

Hyde-Bronx Trustee Meeting Minutes
Hyde Leadership Charter School
Trustees Meeting
January 28, 2017
277 Park Avenue, New York, NY 10172
Minutes

Trustees Present: Herb Fixler
Maureen Singer
Ruth Jarmul
Herb Kaplan
Dennis Mehiel
Richard Romanoff
Tony Stoupas

Trustees Absent: Oz Hanley
Jeanette Melendez
Deborah Dumont

Also present: Thomas Sturtevant, Executive Director
Josh Williams, Director of Development and Communications
Joanne Goubourn, Executive Director of Hyde Foundation
Celia Sosa, High School Director
Lex Zain, Middle School Director
Amaris Obregon, Elementary School Director
Liz Springer, Special Education Director
Laura Troy, Recruitment Director
Valarie Hunsinger, K-8 Librarian
Matt Hittenmark, Director of College Counseling and Post-Secondary Success
James Ford, Independent Educational Management Professional

The meeting began at 9:05 AM, Mr. Fixler presiding.

1. December 19, 2016 meeting minutes

A motion was made, seconded, and unanimously approved by the Trustees present to approve the minutes from the December 19, 2016 Board meeting.

2. Introductions and Executive Director Report

Mr. Sturtevant began the meeting by encouraging each attendee to introduce themselves. Mr. Sturtevant indicated that the purpose of this annual meeting would be to report on K-16 outcomes at a high level, to set a vision for the future of the school, and to establish priorities for the Board and Senior Leadership Team.

Mr. Sturtevant provided a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of the school (See Appendix A). Specifically, Mr. Sturtevant discussed how the strength of Hyde's community and character program supports students' long-term success, and reiterated that Hyde's distinct Family-Based Character Education model has the potential to transform public education in the United States. With regards to the school's opportunities for growth, Mr. Sturtevant noted that high-quality teacher recruitment, development, and retention continue to be strategic priorities for the school.

3. Inclusion Report

Ms. Springer reported on the progress of the school's inclusive programs serving students with special needs, including students with disabilities and English as a New Language students (See Appendix B). Ms. Springer noted that Hyde has experienced a steady increase in its percentage of students with disabilities over the past four years. Ms. Springer commented that the school's focus on character and developing each child's unique potential aligns strongly with inclusive practices; as such, the school has continued to invest in inclusive classrooms and integrated collaborative co-teaching (ICT). Ms. Springer reported that in 2016, Hyde's students with disabilities and ENL students outperformed Bronx District 8 in both math and ELA, and outperformed the state in ELA.

4. Elementary School Report

Ms. Obregon reported on the progress of the school's elementary school program serving students in kindergarten through third grade (See Appendix B). Ms. Obregon indicated that student success in elementary school is foundational for long-term success in middle school, high school, college, and beyond. Ms. Obregon noted that the K-3 Leadership Team has focused intently on building a strong, community-based school culture prioritizing principles over rules and mutually established classroom agreements to support positive student attitudes and behaviors. Ms. Obregon noted that through morning meetings and closing circles, Hyde Elementary School students are encouraged to take ownership over the classroom culture and build reflective life skills. Ms. Obregon commented that the school is encouraging a relationships and restorative practice based approach to discipline, helping children to take personal responsibility and build trust with their community of peers and teachers. Ms. Obregon indicated that the elementary school is data driven, utilizing assessments like IRLA and others to evaluate students' growth. Ms. Obregon noted that the

K-3 Leadership Team and teachers have been working to strengthen literacy curriculum, including the incorporation of real-world learning assessments and culturally relevant curriculum. For example, Ms. Obregon reported that Hyde third grade students are working on ecosystem projects related to the Bronx Zoo, including multidisciplinary projects and literacy embedded throughout. Ms. Obregon reported that K-3 teachers and administrators were strengthening partnerships with Hyde families through homes visits, parent council meetings, the Family Education Department, and consistent communication.

With regards to opportunities for growth, Ms. Obregon indicated that the Elementary School's physical space continued to be a challenge. With regards to further investments, Ms. Obregon indicated that elementary school teachers could use additional support and time to develop the skills to adapt and differentiate instruction to students' learning styles, developmental stages, and unique learning needs.

5. Middle School Report

Ms. Zain reported on the progress of the school's middle school program serving students in fourth through eighth grade (See Appendix B). Ms. Zain indicated that 2016 – 2017 is the first school year the middle school includes a fourth through eighth grade configuration. Ms. Zain reported that the Middle School Leadership Team's foci/priorities for the year include teachers (professional development, recruitment, and retention), students (academic outcomes, content knowledge, and character growth), and culture (making Hyde "home" for students, families, and teachers). Ms. Zain noted that the students are steadily exhibiting growth in both reading and math, and that a rigorous "writing across the curriculum" program has contributed to student growth. Ms. Zain noted that investments in technology, such as additional Chromebooks and network enhancements, and human capital, such as additional math and ELA coaches, have made a positive impact on the school. Ms. Zain mentioned that beginning in 2015 – 2016, all Hyde eighth grade students complete three New York State Regents Exams; Living Environment, Algebra, and U.S. History. Ms. Zain noted that while this practice may have the potential to drive down Hyde's aggregate New York State Regents scores in the short-term, it is a more rigorous practice that benefits children; as a result of this choice, Hyde students are better prepared for high school and are better able to pursue accelerated learning paths towards AP credit and Advanced Regents diplomas. Ms. Zain reported that nearly 9 out of 10 Hyde Middle School students transition to Hyde High School, and that the school is building a culture where students own discipline and school culture through the Keepers of the Culture group and peer mediation team.

6. High School and Post-Secondary Success Report

Ms. Sosa and Mr. Hittenmark reported on the progress of the school's high school program serving students in ninth through twelfth grade, as well as the post-secondary success program supporting Hyde graduates on the path to college success (See Appendix B). Ms. Sosa noted that the high school has moved to a teams-based approach for college counseling and post-secondary success, increasing the number of resources Hyde graduates have on the path to college success. Additionally, Ms. Sosa reported that the high school has experienced high rates of teacher retention, and that the school's recruiting focus is on teachers with in-depth content knowledge and expertise. Ms. Sosa indicated that the high school is providing students with consistent tools for monitoring their own progress towards graduation, and that by implementing interdisciplinary projects rubrics developed collaboratively, the school is ensuring consistent assessment across the divisions. Ms. Sosa noted that parent engagement at Family Education Department programs is an opportunity for growth, and that the school considering new ways of scaffolding and differentiated FED programs to better engage families who have been with the school for a number of years.

Mr. Hittenmark reported that the school's graduation rates remain high and that Hyde students continue to apply to college, enroll in college, and persist in college, at high rates. Mr. Hittenmark noted that 100% of Hyde seniors have applied to college this school year.

7. Strategic Priorities Discussion

Throughout the divisional reports, the Board of Trustees and Senior Leadership Team generated ideas aligned to the school's five strategic priorities; Leadership Development, Hyde's Differentiation in the Market, Capital Priorities and Program Space, Fundraising, and Leveraging Technology. Mr. Sturtevant reported that the Board of Trustees and Senior Leadership Team would continue to work on these priorities more granularly in 2017 and beyond.

8. Charter Authorizer Discussion

Mr. Ford discussed with the Board of Trustees and Senior Leadership Team the school's opportunity to apply to transition charter authorizers in 2016 – 2017, including the options of seeking authorization from the State University of New York (SUNY) or State Department of Education, or remaining with the New York City Department of Education.

Following discussion, Mr. Romanoff made a motion, Mr. Mehiel seconded the motion, and all Trustees present voted in favor of enabling Mr. Sturtevant and members of the Senior Leadership Team to apply to transition charter authorizers from the New York City Department of Education to the State University of New York with the support of Mr. Ford.

9. Other Business

No report.

10. Public Comments

No report.

11. Adjournment

There being no further business, the meeting was adjourned at 12:33 PM.

Minutes prepared by Josh Williams.

Appendix A

January 25, 2017

The following SWOT analysis of Hyde-Bronx was developed from staff interviews conducted by Executive Director Tom Sturtevant. The purpose of this SWOT analysis is to engage the Hyde-Bronx board members in high-level thinking about the strategic priorities and long-range planning of the school. Furthermore, the SWOT analysis is intended to be a basis for Hyde-Bronx trustees to think about their work on the various committees of the Board as well as the fundraising priorities in the coming year. Finally, this analysis intends underscore the profound value of Hyde-Bronx's mission and why its stewardship is worth each trustee's extra effort and attention.

Strengths:

1. **Character-based Community**

The Hyde community is deeply ingrained the lives of our students and staff. The institution of Hyde is a constant in the lives of our students, families, staff, and neighbors. In an otherwise transient or unpredictable world, Hyde-Bronx serves as a life-long reference/resource for values and relationships. Over time, students/staff develop a personal perspective on the five words and five principles, and in so doing the students/staff develop a powerful connection to Hyde as an institution and to the values for which Hyde stands. Hyde students talk about the school as "more than a school." Hyde is a part of their identity, and their membership in the Hyde community is meaningful and personally relevant. Additionally, with years of being connected to Hyde (many over ten years), the relationships developed, in the Hyde context and through the Hyde ways, are deeply internalized and become powerful resources for life. The school's community identity and its abiding dedication to Hunts Point give us our special capacity to develop the unique potential of students who are affected by myriad effects of poverty.

2. **High School Outcomes**

Hyde students far outperform CSD 8 high school students in terms of HS graduation rates, college acceptance/attendance rates, and are competitive with KIPP in terms of College persistence and College completion rates. The

character strengths and resourcefulness Hyde graduates bring with them after graduation are the essential factors that differentiate our graduates and enable them to dramatically outperform national norms for high school graduation and college persistence of high poverty.

3. Senior Leadership

Hyde's Directors are talented, successful leaders and managers. As leaders and as a leadership team, they have initiated and implemented program improvements and developed a culture of growth. The long-standing faculty members also contribute meaningfully to the Hyde culture and leadership of the school. Their leadership is authentic, caring, and hard-working, deeply dedicated to the students and to the school's success.

Weaknesses:

1. 730 Bryant Avenue, especially for grades 2-3

On the first floor of the "shared space building" at 730 Bryant Avenue, we have four small, windowless classrooms and two other small classrooms, made out of a single classroom with a partition down the middle. This is simply not good enough. Additionally, in that K-3 space, we have minimal space for counseling, intervention, administration, and parent-engagement. The bathrooms are inadequate.

The shared space challenges with MS424 and District 75 (special needs) #352 limit our scheduling options and prevent K-3 students' access to a gym, science labs/maker spaces, and other possible program spaces. MS 424 has had 3 Principals in 4 years, and it struggles with students' behavior, creating safety issues for our little ones.

2. Fiefdoms

The three-divisional organization, with physical separation between the teams, and significantly different "flavors" to each leadership team and each program limits all-school communication and identity.

3. Teacher turn-over

Long-serving faculty members and departmental teams sustain the culture and overall success of the school. Our teacher attrition rates of 35% to 40% are too high, and we are addressing the issue in multiple ways.

4. Grades 3-8 absolute proficiency scores

Until we have proficiency rates at or above the city, we will view our testing results as a weakness, and we are addressing the issue through multiple ways.

5. Teacher Certification compliance

Until we are at or under the limit of 15 uncertified teachers, we will view our certification compliance as a weakness. We are addressing the issue through multiple ways.

6. Too many students are bored

We are strengthening our teachers' capacities to engage students effectively through differentiation, student-centered learning, and authentic pedagogies such as: Socratic seminar, fish bowl, debate, and performance-based activities.

Opportunities:

1. **Adult Development:** Develop/deliver Adult learning experiences that empower and deepen each individual's capacity for significance in the lives of others (Hyde practice, professional development)
2. **Pedagogical shift:** Make a deeper shift towards restorative practice and progressive pedagogy such as our Authentic Assessments.
3. **Technology:** Integrate technology, higher order thinking, and skills for the future more deliberately and comprehensively into the program. Do more to grow teacher/student capacity to use technology effectively.
4. **Partnerships:** Develop more partnerships with outside organizations to help student expand their horizons
5. **Unify "one school":** Clarify the developmentally appropriate (and deliberate) shifts in our programs between divisions. Strengthen the sharing of the unifying elements of the Hyde experiences K-12. Work on the "one school" identity more consistently and deliberately.
6. **Relevance of curriculum:** Strengthen the cultural relevance and the "future skills" relevance of the curriculum (in order to strengthen the student engagement and high-order thinking practice).

