received special appeals. Though only 27% scored a level 4, 93% of the cohort earned credit for the exam.

High School ELA: Measure 2: Absolute.

EMHCS meets this measure. 80% of the cohort in 2020 scored at least a level 3 proficiency.

High School ELA: Measure 3: Absolute

The Institute does not require charters to report on this measure for 2023-24.

High School ELA: Measure 4: Comparative

The Institute does not require charters to report on this measure for 2023-24.

High School ELA: Measure 5: Comparative

The Institute does not require charters to report on this measure for 2023-24.

High School ELA: Measure 6: Comparative

The Institute does not require charters to report on this measure for 2023-24.

High School ELA: Measure 7: Growth

EMHCS cannot accurately measure this target because this cohort of students were not offered the ELA or Math exam during their 8th grade year.

High School ELA: Measure 8: Growth

EMHCS cannot accurately measure this target because this cohort of students were not offered the ELA or Math exam during their 8th grade year.

ADDITIONAL CONTEXT AND EVIDENCE

High School ELA: Measure 1: Absolute

EMHCS has made changes to when students sit for the ELA Regents exam. During the 2023-24 school year, students who sat for ELA 2 took the ELA Regents during the June 2024 administration. Any student who does not score a level 4 proficiency will sit again in the January administration of the following school year. Of our 2022-23 Cohort, 50 students sat for the ELA regents at the end of ELA 2. Out of those students, 26 students passed the exams, with 9 of those students earning a level 4 or level 5. All cohort students, except those 9, will retake the exam in January 2024.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2024-2025 school year:

- ELA Intervention Teacher to support with Tier 3 intervention support for struggling readers and writers
- A 9-period full-year schedule versus semester course work to support more time with curriculum and instruction.
- The use of CommonLit at grades 9-12 as an additional resource to support reading, writing, communication, and problem-solving skills. CommonLit Literacy Model is built on a foundation of over 2,000 high-quality free reading passages for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.
- The use of iReady for Tier 3 students. i-Ready diagnostic data will be used to determine individual instructional needs and to measure students' academic growth over the course of a school year.
- Coaching cycles for all teachers by the instructional coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create target instruction.

- During Common planning time, with guidance from the Department Chair, opportunities to address Next Generation standards, unpack curriculum and review instructional strategies.
- ELA Curriculum written by the Department Chair for ELA I, II, III and Capstone. Curriculum is aligned to Next Generation Standards with a social justice focus.
- ELA Lab for students needing additional support to pass the ELA regents exam.

GOAL 4: MATHEMATICS

Students will demonstrate mastery of mathematical concepts.

BACKGROUND

In the 2023-2024 school year, EMHCS adopted and implemented Illustrative Mathematics for kindergarten through algebra 2, which is eleventh grade. Regular assessments are embedded and aligned to the New York State Next Generation Standards as well as the types of questions students will see in the New York State English and Language Arts Exams in third through eighth grade. At twelfth grade, the math department, following the Next Generation Standards, has created Standard-Targets-Assessment (STA) Plans to support curriculum mapping.

Similar to ELA, the EL Workplan, and our instructional priorities guide the instruction focus for the school year. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk.

For assessments, K-8 students continue to take the FastBridge Diagnostic. FastBridge combines Computer Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) to screen students, identify skill gaps, and offer proven recommendations for math instruction and diagnostic reading interventions. This assessment was given three times a year. In addition, at 9-12, students took the Math Benchmark Assessment three times, which is an Algebra I, Geometry, or Algebra II Regents exam. Furthermore, using an end-of-unit module assessment, K-12 math teachers assess students in a mid-unit module assessment and at the conclusion of every module.

Professional development at all three campuses aligned to the Workplan goals. Each campus provided weekly professional development on unpacking curriculum and using data to inform instructional groupings.

