

**Hyde Leadership Charter School**  
**830 Hunts Point Avenue, Bronx, NY 10474**  
**Trustees Meeting: September 23, 2019**  
**Meeting Minutes**

**Trustees Present:**

Herb Fixler  
Ruth Jarmul  
Deborah Dumont  
Susan Engel  
Herb Kaplan  
Maureen Singer

**Trustees Absent**

Chavon Sutton  
Tony Stoupas

**Also present:** Thomas Sturtevant, Executive Director  
Stephen Trowbridge, Chief Operating Officer  
Valarie Hunsinger, Director of Development and Marketing

**The meeting began at 6:00 PM, Herb Fixler presiding.**

**1. Approve Minutes from the August 26th board meeting**

With a quorum present, a motion was made, seconded, and unanimously approved by the Trustees present to approve the minutes from the August 26th board meeting.

**2. Executive Director's Report**

Mr. Sturtevant presented on the 2018-2019 State Testing and Accountability Report (APPR), see Appendix 1 for K-3 data and Appendix 2 for state test assessment data.

Mr. Sturtevant noted Hyde's key metrics for post-secondary success which include:

4th-grade students will read on grade-level

8th-grade students will complete three high school courses

High school students will take two college-level courses include Advanced Placement and College Now classes

Mr. Sturtevant noted that the growth of Hyde students over the long-term.

Mr. Sturtevant highlighted that Mr. Herb Fixler, Board Chair, spent the day at Hyde.

### **3. Executive Session- 6:36 pm to 7:03 pm**

The board went into Executive Session from 6:36 pm to discuss the compensation for the Executive Director. The Board Chair instructed the Chief Operating Officer to carry out the Board's decision regarding the Executive Director's compensation, and the board thanked Mr. Sturtevant for his incredible service to the school. Executive Session ended at 7:03 pm.

### **4. Finance Committee**

Mr. Trowbridge provided an update on the audit noting that a final audit report will be presented to the board on October 28th and that the final audited financial statements will be submitted on October 31st to SUNY.

Mr. Trowbridge also reported on the August YTD financial results noting that revenue was favorable by \$23,000, expense was unfavorable by \$5,000, and the net surplus was favorable to the budget by \$18,000. Mr. Trowbridge highlighted the SUNY Fiscal Dashboard, noting that all benchmarks are "Good" or "Excellent."

### **5. Development Committee**

Ms. Hunsinger highlighted the recent 9th Annual Literacy and Libations fundraiser. Ms. Hunsinger shared words from Oscar Soliver, a Hyde alum, who spoke about how he uses Hyde values in his career. Ms. Hunsinger reviewed the FY 2020 fundraising goal. Ms. Hunsinger reviewed some upcoming fundraising activities including one-on-one board member meetings, site visits, and fall breakfasts.

### **6. Nominating Committee**

No comment

### **7. Education Committee**

Ms. Dumont reported on the education committee meeting noting the discussion of state test scores.

### **8. Human Resource Committee**

No comment

### **9. Marketing, PR, Advertising Committee**

Ms. Jarmul presented some updates on Hyde's marketing materials including website updates and social media activity. Ms. Jarmul noted that a full marketing report would be given at the next board meeting.

### **10. Facilities Committee**

Mr. Sturtevant reported on efforts to secure additional elementary space in the Bryant Avenue building.

**11. Nominating**

Mr. Fixler gave an updated on parent board members. Ms. Engel inquired about succession plans for directors. Mr. Fixler also indicated that the Executive Committee should be on a rotating membership.

**12. Any other business**

There being no further business, the meeting was adjourned at 8:05 pm.

Minutes prepared by Stephen Trowbridge and Valarie Hunsinger

# Appendix 1

## K-3 Data

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# IRLA: Independent Reading Level

By June 2019, 100% of students will make 1 year's **growth** in IRLA.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<i>Goal</i>	>0.25 years	>0.5 years	>0.75 years	>1.0 years
Kindergarten	0.17	0.4	0.6	0.8
Grade 1	0.28	0.6	0.9	1.1
Grade 2	0.15	0.4	0.6	0.9
Grade 3	0.05	0.5	0.7	1.0
K-3	<b>0.2</b>	<b>0.5</b>	<b>0.73</b>	<b>0.93</b>

# IRLA: Independent Reading Level

## 2018-2019 Reading Growth Compared to 2017-2018

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<i>Goal</i>	>0.25 years	>0.5 years	>0.75 years	>1.0 years
<b>K-3 17-18</b>	0.12	0.42	0.61	<b>0.85</b>
<b>K-3 18-19</b>	0.2	0.5	0.73	<b>0.93</b>