Threats:

1. **Network Charters:** The appeal of the network charters (scale, \$, test results = success) to prospective teachers, donors, and parents.
2. **Inadequate facilities:** The negative factors of the 730 Bryant Ave Building undermine high standards and limit programs.
3. **Co-location:** The negative factors of co-location with a struggling school (MS 424)
4. **Compliance:** Meeting core compliance expectations on teacher certification, absolute proficiency, and special populations.
5. **Teacher retention:** see weaknesses
6. **Leadership:** Potential loss/replacement of essential leaders

Appendix B

Hyde Leadership Charter School

Board of Trustees Retreat

January 28, 2017



HYDE
Preparation for Life

Agenda

- Introductions and Executive Director Report
- Inclusion Report
- Elementary School Report
- Middle School Report
- High School and Post-Secondary Success Report
- K-12 SWOT Analysis, Discussion, and Next Steps
- SUNY authorizer transfer
- Lunch and Seminar

Hyde Leadership Charter School is an **inclusive community** which values intentional equity by providing multiple entry points for student engagement and considering seemingly unequal realities as equal, embracing and celebrating differences. We commit to support the individual needs of **every student's unique potential**. Hyde values the unique perspectives and abilities of each person in our community, and we are committed to fostering growth to each one's potential. **All students** will have access to high quality instruction and resources. We will ensure the alignment of all curricular resources and practices to meet the academic needs of all students (top, middle, and lowest third.). We will maximize given resources to provide the most equitable educational opportunities and diverse course offerings to all students, empowering them to actualize their own unique potential in higher education. All students will have equal access to arts and athletic programming, academic-related services, and student life activities to promote community and social responsibility. Our community is one where **every family is able to fully participate and grow** in their unique potential by having equal access to space, resources, programming and personnel. **Hyde will ensure an inclusive environment for all.**

Inclusion



Inclusion ↔ Character

LEVELS OF INCLUSION



COMMUNITY

Social inclusion is physical, emotional, intellectual, spiritual, and quality of life



CONNECTION

Emotional inclusion is beyond physical presence to relationship



CONTRIBUTION

Intellectual inclusion is the dignity of contributing to the community



CONTEMPLATION

Spiritual Inclusion is the pursuit of meaning and purpose



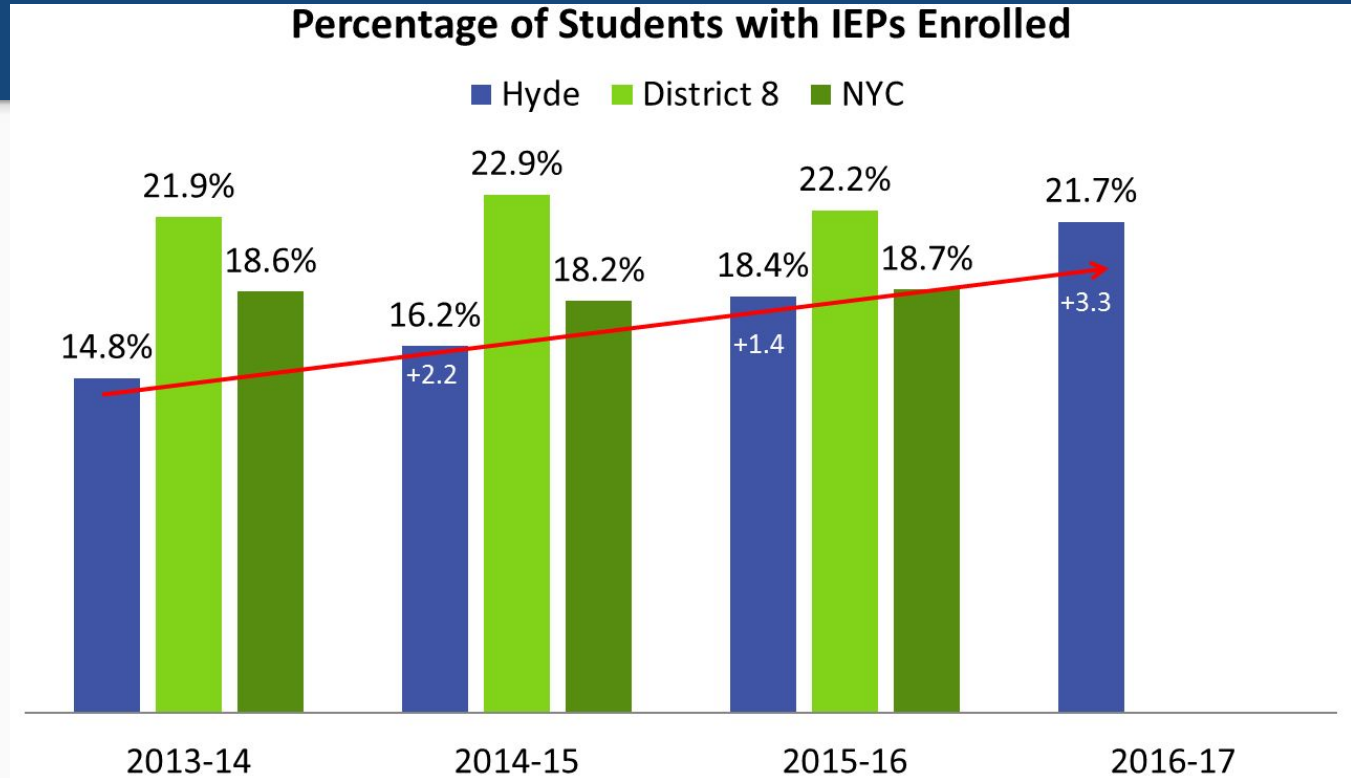
COMPREHENSIVE

Comprehensive Inclusion happens with good health, quality of life, and where necessary a cure

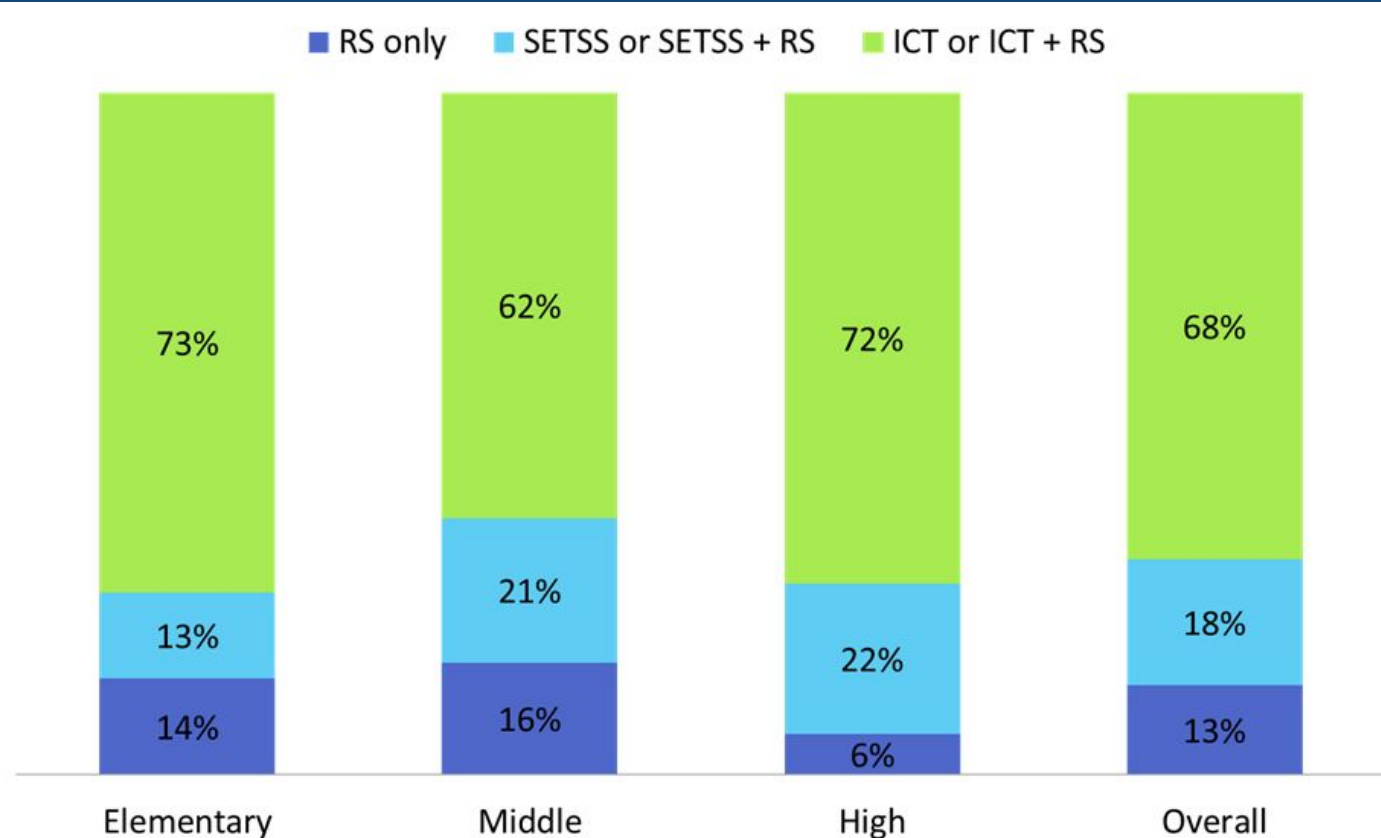
- In order to truly teach character, our community **MUST** be inclusive of all students.
- **Concern:** I need a challenging and supportive **community** in which to develop my character.
- **Destiny:** **Each** of us is gifted with a unique potential.
- **Inclusion is possible, but not without deep commitment to character education with strong social and emotional underpinnings.**

Special Education Enrollment

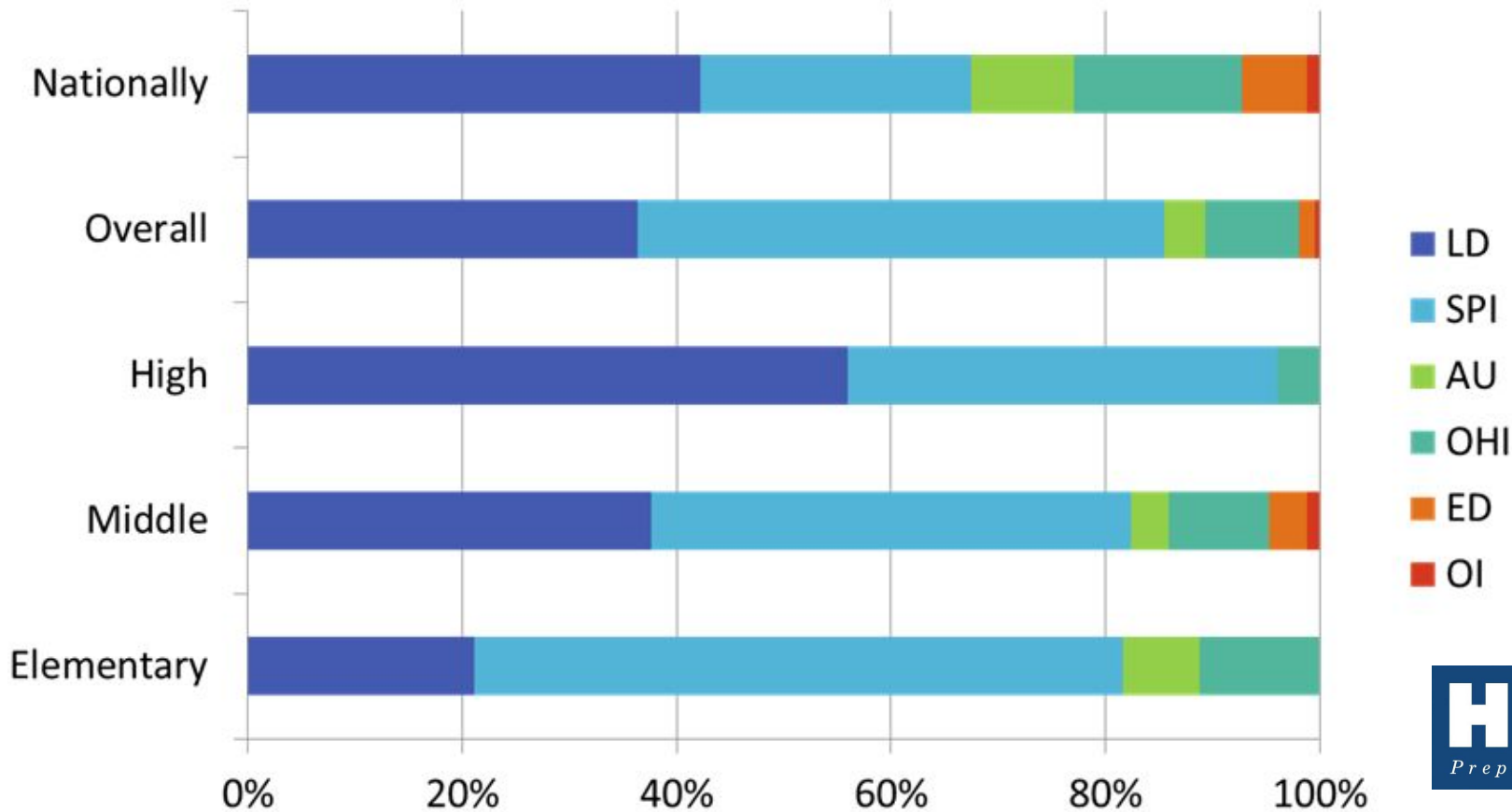
The gap with the district and city in terms of special education enrollment is narrowing with the overall Hyde special education population steadily increasing.