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ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested | | | | | | | Total Enrolled |
|-------|--------------|------------|---------|---------|-------------|-------------------|--------------|--------------|----------------|
| | | Absent | Refusal | ELL/IEP | Admin error | Medically excused | Other reason | Took Regents | |
| 3 | 87 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 91 |
| 4 | 82 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 83 |
| 5 | 84 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 87 |
| 6 | 89 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 92 |
| 7 | 91 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 92 |
| 8 | 82 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 86 |
| All | 515 | 6 | 8 | 0 | 0 | 0 | 2 | 0 | 531 |

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

| Grade | All Students | | | Enrolled in at least their Second Year | | |
|-------|---------------|-------------------|--------------------|--|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 3 | 87 | 37 | 43% | 73 | 33 | 45% |
| 4 | 82 | 9 | 11% | 71 | 9 | 13% |
| 5 | 84 | 7 | 8% | 60 | 6 | 10% |
| 6 | 89 | 7 | 8% | 70 | 7 | 10% |
| 7 | 91 | 16 | 18% | 59 | 10 | 17% |
| 8 | 82 | 3 | 4% | 51 | 1 | 2% |
| All | 515 | 79 | 15% | 384 | 66 | 17% |

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 58% | 27% | 13% | 2% |

$$\begin{array}{rclclclcl}
 \text{PI} & = & 27 & + & 13 & + & 2 & = & 42 \\
 & & & & 13 & + & 2 & = & 15 \\
 & & & & & + & (.5)*2 & = & 1 \\
 & & & & & &] & & \\
 & & & & & & \text{PI} & = & 58
 \end{array}$$

Math Measure 3 - Comparative

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

METHOD

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

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2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|--|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | 45% | 73 | N/A | N/A |
| 4 | 13% | 71 | N/A | N/A |
| 5 | 10% | 60 | N/A | N/A |
| 6 | 10% | 70 | N/A | N/A |
| 7 | 17% | 59 | N/A | N/A |
| 8 | 2% | 51 | N/A | N/A |
| All | 17% | 384 | N/A | N/A |

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 Mathematics Comparative Performance by Grade Level

| Grade | Percent Economically Disadvantaged | Mean Scale Score | | Effect Size |
|-------|------------------------------------|------------------|-----------|-------------|
| | | Actual | Predicted | |
| 3 | 90.7% | 439.0 | 443.9 | -0.34 |
| 4 | 84.3% | 430.0 | 444.9 | -1.06 |
| 5 | 87% | 432.0 | 441.7 | -0.76 |
| 6 | 84% | 429.0 | 442.9 | -1.07 |
| 7 | 82.1% | 429.0 | 446.2 | -1.35 |
| 8 | 79.6% | 418.0 | 440.4 | -1.49 |
| All | 84.9% | 430.1 | 443.5 | -0.98 |

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹⁴

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

¹⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2022-23 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 32.2 | 50.0 |
| 5 | 41.8 | 50.0 |
| 6 | 51.4 | 50.0 |
| 7 | 34.8 | 50.0 |
| 8 | 32.1 | 50.0 |
| All | 38.7 | 50.0 |

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd- 8th-grade exams, the school used the following assessment to measure student growth and achievement in Math: Fastbridge. FastBridge is a formative assessment system for teachers, born out of research-led innovation at the university level, designed to build a robust Multi-Tiered System of Support (MTSS) and ensure educators have the right tools and the right data to provide timely, targeted support for their learners. Students in 3-8 take aMath, an adaptive computer assessment in which questions vary based on student responses. Fastbridge aMath is designed to assess students' broad math abilities and predict overall math achievement. It is aligned with the Next Generation Standards and standards and principles from the National Council of Teachers of Mathematics. Fastbridge aMath skills addressed are the following:

- Counting and Cardinality
- Operations and Algebraic Thinking
- Number and Operations in Base Ten
- Number and Operations with Fractions
- Measurement and Data
- Geometry

FASTBRIDGE

2023-24 FASTBRIDGE Math 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 | 483 | 40% | No |

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| | | | | | |
|--|--|-----|----|-----|----|
| Measure 2: 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 ¹⁵ | 40% | 31 | 33% | No |
| Measure 3: Each year, the median growth percentile of 3 rd through 8 th grade students classified as English Language Learners 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. | English Language Learners | 40% | 40 | 27% | No |

End of Year Performance on 2023-24 FastBridge aMath Assessment By Students in Grades 3-8

| Grades | All Students | |
|--------|--------------------|---------------|
| | Percent Proficient | Number Tested |
| 3 | 46% | 89 |
| 4 | 25% | 79 |
| 5 | 20% | 87 |
| 6 | 20% | 89 |
| 7 | 22% | 81 |
| 8 | 13% | 79 |
| All | 24% | 504 |

End of Year Growth on 2023-24 FastBridge aMath Assessment By Students in Grades 3-8

| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | 57% | 84 |
| 4 | 28% | 78 |
| 5 | 31% | 87 |
| 6 | 32% | 87 |
| 7 | 49% | 72 |