Special Education Service Breakdown

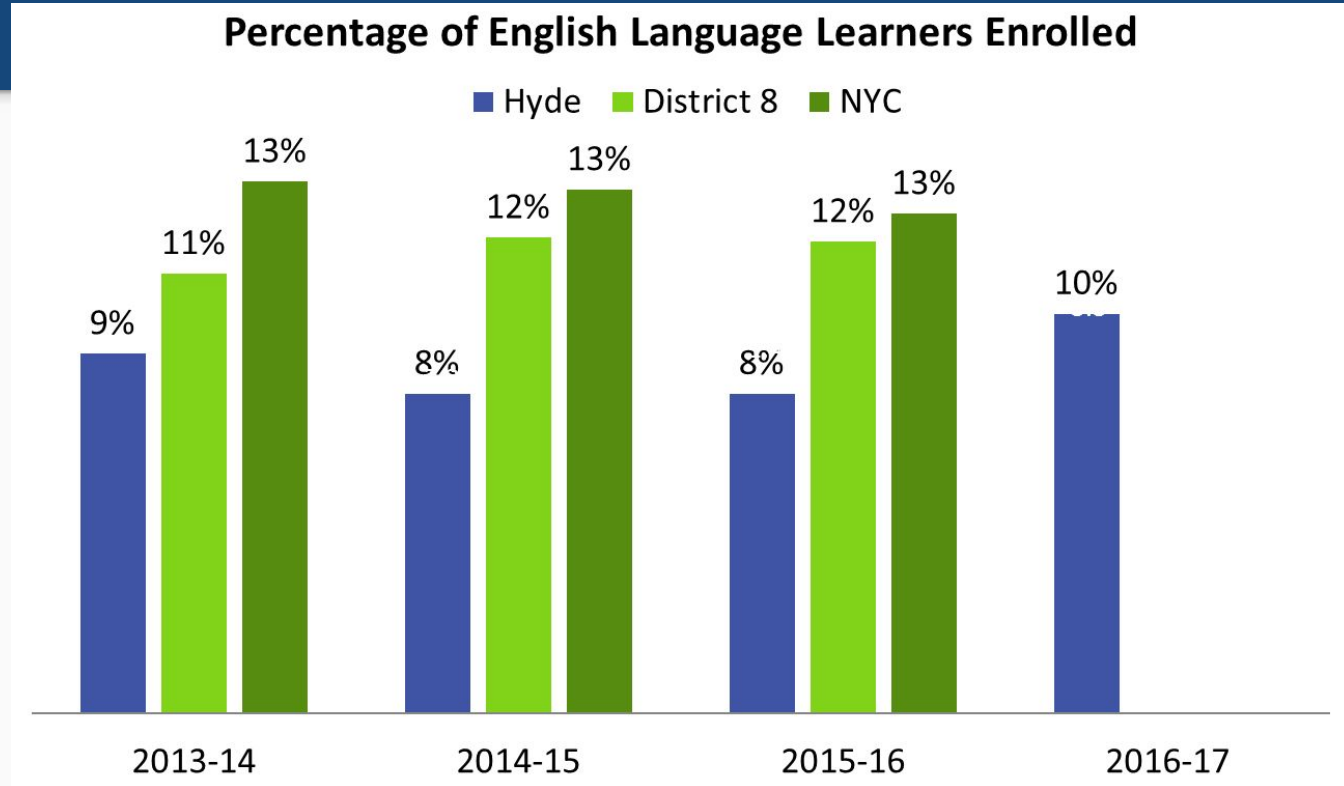


Distribution of Disabilities



Enrollment of English Language Learners

This year, we've seen an increase in our ELL enrollment because identification in Kindergarten has improved with clear systems through the work of our ENL Coordinator, Ana Haggerty.



Percent Proficient for 3-8 Testing

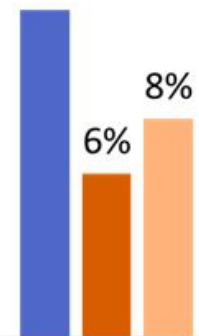
Subgroup (Students With Disabilities) Comparison

Hyde District 8 NYS

ELA

Math

12%



6%

8%

1%



5%

6%

6%

4%

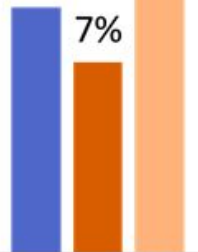
5%

2016 ELA

2015 ELA

2014 ELA

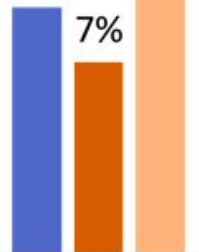
9%



7%

11%

9%

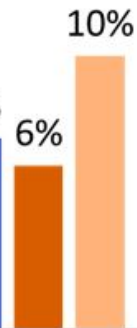


7%

11%

7%

6%



6%

10%

2016 Math

2015 Math

2014 Math

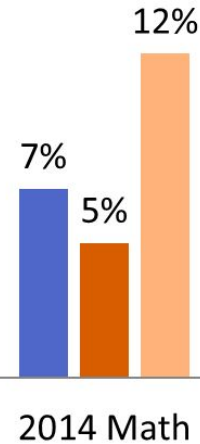
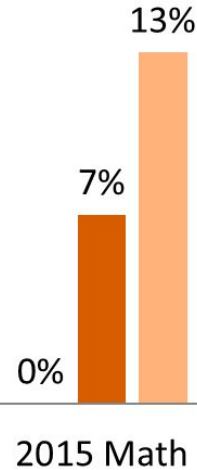
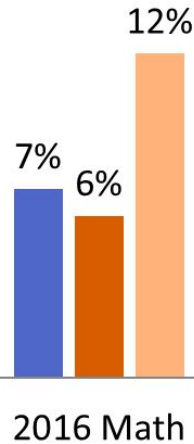
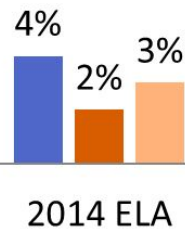
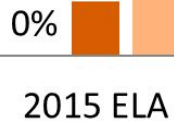
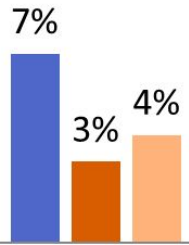
Percent Proficient for 3-8 Testing

Subgroup (English Language Learners) Comparison

Hyde District 8 NYS

ELA

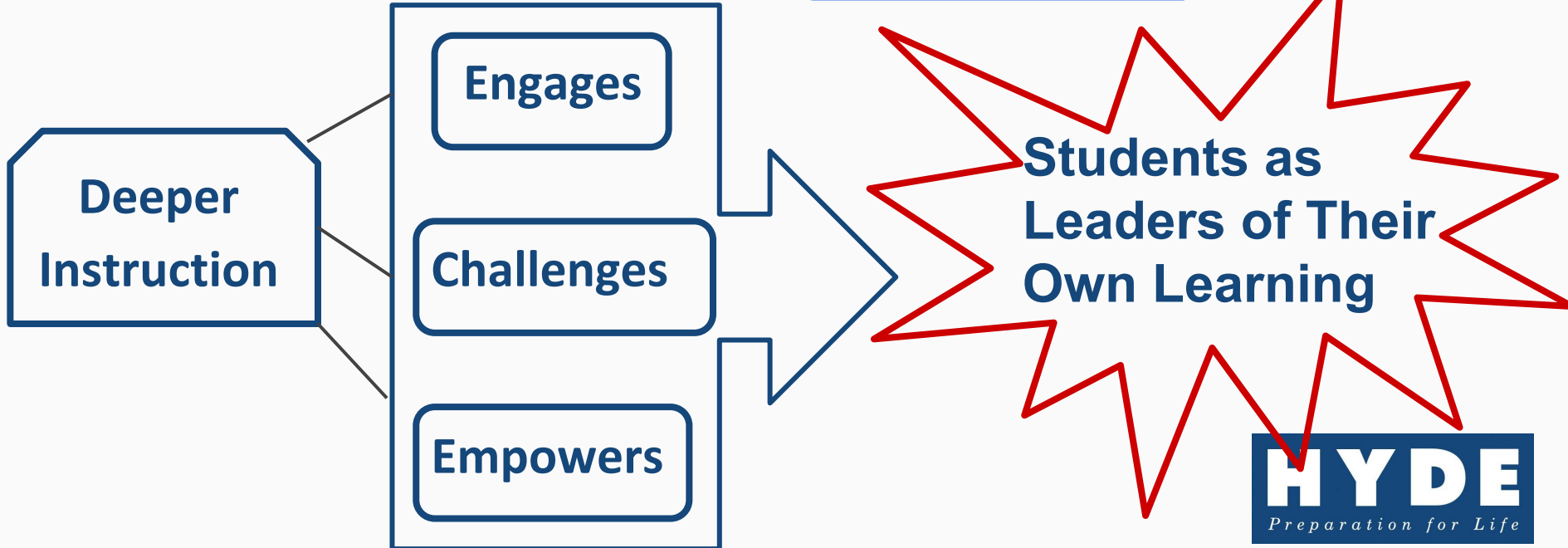
Math





Elementary School

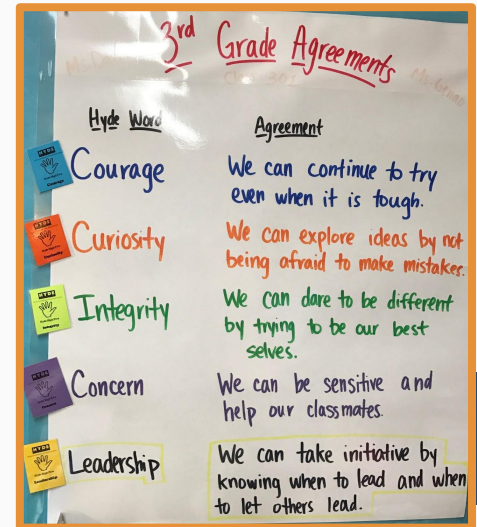
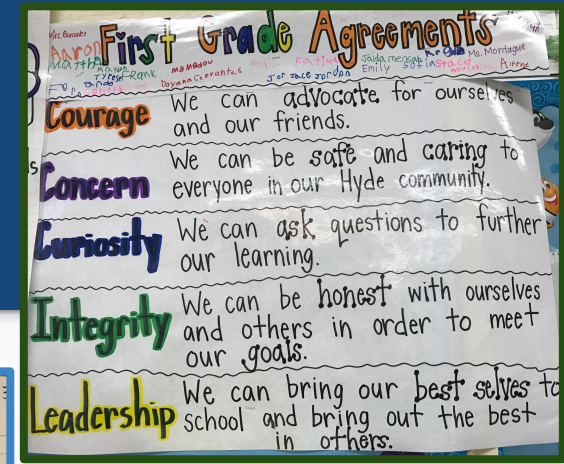
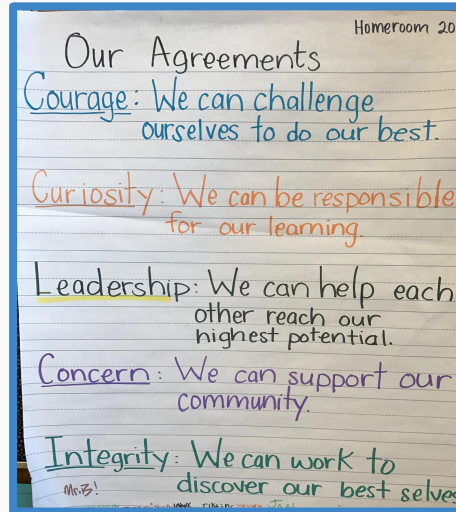
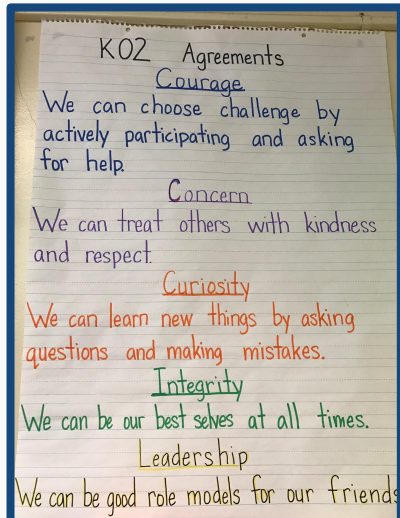
2016-2017 ES Priorities



Culture - Principles Over Rules

Agreements Development

- Aligned to Hyde Five Words
- Adults
- Students



Culture - Focus on Community

Responsive Classroom Practices

- Morning Meetings
- Closing Circles



Culture - Relationships vs Discipline



Student Support System

- Immediate Response in classrooms (walkie-talkies)
- Rest and Return areas (reflection)
- Restorative Practices

Deeper Instruction is Data Driven

Comprehensive Data System

- Collection
- Analysis
- Application

READING												
IRLA Level				NWEA MAP (50%tile)								
Beg (Wt-3.00)	Current (Wt-3.20)	Mid (Wt 3.50)	End (Wt-3.99)	Beg	Mid	End	A1 (40%)	A2	W (S)	W (S)	W (E)	
2R (2.50)	2R (2.52)	2R (2.58)		50%	26%		20%		1	1	2	
Wt (3.00)	Wt (3.00)	Bk (4.0)		69%	48%		50%		2	1	2	
1R (2.00)	2R (2.50)	Wt (3.06)		82%	75%		45%		1	1	2	
Wt (3.00)	Wt (3.06)	Wt (3.29)		85%	61%		65%		1	1	1	
Wt (3.00)	Wt (3.00)	Wt (3.12)		82%	45%		55%		1	2	1	
1B (1.30)	1B (1.31)	1B (1.34)		77%	4%		50%		1	1	1	
2R (2.50)	2R (2.58)	Wt (3.06)		62%			55%		1	1	3	
1B (1.30)	2B (1.60)	1R (2.09)		16%	8%		35%		1	1	2	
2R (2.50)	2R (2.55)	Wt (3.12)		89%	77%		75%		1	2	3	
1R (2.00)	2R (2.50)	Wt (3.0)		94%	86%		55%		2	1	1	
1B (1.30)	2B (1.62)	1R (2.2)		8%	3%		30%		1	1	1	
1R (2.00)	2R (2.53)	Wt (3.03)		55%	48%		65%		2	1	1	
1R (2.00)	1R (2.03)	2R (2.51)		91%	70%		60%		1	1	1	
Wt (3.00)	Wt (3.07)	Wt (3.19)		94%	77%		75%		1	1	1	
2R (2.50)	2R (2.61)	2R (2.61)		67%	61%		50%		1	1	1	
1R (2.00)	1R (2.11)	2R (2.51)			66%		50%		1	1	1	
2B (1.62)	1R (2.00)	2R (2.55)		24%	24%		25%		1	1	1	
Wt (3.03)	Wt (3.07)	Wt (3.14)		71%			55%		1	2	2	
Wt (3.00)	Wt (3.04)	Wt (3.15)		69%	53%		60%		2	1	1	
Wt (3.00)	Wt (3.04)	Wt (3.18)		45%	50%		40%		1	1	1	
1B (1.30)	1B (1.35)	2B (1.61)		9%	4%		35%		1	1	1	
2B (1.60)	1B (1.33)	2B (1.61)		10%	3%		20%		1	1	1	

Deeper Instruction is Data Driven

IRLA - Independent Reading Level Assessment (American Reading Company)

	Emergency	At-Risk	Proficient/Above
Percent of Students	10%	27.2%	62.8%
Growth	- 12.1%	- 1.7%	+ 14.4%

Deeper Instruction is High Quality Instruction

Balanced
We believe that high quality instruction includes a balanced approach to literacy.
We believe that every teacher is a "literacy" teacher.
We believe that high quality literacy instruction encourages the development of powerful and thoughtful communicators.
We believe that high quality literacy instruction is frequent and systematic.
We believe that high quality literacy instruction provides students with authentic opportunities with a range of texts.
We believe that high quality literacy instruction is both an art & a science.



BALANCE

Balanced 120 mins
We believe that high quality math instruction includes a balanced approach.
① We believe that high quality math instruction results in a deep conceptual understanding.
② We believe that high quality math instruction includes opportunities to apply mathematics across all disciplines.
③ We believe that high quality math instruction leads to fluency in mathematics.
④ We believe that in order to provide high quality math instruction all teachers must have a high level of mathematical proficiency.
⑤ We believe that high quality math instruction includes frequent opportunities for students to wrestle with mathematical content with an inquiry based approach.

I Can!

Math

- I can subtract 1.
- I can solve a number story by drawing a picture to show what happened in the story.

Reading

- I can make the sound for the initial consonant.
- I can say all letters and their sounds.
- I can read for 15 minutes.

Writing

- I can sound out words.

Deeper Instruction is Learning Targets

Math

I can solve subtraction word problems within 20.

I can use double facts to create story problems.

Literacy

I can identify and describe the setting of a family story.

Math

I can count a group of objects up to 20 by 2s.

Reading

I can identify story elements as I read.

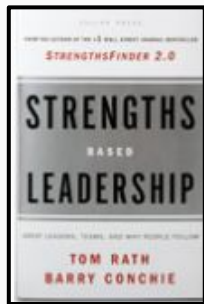
Writing

I can write a story using story elements appropriately.

Deeper Instruction... Must be Experienced (by everyone - including adults)

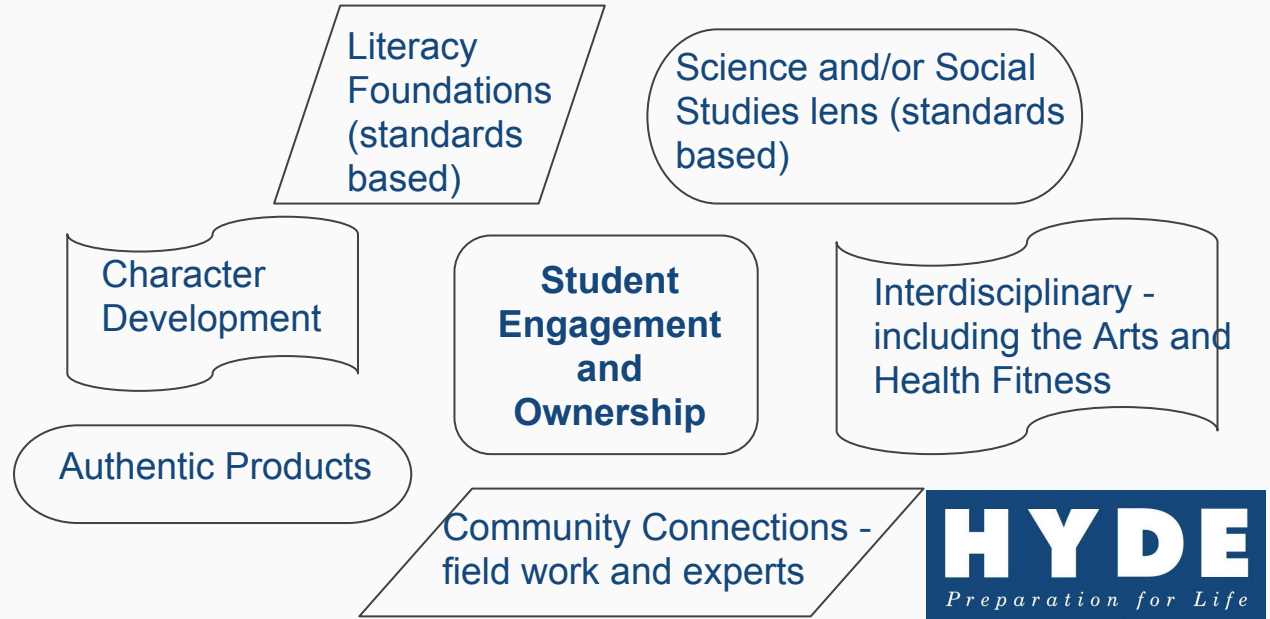
Comprehensive Professional Development

- Expert Consultant Partnerships (more focused)
- Faculty experts (strengths based model)
- Peer observations

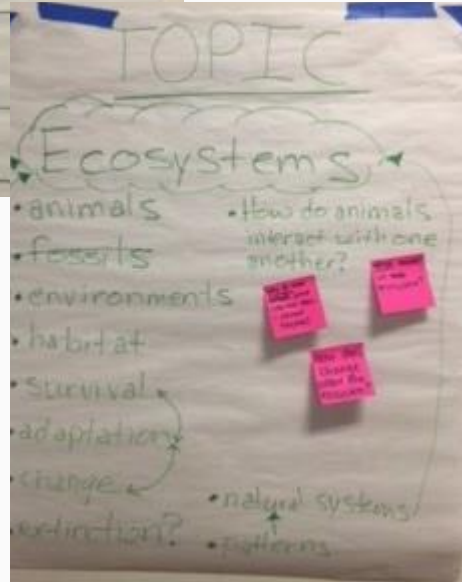
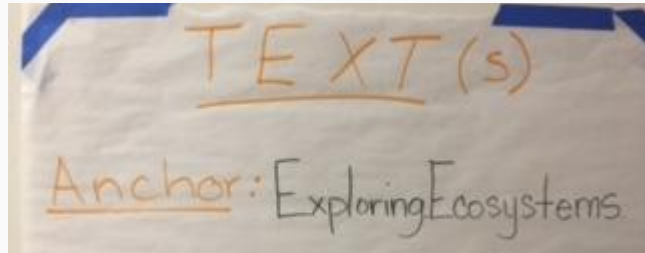
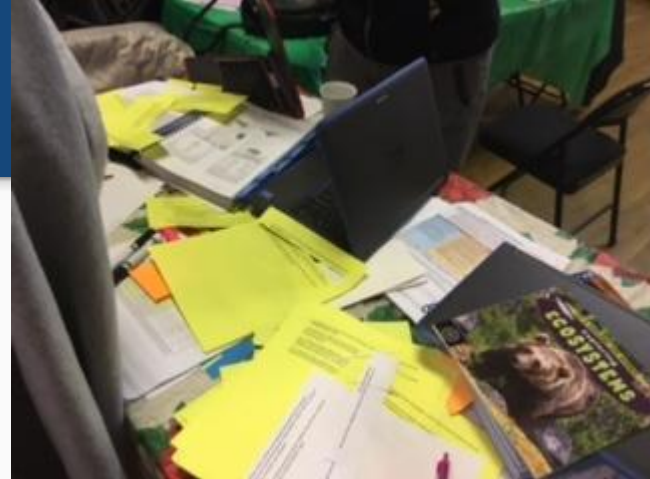
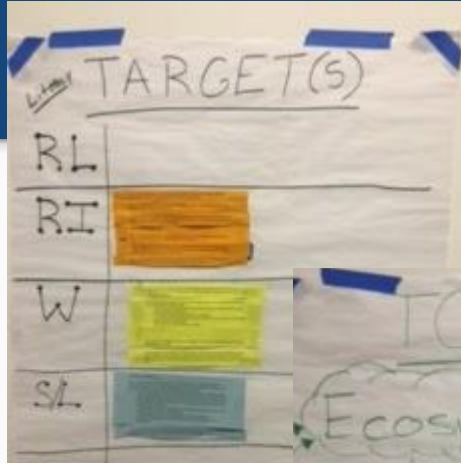


Deeper Instruction - Curriculum Development AS Professional Development

Purpose: To create curriculum that reflects the expanded, deeper set of competencies students need in an increasingly complex world that integrates thinking skills and real world abilities.