¹⁵ 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

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| Grades | Median Growth Percentile | Number Tested |
|--------|--------------------------|---------------|
| 3 | 57% | 84 |
| 4 | 28% | 78 |
| 5 | 31% | 87 |
| 6 | 32% | 87 |
| 8 | 42% | 75 |
| All | 40% | 483 |

SUMMARY OF THE MATHEMATICS GOAL

| Type | Measure | Outcome |
|-------------|--|----------------------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8. | No |
| Absolute | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system. | No |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | Not Available Yet |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | No |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. | No |

EVALUATION OF THE MATHEMATICS GOAL

Math: Measure 1: Absolute

EMHCS did not meet this measure, with 15% of students at levels 3 and 4. Students in their second year at EMHCS performed better than recently enrolled students, with a 2% difference. Third-grade students demonstrated the most growth, with an 11% difference between the 2023 reporting and this current year. In addition, grades 7 and 8 also demonstrated growth between 2-6%. Fifth-grade students demonstrated the least amount of growth, with a 10% decrease.

Math: Measure 2: Absolute

EMHCS did not meet this metric. EMHCS PI score was a 58 and to meet it, we needed it to be 115.3. This is impacted mainly due to the number of students scoring a level 1 on the assessment.

Math: Measure 3: Comparative

Comparison data is unavailable.

Math: Measure 4: Comparative

The comparative data provided is from the 2021-22 school. According to the data presented, EMHCS met this measure.

Math: Measure 5: Growth

EMHCS did not meet this measure. EMHCS Mean Growth Percentile for 4-8th grade was 38.7, which was short 11.3 of meeting this measure.

ADDITIONAL CONTEXT AND EVIDENCE

Math: Measure 1: Absolute

During the 2023-24 school year EMHCS changed curriculum and was in its first year of implementation. The middle school campus demonstrated an overall increase of 6% and 2% respectively in 7th and 8th grade, while the elementary school campus demonstrated a decrease overall in grades 4th-6th. EMHCS was impacted by teacher shortages in the elementary grades, for example, the one section of the 4th and the 6th grade had three teacher changes throughout the school year. Many of the teaching positions were filled by Paraprofessionals in the absence of highly qualified teachers.

MATHEMATICS ACTION PLAN

We saw the need to have resources aligned to specific student needs, so we have purchased i-Ready from Curriculum Associates. By integrating i-Ready into their teaching, educators can better meet individual student needs, differentiate instruction, and use data to drive decision-making. Based on diagnostic results, students will be assigned individualized learning paths. Teachers use these learning paths to guide students through lessons and activities that meet their specific needs based on either diagnostic results or classroom instruction needs. Teachers will monitor student progress through conferencing every two weeks. In regards to instructional support, teachers can access ready-made lesson plans, activities, and resources through i-Ready to support both small group and whole-class instruction. These can be used to directly teach concepts or to provide additional practice. We will also be leveraging PD opportunities from i-Ready to support the implementation of the program, as well as the capacity of teachers and administrators. These opportunities include two webinars, and six on-

site sessions that will focus on walkthroughs of implementation and unpacking the data from the diagnostics.

Additional professional development time has been embedded into the weekly schedule for grade level teams at the elementary school so that we are able to be more proactive with allocating resources and strengthening teacher skills.

After each diagnostic and benchmark assessment is complete, teachers and school leaders will collaboratively analyze results to determine next steps for instruction.

- For grades K-8, students will take the i-Ready diagnostic assessment each fall, winter, and spring. The staff uses the data provided to determine individual instructional needs and to measure students academic growth over the course of a school year. Data from iReady diagnostics will also be used for identifying groups of students who are not meeting grade level expectations and have similar instructional needs. For grades K-6, after a goal is determined for each group, classroom teachers will be responsible for providing these groups of students with Tier 2 interventions. These students will be progress monitored at least every two weeks and adjustments will be made to instructional plans as needed.
- For grades 3-8, students will take three benchmarks throughout the fall and winter for teachers to gain a more thorough understanding for student proficiency in regards to grade-level standards. The benchmarks use questions and passages from previous NYS assessments in order to align the expectations of the state test with the format of the benchmarks. After each assessment, teachers will meet with school leaders to determine next steps for instruction.
- Students will also be given the Acadience mathematics screeners as needed to determine their skill level and conceptual understanding of prerequisite mathematics standards. The results of these screeners will be compared with students' iReady diagnostic results to further reveal trends. The data collected from these screeners will serve as another point of data in determining students' academic needs.