3rd Grade Curriculum Writing Retreat



3rd Grade Curriculum Writing Retreat



Student TASK # 1:

You are a scientist working with the Bronx Zoo. You have been asked to work with a team to develop a new exhibit for some animals from _____. Your team will need to think of everything that the animals will need to thrive in this exhibit. Remember everything you have learned researching your ecosystem. Create a 3-D model of this exhibit and be ready to present to an expert. (Be sure to refer to the rubric for specific guidelines.)

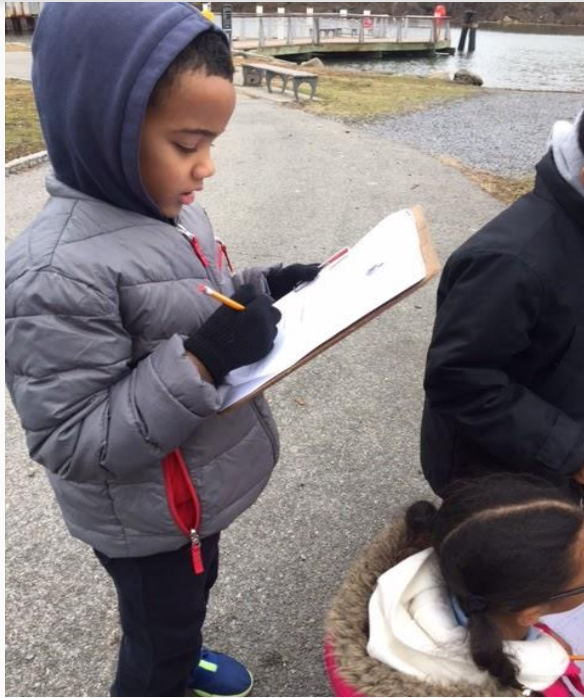


Student TASK # 2:

Design a placard for your exhibit that contains all of the important information that someone visiting the zoo should know about this ecosystem. Remember the elements of high quality informational scientific writing.

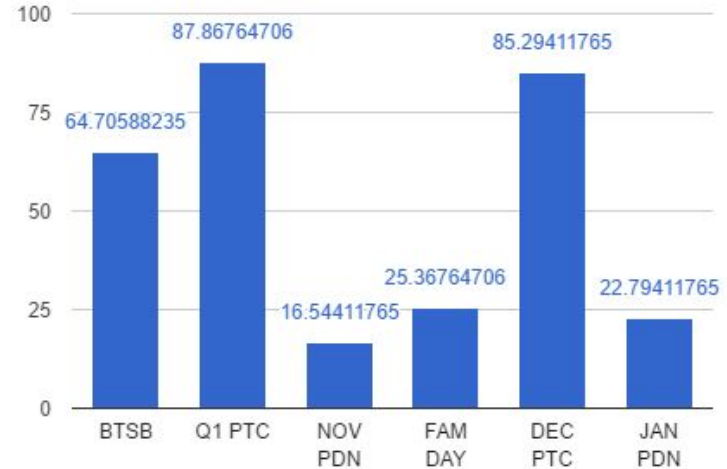


The Study of ECOSYSTEMS - 3rd Grade

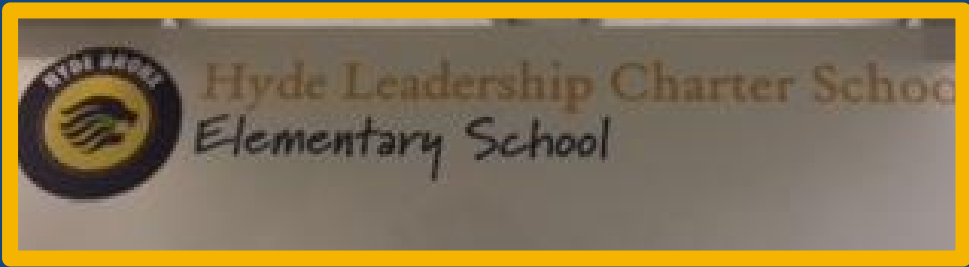


Engagement Must Include Families

- Home Visits
 - Every child
 - Every home
 - Every year
- Parent Teacher Conferences
 - Longer (to go deeper)
 - More options
- Parent Council
 - Bilingual format



Next Steps



- Continued grade level curriculum development
- Deeper instruction adult learning
- Student support through attention to culture
 - How to measure character development?



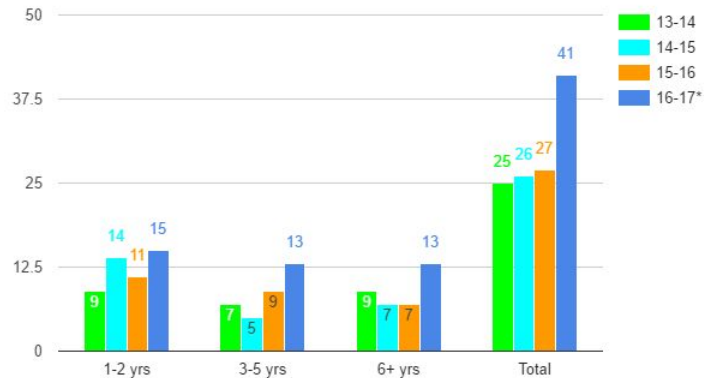
Middle School

Areas of Foci

- Teachers
 - Targeted professional development
 - Content Experts
 - Building best practices around pedagogy, classroom management etc.
 - Data-instruction
 - Recruitment
 - Retention
- Students
 - Improved academic outcomes, continued progress/growth
 - Building content knowledge
 - Character growth and development
- Culture
 - Hyde is Home

Middle School Retention

Teacher Years of Experience



Middle School Teacher Retention



Teacher Retention

2015-16 School Year

- 8 non-instructional staff members: 100% retained
- 27 instructional staff members: 73% retained
 - 3 Relocated (2 out of the country)
 - 3 Terminations
 - 1 Resigned during school year (DOE)

2016-17 School Year Projections

- 14 non-instructional staff members: 100% retention
- 41 instructional staff members: 75% retention
- 2 leave replacements



41 current instructional staff members*

76.9% are or will be certified by April 2017

Currently 21 teachers hold certification

9 will be certified by August (4 within the next 2-3 months)

10% more than likely will not be certified (not being invited back)

7.8% will return uncertified

2 GenEd, 1 STEM

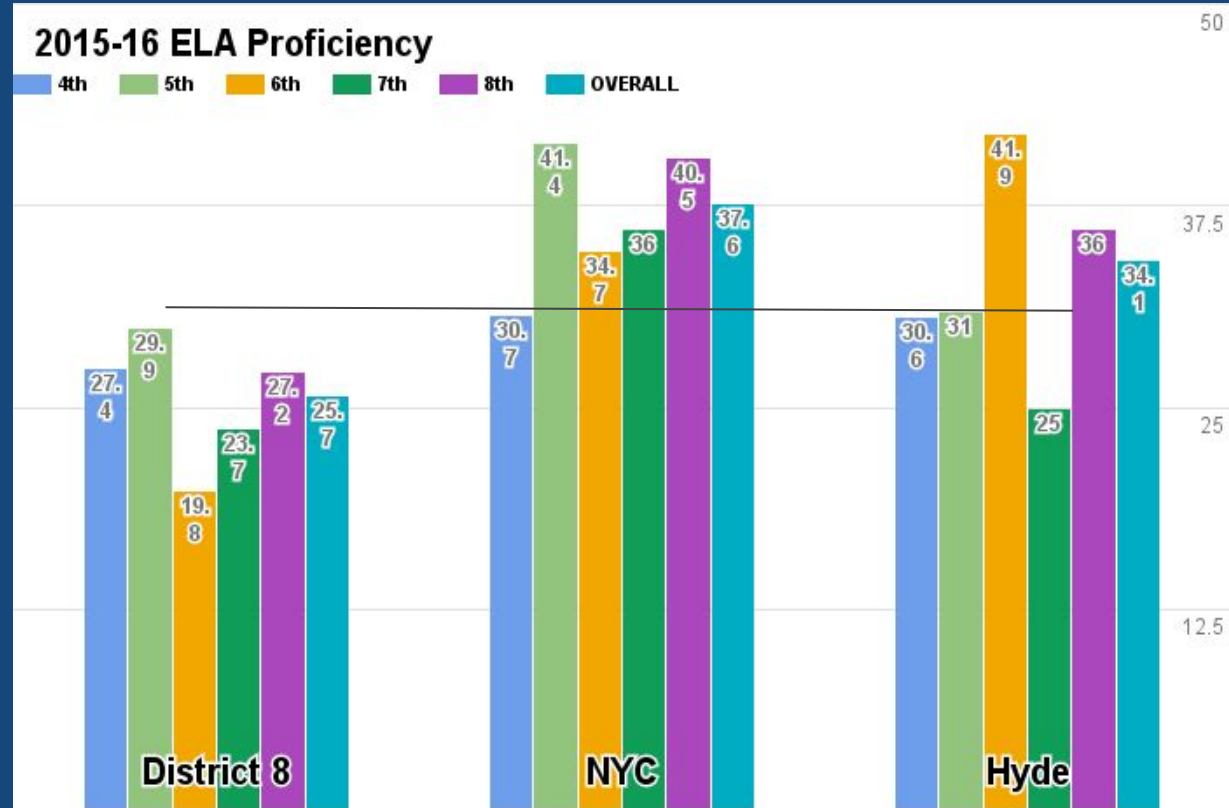
STEM will potentially be certified by April

Academic Performance



MS Academic Performance: 4-8 ELA Assessment

ELA	Hyde	NYC	District 8
Grade	2015-16 Proficiency		
4	30.6	30.7	27.4
5	31	41.4	29.9
6	41.9	34.7	19.8
7	25	36	23.7
8	36	40.5	27.2
4-8 Overall	34.1	37.6	25.7

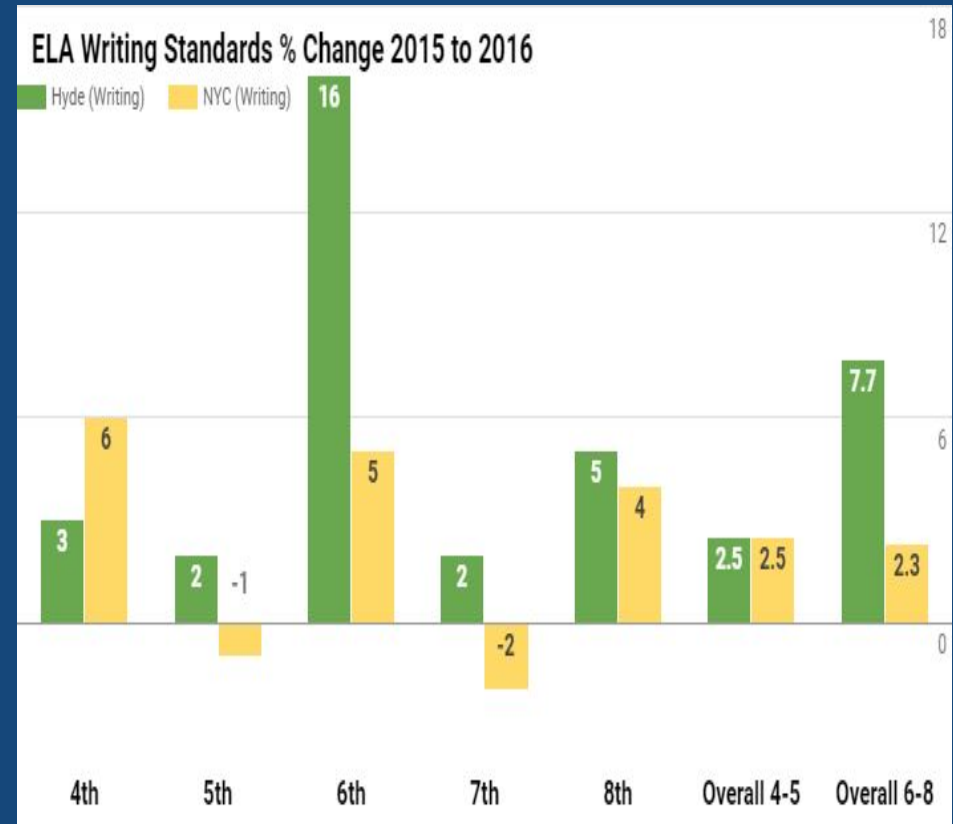
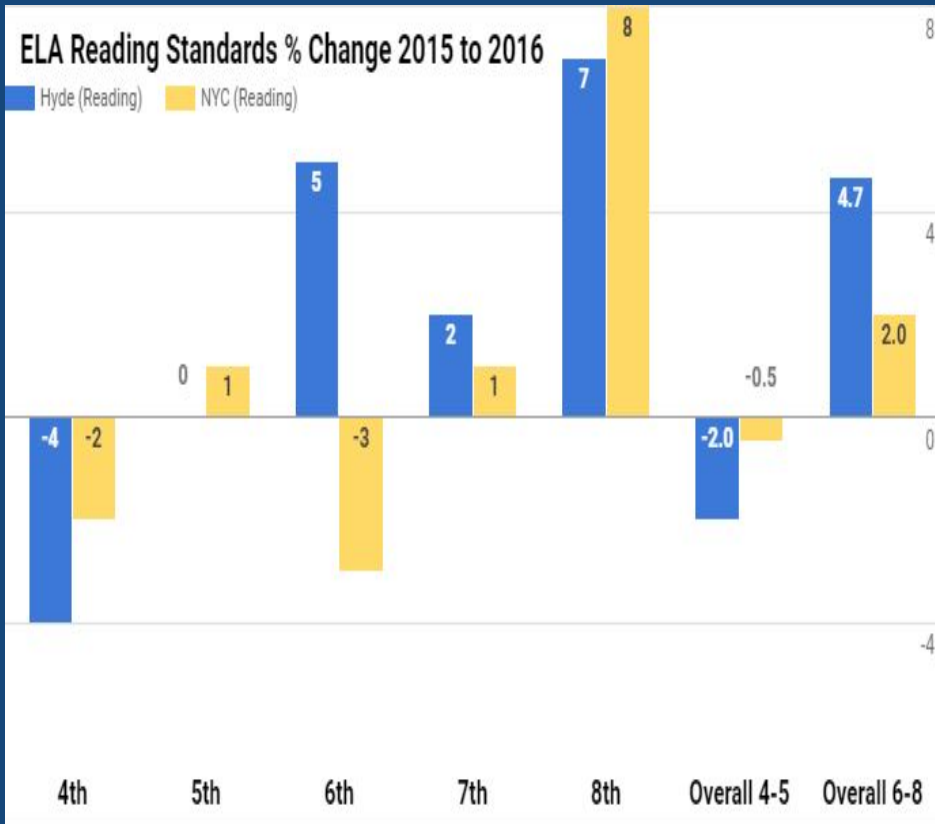


2015-16 ELA State Exam Scores

2015-16 ELA Overall Scores

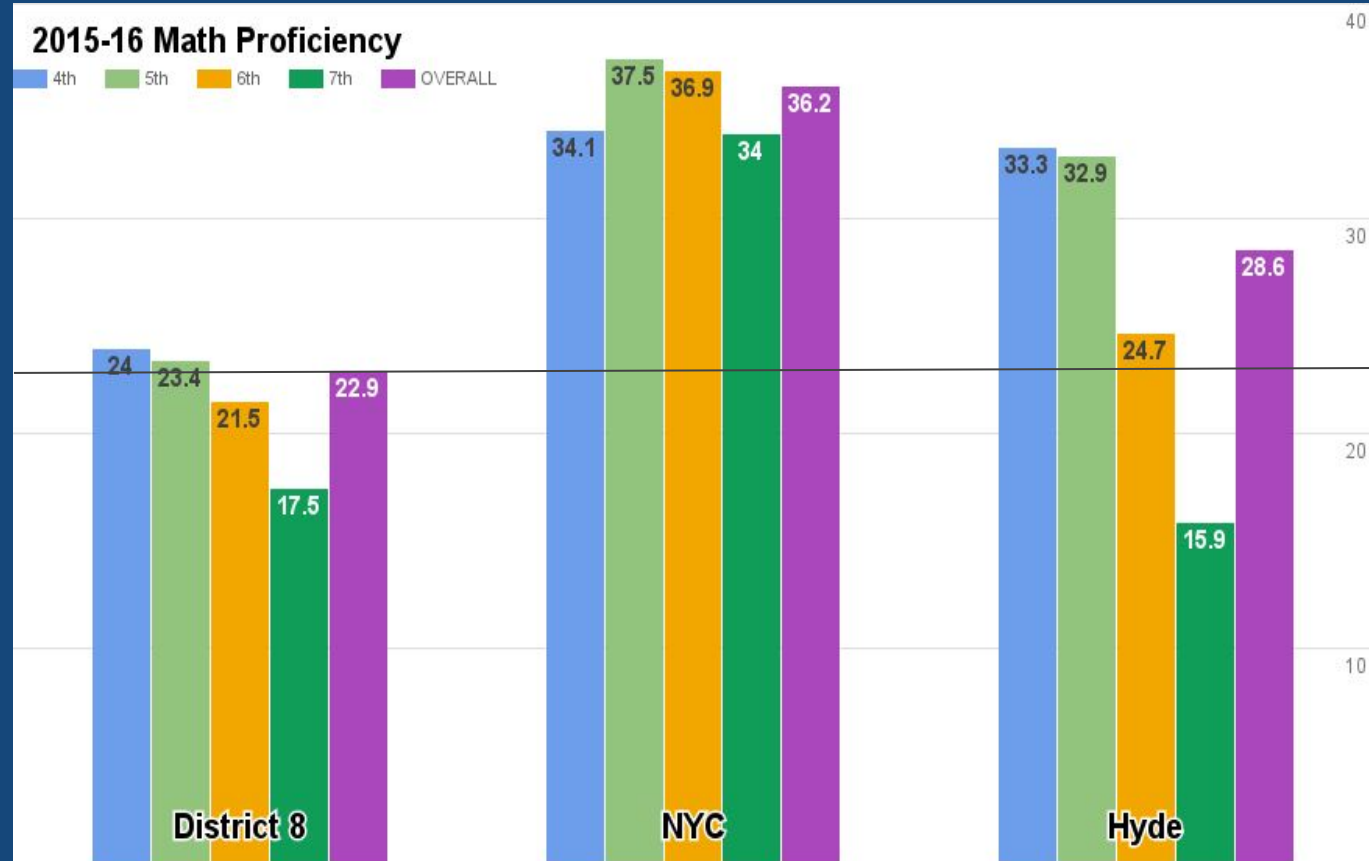
	<i>Current 4th</i>	<i>Current 5th</i>	<i>Current 6th</i>	<i>Current 7th</i>	<i>Current 8th</i>	<i>Current 9th</i>	
	3rd	4th	5th	6th	7th	8th	All
2010-2011	27%	40%	N/A	38%	40%	23%	33.6%
2011-2012	28%	36%	47%	40%	36%	49%	40.0%
2012-2013	9%	8%	8%	17%	15%	15%	12.0%
2013-2014	21.1%	16.9%	5.4%	6.4%	14.3%	18.4%	13.8%
2014-2015	19.2%	18.7%	20.5%	10.8%	13.2%	28.4%	18.5%
2015-2016	19.1%	30.6%	31.0%	41.9%	25.0%	36.4%	30.7%

NYS ELA Standards Mastery vs. NYC



MS Academic Performance: 4-8 Math Assessment

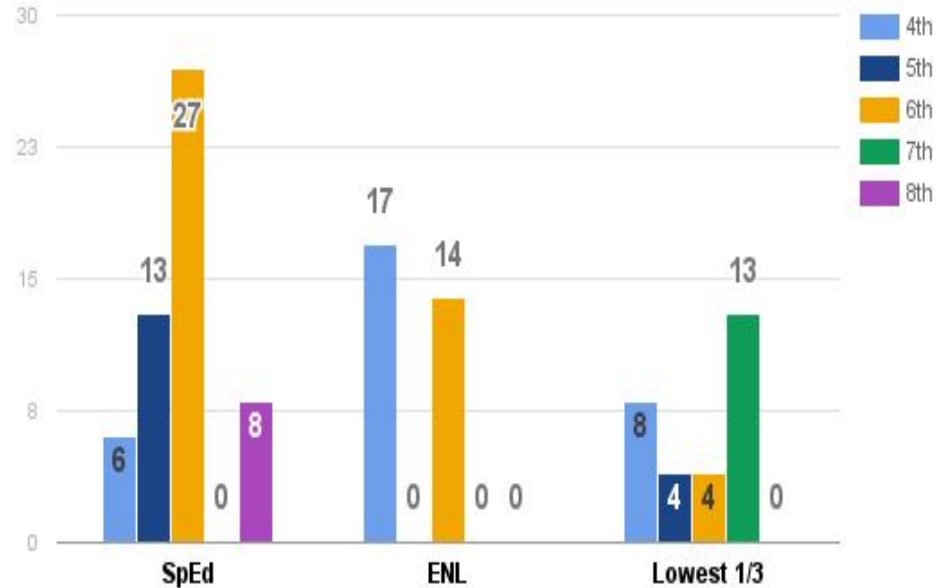
Math	Hyde	NYC	District 8
Grade	2015-16 Proficiency		
4	33.3	34.1	24
5	32.9	37.5	23.4
6	24.7	36.9	21.5
7	15.9	34	17.5
4-7 Overall	28.6	36.2	22.9



Special Populations (ELA)

Total # of Ss	SpEd	ENL	Lowest 1/3 (ELA)
4th	17	6	24
5th	15	1	24
6th	15	7	25
7th	15	4	24
8th	13	0	25
Overall MS	75	18	123

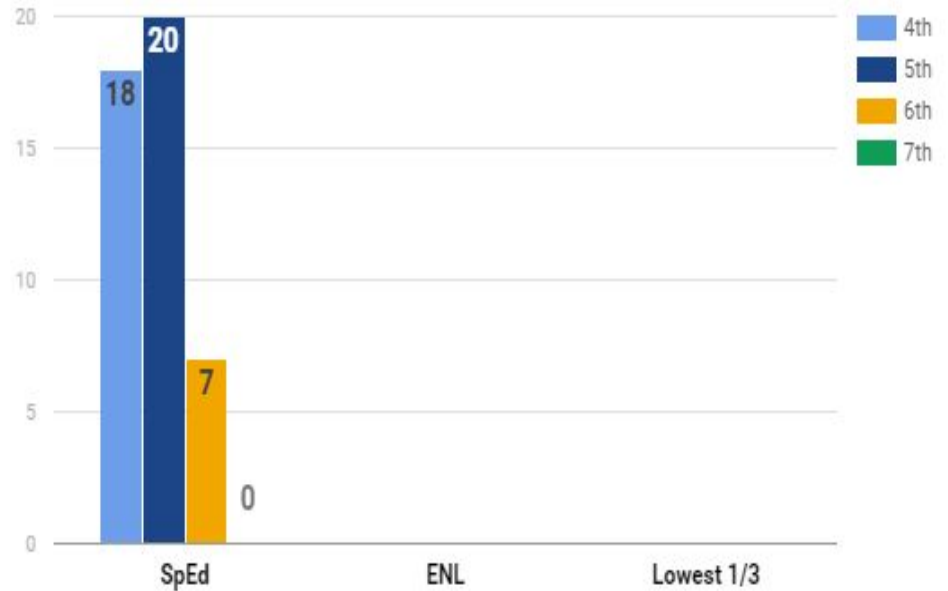
% Proficiency on 2015-16 ELA Exams



Special Populations (Math)

Total # of Ss	SpEd	ENL	Lowest 1/3 (Math)
4th	17	6	19
5th	15	1	19
6th	15	7	23
7th	15	4	25
Overall MS	62	18	86