We will maintain the following components of our instructional program:

- Use the same math curriculum for grades K-12, Illustrative Math. Illustrative Mathematics is a problem-based core curriculum for 21st-century learners designed to address content and practice standards to foster learning for all, preparing students to solve problems, reason, communicate, and think critically in the classroom and beyond.
- Scheduling for grades K-8
 - An hour and a half mathematics block at K-5
 - Block scheduling at middle school with 80-minute blocks

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- Intervention class for middle school students every other day for 40 minutes
- Common planning time for grades K-6 by grade level and 7-8 by department.
- Continued use of Dreambox at grades K-2
- Coaching cycles for all teachers by campus-based coaches on a 6-week cycle.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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 State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. 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.

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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2018 | 2021-22 | 50 | 15 | 3 | 8% |
| 2019 | 2022-23 | 46 | 28 | 1 | 6% |
| 2020 | 2023-24 | 41 | 35 | 0 | 0% |

High School Math Measure 2 - 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.

METHOD

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 a Regents Exam in mathematics. This measure examines the

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percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2018 | 2021-22 | 50 | 15 | 10 | 29% |
| 2019 | 2022-23 | 46 | 28 | 16 | 89% |
| 2020 | 2023-24 | 41 | 35 | 1 | 17% |

High School Math Measure 3 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

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High School Math Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

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 meet the mathematics requirement for the college and career readiness standard.

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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2018 | 2021-22 | 37 | 15 | 3 | 14% |
| 2019 | 2022-23 | 28 | 21 | 0 | 0% |
| 2020 | 2023-24 | N/A | N/A | N/A | N/A |

High School Math Measure 8 - Growth

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.

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METHOD

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

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

| 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2018 | 2021-22 | 39 | 6 | 32 | 97% |
| 2019 | 2022-23 | 28 | 21 | 7 | 100% |
| 2020 | 2023-24 | N/A | N/A | N/A | N/A |

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

| Type | Measure | Outcome |
|-------------|--|---------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | No |
| 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. | No |
| 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 | N/A |

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| | | |
|-------------|---|-----|
| | exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | |
| 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. | N/A |
| 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. | N/A |

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

High School Math: Measure 1: Absolute

EMHCS did not meet this measure. During the 2022-23 school year, 0% of students in cohort 2020 scored at least level 4 proficiency, which is 6% less than the cohort before. Throughout the 2022-23 school year, EMHCS High School suffered staffing shortages in the mathematics department that became an obstacle to supporting this measure.

High School Math: Measure 2: Absolute

EMHCS did not meet this measure. 17% of the cohort in 2020 scored at least a level 3 proficiency. In cohort 2020, 35 of the 41 students received an exemption, which produced no valid score.

High School Math: Measure 3: Absolute

The Institute does not require charters to report on this measure for 2023-24.

High School Math: Measure 4: Comparative

The Institute does not require charters to report on this measure for 2023-24.

High School Math: Measure 5: Comparative

The Institute does not require charters to report on this measure for 2023-24.

High School Math: Measure 6: Comparative

The Institute does not require charters to report on this measure for 2023-24.

High School Math: Measure 7: Growth

EMHCS cannot accurately measure this target due to the fact that this cohort of students were not offered the ELA or Math exam during their 8th grade year.

High School ELA: Measure 8: Growth

EMHCS cannot accurately measure this target due to the fact that this cohort of students were not offered the ELA or Math exam during their 8th grade year.

ADDITIONAL CONTEXT AND EVIDENCE

High School Math: Measure 1: Absolute

During the 2023-24 school year EMHCS changed curriculum and was in its first year of implementation. Mid-school year the high school lost a math teacher in the department and was understaffed for the remainder of the 2023-24 school year.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2024-2025 school year.

- A designated math mentor for 7-12 math teachers to support the curriculum and best practices to support math instruction.
- A math department chair that meets weekly during common planning time to review Next Generation standards, unpack curriculum and review instructional strategies.
- An 9-period full-year schedule versus semester course work to support more time with curriculum and instruction.
- Math Lab courses for students needing additional support to pass the Algebra I, Geometry and/or Algebra II regents exam.
- The use of iReady for Tier 3 students. i-Ready diagnostic data will be used to determine individual instructional needs and to measure students' academic growth over the course of a school year.
- Coaching cycles for all teachers by math coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create target instruction.
- During Common planning time, with guidance from the instructional coach, address Next Generation standards and review instructional strategies.

GOAL 5: SCIENCE

Students will demonstrate mastery of science concepts.

BACKGROUND

In the 2023-24 school year, EMHCS teachers in grades K-5 used Mystery Science and Generation Genius. Mystery Science is a blended science and literacy program. The program provides a robust library of multileveled informational text. It delivers engaging lessons through science experiments, hands-on activities, and other collaborative learning opportunities that allow students to think and act like scientists. Generation Genius is a K-8 teaching resource that brings school science standards to life through fun and educational videos paired with lesson plans, activities, quizzes, reading material, and more. Grades 6-8 used Elevate Science. Elevate Science is a research-based science curriculum focused on the inquiry process. Elevate Science is developed upon problem-solving, critical thinking, and the Next Generation Science performance expectations. Elevate Science's key components are making sense of phenomena and designing solutions to real-world problems. At grades 9-12, the science department follows the standards to create Standard-Targets-Assessment (STA) Plans to support curriculum mapping.

For assessments, in grades 9-12, students took the Science Benchmark Assessment three times: the Living Environment, Earth Science, and Chemistry Regents exam. Furthermore, K-12 science teachers continued to assess students at the conclusion of every unit using an end-of-unit assessment. They use the Illuminate software to upload their assessment and generate usable data to create action plans.

In the 2023-24 school year, EMHCS administered the New York State Testing Program science assessment to students in 5th and 8th grade, which included for the first time state mandated labs. During this school year all, the labs were completed in 5th and 8th grade.

Professional development occurred at all three campuses aligned to the Workplan goals that supported planning and curriculum unpacking.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2023-24 State Science Exam By Students Enrolled in At Least Their Second Year

| Grade | Students in At Least Their 2 nd Year | | |
|-------|---|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient |
| 5 | 60 | 4 | 7% |
| 8 | 52 | 8 | 15% |
| All | 112 | 12 | 11% |

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2023-24 State Science Exam Charter School and District Performance by Grade Level

| Grade | Charter School Students in at Least 2 nd Year | | | All District Students | | |
|-------|--|-------------------|--------------------|-----------------------|-------------------|--------------------|
| | Number Tested | Number Proficient | Percent Proficient | Number Tested | Number Proficient | Percent Proficient |
| 5 | 60 | 4 | 7% | N/A | N/A | N/A |
| 8 | 52 | 8 | 15% | N/A | N/A | N/A |
| All | 112 | 12 | 11% | N/A | N/A | N/A |

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

| Type | Measure | Outcome |
|-------------|--|-------------------|
| Absolute | Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination. | No |
| Comparative | Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison. | Not Available Yet |

EVALUATION OF THE SCIENCE GOAL

Science: Measure 1: Absolute

EMHCS did not meet this measure. Only 7% of 5th-graders and 15% of 8th-grade students were proficient in the Science 8 exam and were enrolled with EMHCS for at least two years. This was the first year of administration of the New York State Science Exam and full implementation of the Next Generation standards. During the 2023-24 school year, the 8th grade started with a science vacancy. The class was taught by multiple substitutes until January 2024 when the vacancy was filled.

Science: Measure 2: Comparative

Comparative data has not been released yet to provide an accurate analysis.

ADDITIONAL CONTEXT AND EVIDENCE

Science: Measure 1: Absolute

During the 2023-24 school year EMHCS did not administer the Living Environment exam in 8th grade due to starting the school year with a science vacancy. The 8th grade science vacancy was filled in late January.

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

| Grade | Year | Regents Exam | Number Tested | Number Passing | Percent Passing |
|-------|---------|--------------------|---------------|----------------|-----------------|
| 8 | 2021-22 | Living Environment | 8 | 6 | 75% |
| 8 | 2022-23 | Living Environment | 17 | 13 | 76% |
| 8 | 2023-24 | N/A | N/A | N/A | N/A |

ACTION PLAN

After reviewing state changes and responding to this year’s achievement data, adjustments have been made to the 2024-25 school year to address student-learning gaps.