% Proficiency on 2015-16 Math Exams



Comparative Academic Performance

Algebra I	Hyde	NYC	NYS
Grade	2015-16 Proficiency		
8	80.5	62	72

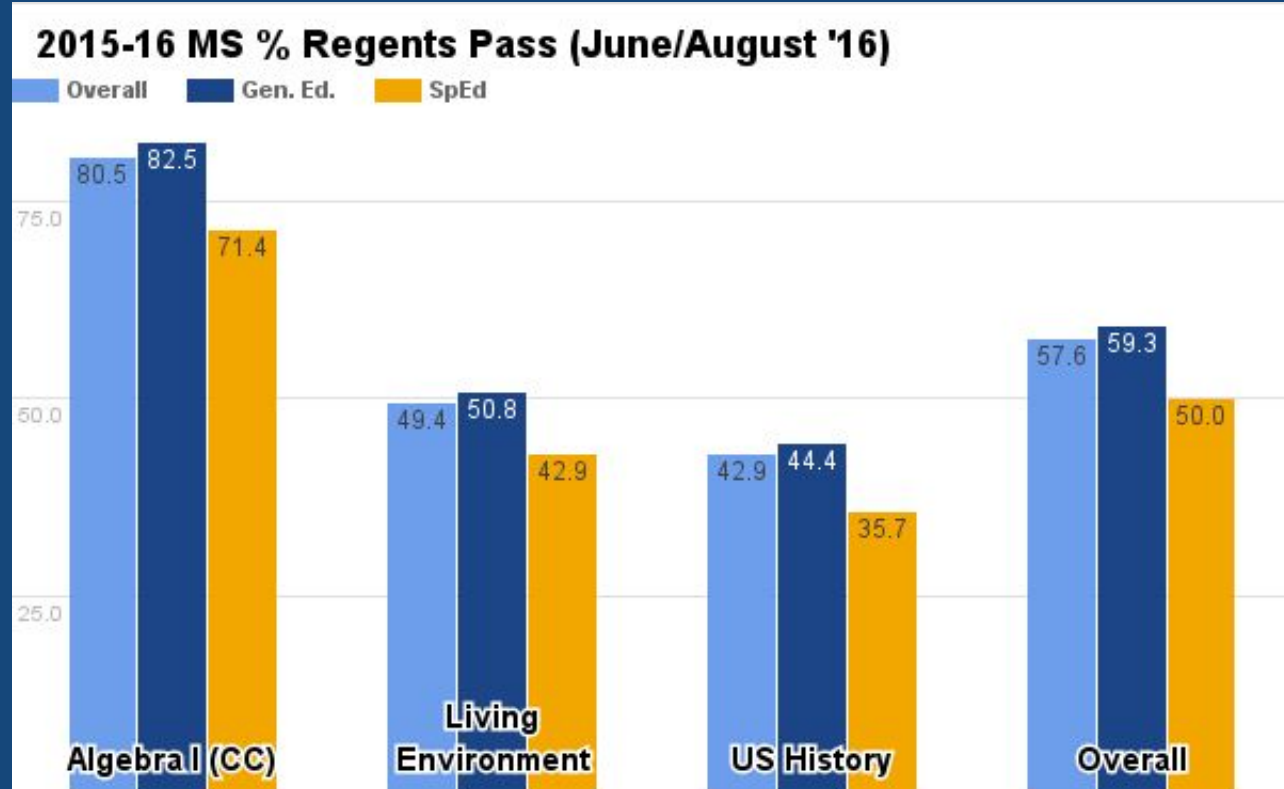
*SWD- 71.4% passed (28.6% state pass)

Living Env't	Hyde	NYC	District 8
Grade	2015-16 Proficiency		
8	49.4	65	55

*SWD- 42.9% passed (14.3% state pass)

US Hist/ Gov't	Hyde	NYC	District 8
Grade	2015-16 Proficiency		
8	42.9	66	54

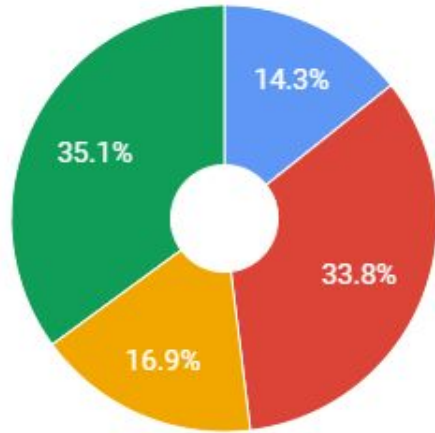
*SWD- 35.7% passed (7.1% state pass)



MS Regents Exam Credit

MS Jun/Aug Regents Exam Credit

0 credits 1 credit 2 credits 3 credits



Excludes course credit



	Next-Level Readiness			
	8th Gr Earning HS Credit			
n	72	73	72	79
School's Value	26%	37%	38%	62%
Comp Group	+7%	+18%	+13%	+41%
District	-24%	-11%	-13%	+8%
City	-6%	+9%	+9%	+33%

High School Articulation

<i>Class Year</i>	<i>Number of Students</i>	<i>% of students who applied to Hyde HS</i>	<i>% of students who applied for DOE HS</i>	<i>% of student who withdrew*</i>	<i>% of students who stayed for Hyde HS**</i>
Class of 2013	74	90%	N/A	22%	78%
Class of 2014	76	96%	17%	11%	89%
Class of 2015	74	97%	32%	19%	81%
Class of 2016	79	91%	27%	13%	87%
Class of 2017	73	Unavailable at this time	47%	Unavailable at this time	Unavailable at this time

*Withdrew and enrolled at NYC DOE, Private, Parochial, Charter or outside the city district public school

**Data taken from June 20th of each year.

Culture



Hyde is Home

- Teachers
 - Professional Development
 - Certification
 - Continued education
 - Teacher Center
- Students
 - KOC, BSLS
 - DA: concern meetings, BK (4-8), conference system
 - Dean/Student led workshops
- Parents
 - Parent Council
 - PDN cycle: character, academic/character, choice
 - Academic parent meetings