- Implementation of Elevate Science in third, fourth and fifth grade. Elevate Science is a research-based science curriculum focused on the inquiry process, developed upon problem-solving, critical thinking, and the Next Generation Science performance expectations.
- Instructional coaches to support science instruction and implementation of Next Generation Standards.
- Curriculum mapping aligned to Next Generation Standards and NYS claims and evidence outlined in the Educators Guide to the 2024 Elementary-level (Grade 5) and Intermediate-level (Grade 8) Science Tests.
- Professional Development on the state mandated investigations.
- Implementation of the Elementary NYS Investigations throughout grades 3-5.
- Implementation of the Intermediate NYS Investigations throughout grades 7 and 8.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- Monthly data meetings to review student data and progress towards meeting standards.
- Coaching cycles for all teachers by campus-based coaches on a 6-week cycle.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science and Chemistry regents. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2018 | 2021-22 | 50 | 30 | 20 | 100% |
| 2019 | 2022-23 | 46 | 30 | 13 | 81% |
| 2020 | 2023-24 | 41 | 39 | 1 | 50% |

High School Science Measure 2 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

| Type | Measure | Outcome |
|----------|--|---------|
| Absolute | 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. | No |

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | |
|-------------|--|-----|
| Comparative | 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. | N/A |
|-------------|--|-----|

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

High School Science: Measure 1: Absolute

EMHCS did not meet this measure falling short by 25%. EMHCS had 39 of the 41 students in the cohort exempt from all science exams.

High School Science: Measure 2: Comparative

The Institute does not require charters to report on this measure for 2023-24.

ADDITIONAL CONTEXT AND EVIDENCE

High School Science: Measure 1: Absolute

During the 2023-24 school, EMHCS High School used benchmark exams to monitor student growth toward proficiency. Students enrolled in science courses took the science benchmark for that course. This benchmark was a mock of the Regents exam. Students were assessed three times during the semester. Teachers used the data to differentiate instruction. Additionally, EMHCS High School started the school year with a science vacancy and did not fill that vacancy until half way through the school year.

ACTION PLAN

In response to this year's achievement data and addressing student learning gaps, the following adjustments have been made for the 2024-2025 school year.

- A 9-period full-year schedule versus semester course work to support more time with curriculum and instruction.
- Students scheduled for the science course and the lab that correspond with the class.
- Increase from three to four science teachers.
- Implementation of Biology and Earth and Space Science as new courses.
- Discontinuing Living Environment and Earth Science as full-year courses.
- Providing students who need additional support to pass the Living Environment, Earth Science or Chemistry regents exam a Science Lab.
- Coaching cycles for all teachers by instructional coach on a 6-week cycle.
- A science department chair that meets weekly during common planning time to review Next Generation standards, unpack curriculum and review instructional strategies.
- Data tracking system to monitor student growth on benchmarks and create target instruction.

GOAL 6: SOCIAL STUDIES

Students will demonstrate mastery of Social Studies concepts.

BACKGROUND

In the 2023-24 school year, the EMHCS social studies department offered Global History I, Global History II, US History & Government, Participation in Government, Economics, and Social Justice. Teachers created Standard-Targets-Assessment (STA) Plans following the standards to support curriculum mapping.

In the 2023-24 school year, EMHCS offered the Seal of Civic Readiness in its second year. Students who wish to receive the NYS Seal of Civic Readiness shall complete all requirements for a New York State local or Regents diploma. In addition, students wishing to receive this must also complete a capstone project. Social Studies teachers aligned the curriculum in PIG/Economics to ensure students completed a capstone project. The Civic Readiness Capstone Project is a culminating, experiential, summative project assessing a student's Civic Knowledge, Skills and Actions, and Civic Mindset.

The Workplan and our instructional priorities guide the school year's instruction focus. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk.

For assessments, in grades 9-12, students took the Social Studies Benchmark Assessment three times: the Global II and the US History & Government Regents exam. Furthermore, 9-12 social studies teachers continued to assess students after every unit using an end-of-unit assessment. They use the Illuminate software to upload their assessment and generate usable data to create action plans.

Professional development aligns with the Workplan goals and the Seal of Civic Readiness. The high school campus provided weekly professional development on unpacking curriculum, unit planning and project planning, and using data to inform instructional groupings.

Social Studies Measure 1 - Absolute

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2018 | 2021-22 | 50 | 48 | 2 | 100% |
| 2019 | 2022-23 | 46 | 40 | 0 | 0% |
| 2020 | 2023-24 | 41 | 34 | 3 | 43% |

Social Studies Measure 2 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2018 | 2021-22 | 50 | 32 | 17 | 94% |
| 2019 | 2022-23 | 46 | 34 | 6 | 50% |
| 2020 | 2023-24 | 41 | 26 | 8 | 53% |

Social Studies Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

| Type | Measure | Outcome |
|-------------|---|---------|
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort. | No |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | N/A |
| Absolute | Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort. | No |
| Comparative | Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison. | N/A |

EVALUATION OF THE SOCIAL STUDIES GOAL

Social Studies: Measure 1: Absolute

EMHCS did not meet this measure. Thirty-four students in cohort 2020 out of the forty-one were given an exemption for this Regents exam, which decreases the percentage of students passing the exam.

Social Studies: Measure 2: Comparative

The Institute does not require charters to report on this measure for 2023-24.

Social Studies: Measure 3: Absolute

EMHCS did not meet this measure. In cohort 2020, 26 students received exemptions for this exam. Eight students sat for the Global History Regents exam, and only 53% received a passing rate of 65 or higher, falling 22% short of meeting the measure.

Social Studies: Measure 4: Comparative

The Institute does not require charters to report on this measure for 2023-24.

ADDITIONAL CONTEXT AND EVIDENCE

Social Studies: Measures 1 & 3: Absolute

During the 2023-24 school, EMHCS High School used benchmark exams to monitor student growth toward proficiency. Students enrolled in Global History I, II, and US History & Government took the benchmark for that course. This benchmark was a mock of the Regents exam. Global I and II students took the same benchmark, a mock of the Global II Regents. Students were assessed three times during the semester. Teachers used the data to differentiate instruction.

ACTION PLAN

In response to this year's achievement data, the following adjustments have been made for the 2024-2025 school year:

- A 9-period full-year schedule versus semester course work to support more time with curriculum and instruction.
- A social studies department chair that meets weekly during common planning time to review Next Generation standards, unpack curriculum and review instructional strategies.
- Providing students who need additional support to pass the Global II and US History & Government regent's exam a Social Studies Lab.
- Coaching cycles for all teachers by instructional coach on a 6-week cycle.
- Data tracking system to monitor student growth on benchmarks and create target instruction.
- Continued development of a Seal of Civic Readiness committee to oversee the implementation and follow through of the requirements to obtain the seal.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

| Year | Status |
|---------|----------------------------------|
| 2021-22 | Good Standing |
| 2022-23 | Targeted Support and Improvement |
| 2023-24 | Targeted Support and Improvement |

ADDITIONAL CONTEXT AND EVIDENCE

ESSA: Measure 1

In the 2023-24 school year, EMHCS maintained the accountability status of Target Support and Improvement (TSI) School. EMHCS is identified as TSI due to low-performing subgroups (excluding the All Students group). The identified subgroup EMHCS performed low in was Black in the Elementary-Middle Subgroup Accountability Status.

GOAL 8: UNIQUE GOAL: SPANISH LANGUAGE ARTS

Students will become proficient Spanish speakers.

BACKGROUND

In the 2023-24 school year, EMHCS continues to implement two language tracks for Spanish students. Students who are native speakers enter the Spanish Language Arts track, and second-language Spanish learners enter the World Language track. Students in K-6 use *Antologia* and grades 7-12 use a Spanish language arts curriculum that mirrors the ELA modules. Students in the grades K-6 World Language track use *Listos*, and students in grades 7-12 use *Encuentros*.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The EL Workplan and our instructional priorities guide the school year's instruction focus. The three instructional priorities are (1) student cognitive engagement, (2) rigorous tasks leading to high-quality work, and (3) increased student academic talk and decreased teacher talk.

For assessments in grades K-12, students took the Spanish Benchmark Assessment three times. The 7-12 Benchmark Assessments mirror the Checkpoint A and B exam students take. Furthermore, K-12 teachers continued to assess students at the conclusion of every unit using an end-of-unit assessment.

Professional development at all three campuses is aligned with the Workplan and our accountability goals. The Bilingual Coordinator provided monthly department meetings at each campus that focused on unpacking curriculum and unpacking benchmark data to inform instructional groupings. In addition, we collaborated with Brockport Research Institute to provide specific professional development on best practices to teachers in our Dual Language Program around best instructional practices for students learning a new language.

Unique Goal: Spanish Language Arts Measure 1 – Growth

Each year, 75% of all students in grades K-8 that have had a full year of Spanish Language instruction will demonstrate one year's growth.

EMHCS collected data formally in September as a baseline and then again in January and May through the K-8 Spanish Benchmark, an internal assessment measure.