School Life

Community Partnerships, Student Organizations, Retreats

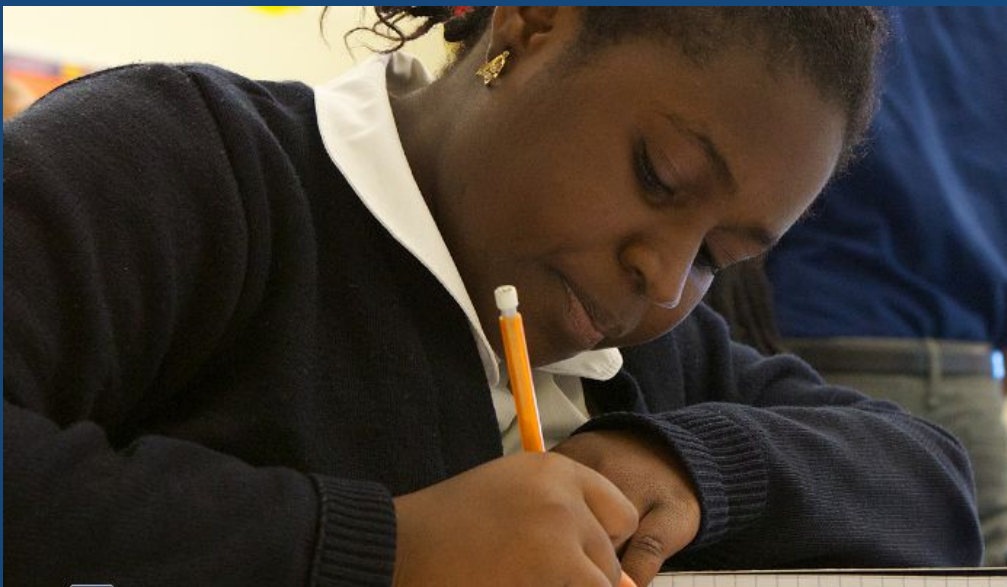


NYC Junior
Ambassadors



Breakthrough
New York

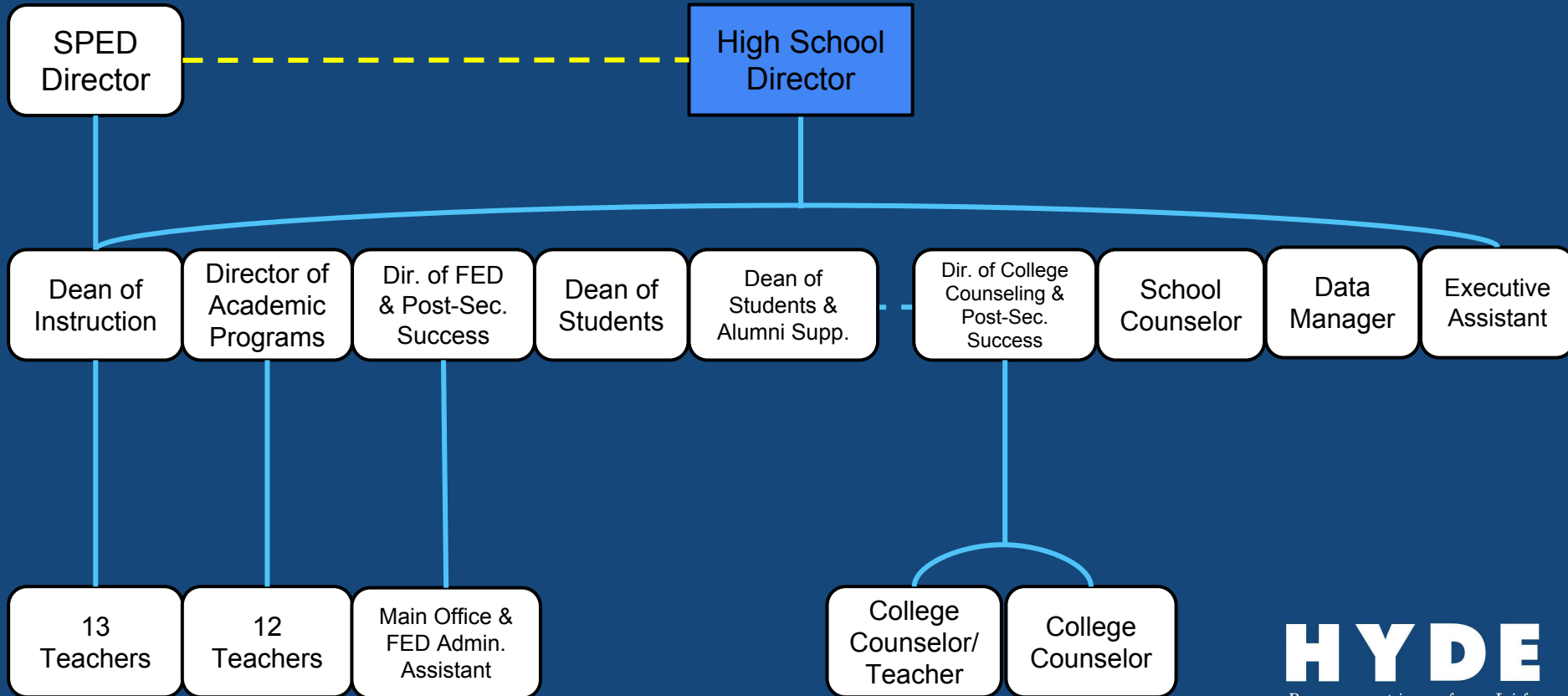
the world needs us to be successful



High School and Postsecondary Success

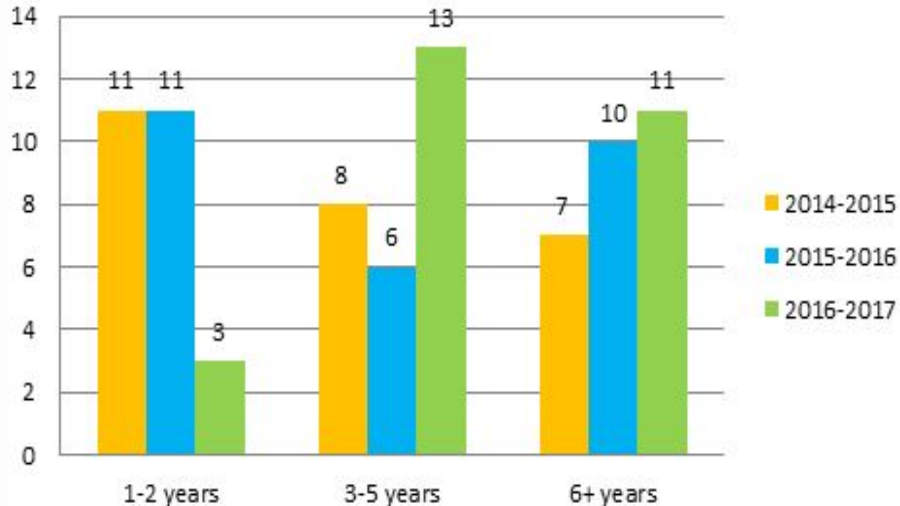
HYDE
Preparation for Life

High School Organization Chart 2016-2017

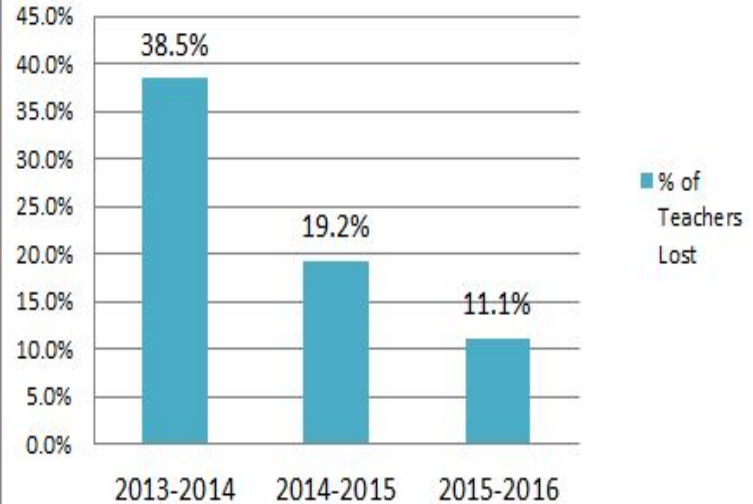


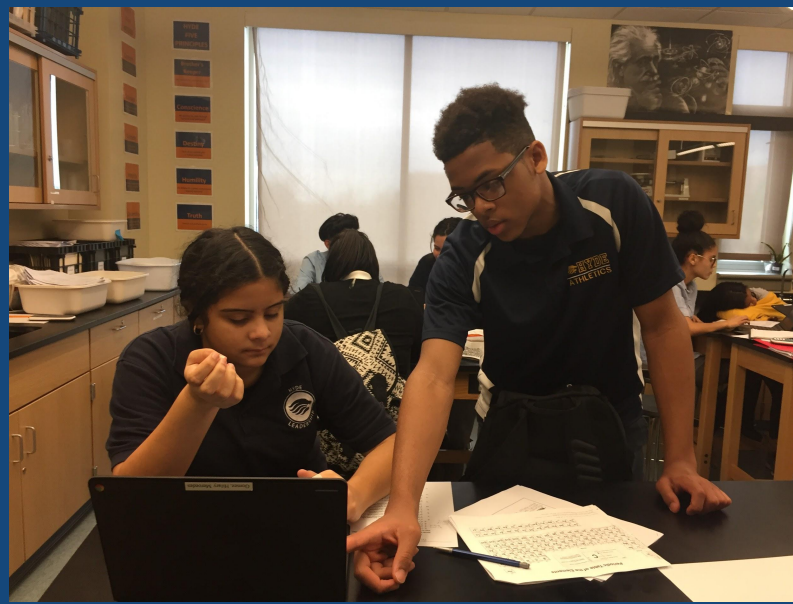
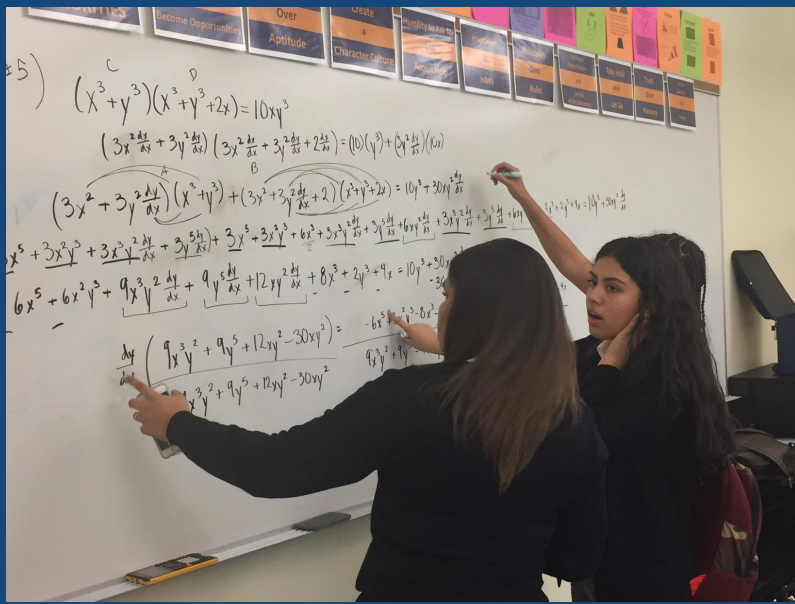
HS Teacher Experience & Retention

Teachers Years of Experience



Attrition Rate





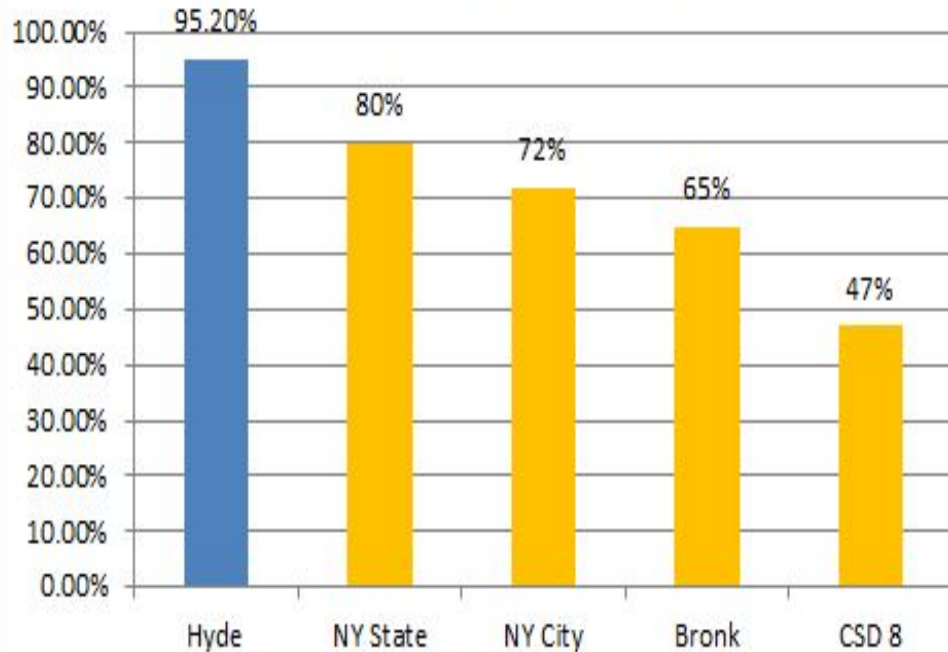
High School Academics

Comparative Academic Performance

	55+	Percentage Above CSD Bronx 8	65+	Percentage Above CSD Bronx 8	Hyde CSD Bronx 8 % 55+ **	Hyde CSD Bronx 8 % 65+ **	# of Hyde Students
Common Core English	94%	14%	84%	18%	80%	66%	104
Common Core Algebra I*	86%	5%	61%	4%	81%	57%	163
Global History	89%	26%	78%	38%	63%	40%	89
U.S. History*	74%	2%	59%	4%	72%	55%	134
L. Environment*	84%	7%	63%	9%	77%	54%	172
*Includes 8th graders							

KEY
0% to 9% Above CSD Bronx 8
10% to 19% Above CSD Bronx 8
20%+ Above CSD Bronx 8

Comparative Graduation Rates 2016



	Graduation Year	# of Adv. Regents Diplomas	% of Cohort
Eamed an Advanced Regents Diploma	2013	5	7%
	2014	6	10%
	2015	11	16%
	2016	12	19%
On Track to Earn and Advanced Regents Diploma	2017	25	44%
	2018	26	38%

Practices Identified as Successful in the High School



Restorative Practices

Data-driven instruction

Graduation progress tracking

Curriculum Alignment

Common Writing Practices

Vocabulary instruction

College Readiness Assessment Program

HYDE Practices in HS



Senior Process

School Meeting

Discovery Groups

Quarterly EEMO Self-Assessments

Faculty Evaluations

Journaling

Seminars

Auditions

HYDE
Preparation for Life

Looking Ahead: Practices for Improvement & Change

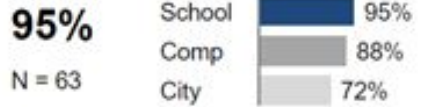
- Classroom Culture Plans
- Engaging ALL Students
- Technology Infusion
- K-12 FED Program Alignment
- Homework
- College-Readiness



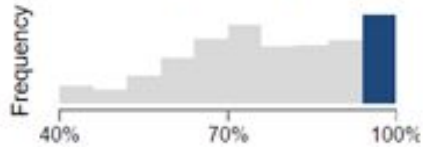
College Access

- Increase in 4-year public college enrollment
- Increase in financial aid and decrease in total out-of-pocket cost per year
- Increase in overall college readiness by DOE & College Board standards
- Decrease in need for remedial support

Graduation Rate, 4-year ▾



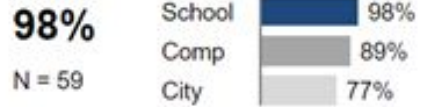
Citywide Percentile: 86



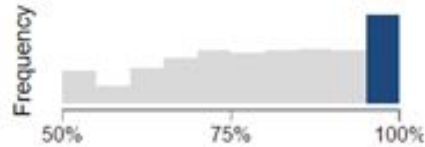
2013	2014	2015	2016
92%	92%	93%	95%



Graduation Rate, 6-year ▾



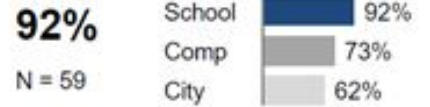
Citywide Percentile: 89



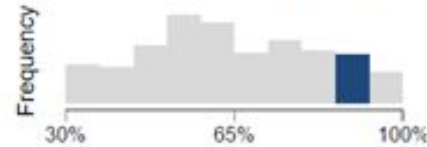
2013	2014	2015	2016
na	na	97%	98%



PostSec Enrollment, 18mo ▾



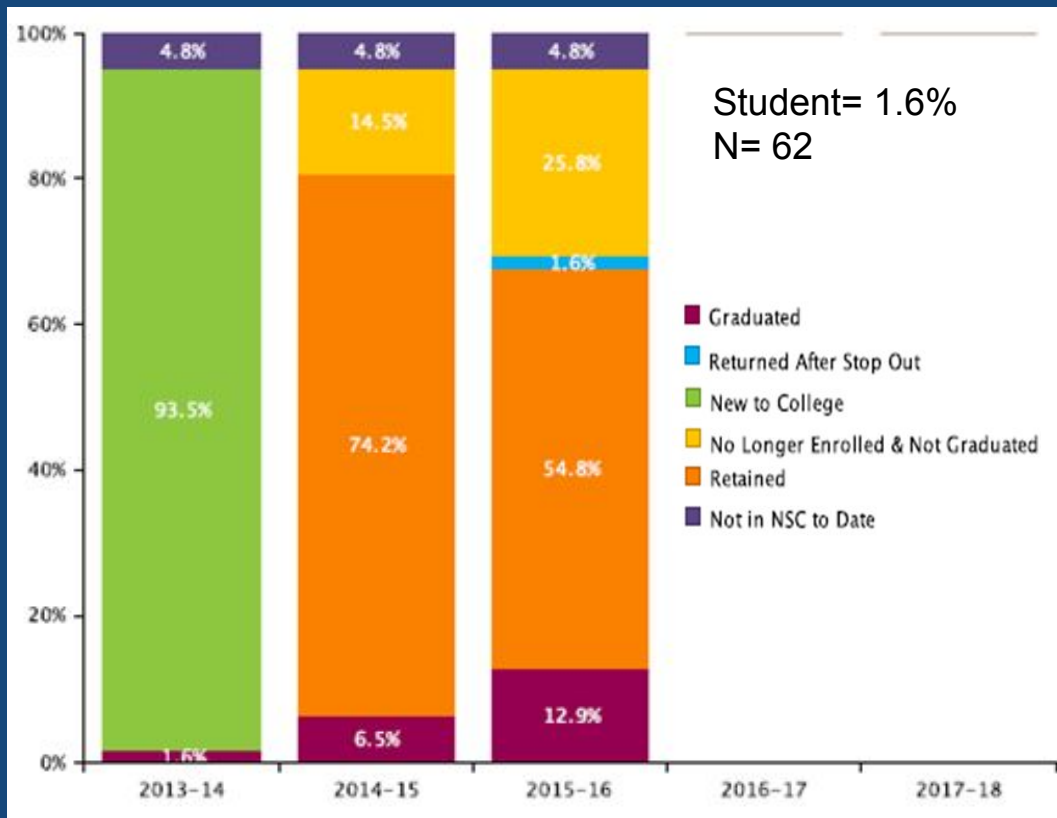
Citywide Percentile: 93



2013	2014	2015	2016
na	na	91%	92%



College Success



- The Class of 2013 provides a base of data
- Refining a balanced approach to alumni support
- Wilder Baker grant support
- Undocumented students transitioning to college

K-12 SWOT Analysis and Next Steps