K-8 Spanish Benchmark Proficiency Rates

| Grade | # Assessed | Level 1 | Level 2 | Level 3 | Level 4 | Level 3 & 4 % Proficiency |
|----------------------------|------------|---------|---------|---------|---------|---------------------------|
| Kinder (68) | 65 | 5 | 22 | 12 | 26 | 58% |
| 1 st Grade (89) | 65 | 2 | 11 | 24 | 28 | 80% |
| 2 nd Grade (96) | 92 | 12 | 34 | 36 | 10 | 50% |
| 3 rd Grade (91) | 78 | 2 | 21 | 31 | 24 | 71% |
| 4 th Grade (86) | 78 | 3 | 19 | 39 | 17 | 72% |
| 5 th Grade (91) | 83 | 9 | 33 | 32 | 9 | 49% |
| 6 th Grade (94) | 83 | 5 | 22 | 29 | 27 | 67% |
| 7 th Grade (95) | 74 | 4 | 15 | 24 | 31 | 74% |
| 8 th Grade (92) | 91 | 2 | 20 | 19 | 51 | 77% |
| Total K-8 (802) | 709 | 44 | 197 | 246 | 193 | 62% |

Unique Goal: Spanish Language Arts Measure 2 – Absolute Measure

75% of all high school students with at least five years of uninterrupted Spanish Language instruction will pass the comprehensive Spanish Checkpoints A, B, and C examination.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

| Percentages of students passing as of August 2024 | | | | |
|---|-------------|-------------|-------------|-------------|
| Measure | Cohort 2020 | Cohort 2021 | Cohort 2022 | Cohort 2023 |
| Checkpoint A | 88% | 80% | 66% | 65% |
| Checkpoint B | 49% | 28% | 38% | N/A |

Unique Goal: Spanish Language Arts Measure 3 – Absolute Measure

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

| Cohort Designation | Percentage of students on track to receive the Seal of Biliteracy |
|--------------------|---|
| 2020 | 24% |
| 2021 | 39% |
| 2022 | 39% |
| 2023 | 44% |

SUMMARY OF THE UNIQUE GOAL: SPANISH LANGUAGE ARTS

| Type | Measure | Outcome |
|----------|--|---------|
| Growth | Each year, 75% of all students in grades K-8 that have had a full year of Spanish Language instruction will demonstrate one year's growth. | No |
| Absolute | 75% of all high school students with at least five years of uninterrupted Spanish Language instruction will pass the comprehensive Spanish Checkpoints A, B, and C examination | No |
| Absolute | Each year, 75% of all students in the fourth year of high school Total Graduation Cohort that have had at least five years of uninterrupted Spanish Language instruction will receive the Seal of Biliteracy on their diploma. | No |

EVALUATION OF THE SPANISH LANGUAGE ARTS GOAL

Spanish Language Arts: Measure 1: Growth

EMHCS did not meet this measure. The average growth of students in K-8 demonstrating one year's growth is 62%, which is 13% short of meeting the measure. Individual grade levels met the measure: first grade with 80% and eighth grade with 77%. Third, fourth and seventh grade came short to meet the measure by 4%, 3% and 1% respectively.

Spanish Language Arts: Measure 2: Absolute

EMHCS did not meet this measure overall. Cohort 2020 and Cohort 2021 exceeded the Checkpoint A measure with 88% and 80%, respectively. Cohort 2022 and cohort 2023 can short by 9 and 10% respectively. Checkpoint B: not all cohorts met the measure.

Spanish Language Arts: Measure 3: Absolute

EMHCS did not meet this measure. In the fourth EMHCS graduating class, the 2020 cohort, 24% of their graduates received the Seal of Biliteracy. While we did not meet the goal, the programming and structure changes to the Spanish language program provide promising results in future cohorts.

ACTION PLAN

In response to this year's achievement data, the following adjustments have been made for the 2024-2025 school year:

- Seal of Biliteracy committee to oversee, monitor, and support Seal of Biliteracy candidates.
- Creation of World Language Capstone class at the high school to increase the number of students obtaining the Seal of Biliteracy.
- Professional Development by Brockport Research Institute to the Spanish Department on curriculum and best practices and individualized coaching to teachers.
- Continuous curricular revisions to the SLA curriculum.
- Meeting with the Bilingual Coordinator and the Spanish department to unpack benchmark data and support instructional changes.
- A Spanish department chair at 7-12th grade that meets weekly during common planning time to review standards, unpack curriculum and review instructional strategies.
- Coordination with counselors ensures all students are scheduled in the correct language track for a Spanish class.