# Math Data: CGI

**75% of our students will show proficiency on CGI assessments.**

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<i>Goal</i>	<b>Baseline</b>	<b>40%</b>	<b>60%</b>	<b>75%</b>
<b>Kindergarten</b>	47%	49%	59%	72%
<b>Grade 1</b>	50%	46%	62%	65%
<b>Grade 2</b>	52%	58%	62%	54%
<b>Grade 3</b>	47%	69%	53%   64%	63%
<b>K-3</b>	<b>49%</b>	<b>55%</b>	<b>59%   62%</b>	<b>63%</b>

# 2019–2020 Data Points

## ELA

- Reading
  - Reading Proficiency
  - Reader Engagement
  - Reading Practice
  - Power Goals
  - Conferencing
- 3rd Grade: Standards based bi-weekly assessments
- NWEA MAP Assessment
- Benchmark Exams
  - Grade 3: 3 exams
  - Grade 2: 2 exams
  - Grade K-1: 1 exam

## Math

- CGI Weekly Quizzes
- Comprehensive Growth Assessment
- Bridges Checkpoints
- 3rd Grade: Standards based bi-weekly assessments
- NWEA MAP Assessment
- Benchmark Exams
  - Grade 3: 3
  - Grade 2: 2
  - Grade K-1: 1



# Culture of Learning

- Differentiated PD
- Unit and Lesson Planning Coaching
- Coaching Cycles (Implementing TORSH Talent which is an observation, feedback and data management platform that gives the opportunity to observe teachers in action, reflect on practice, collaborate with others, measure the effectiveness of instruction. Through the use of video recordings of instruction teachers will be able to reflect on pedagogy and along with coaching support create goals to further develop and strengthen their practice
- PLCs: [Looking at Student Work Protocol](#)

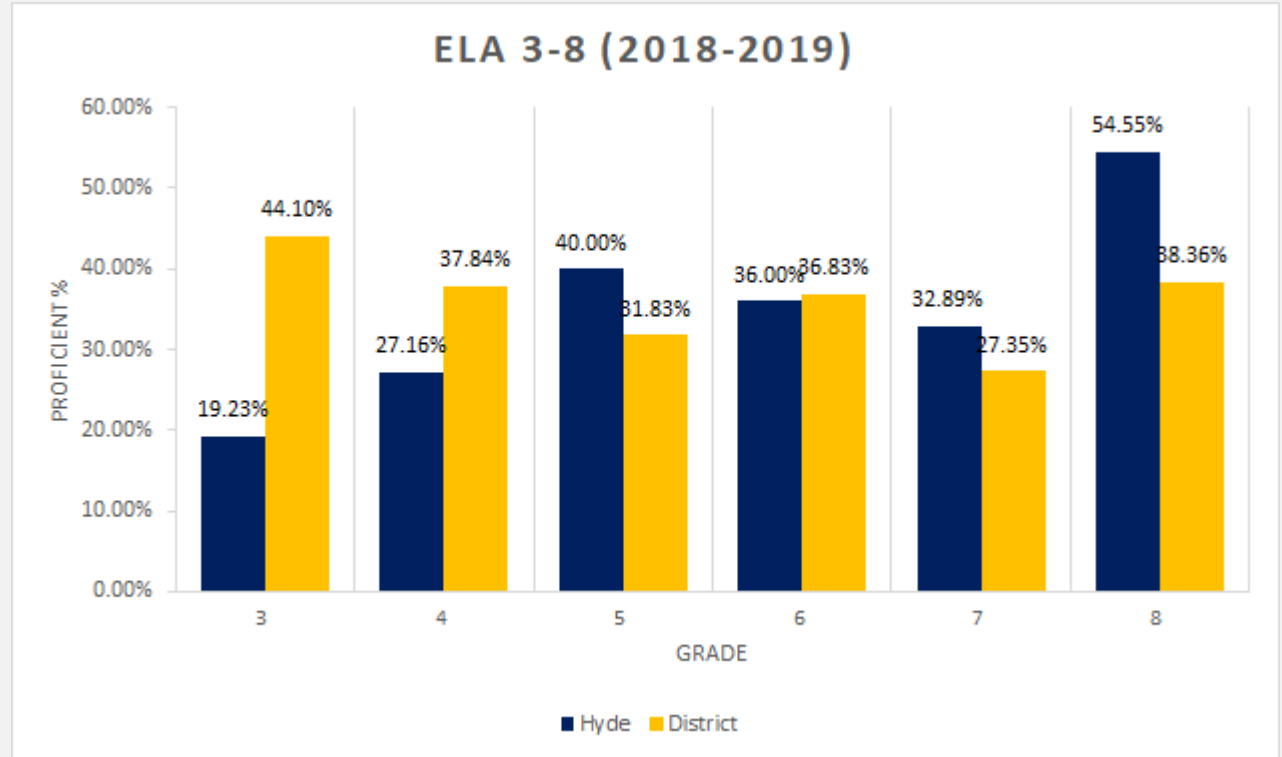
# Appendix 2

## HYDE LEADERSHIP CHARTER SCHOOL

NYS ELA & Mathematics State Assessments Comparative  
Charts

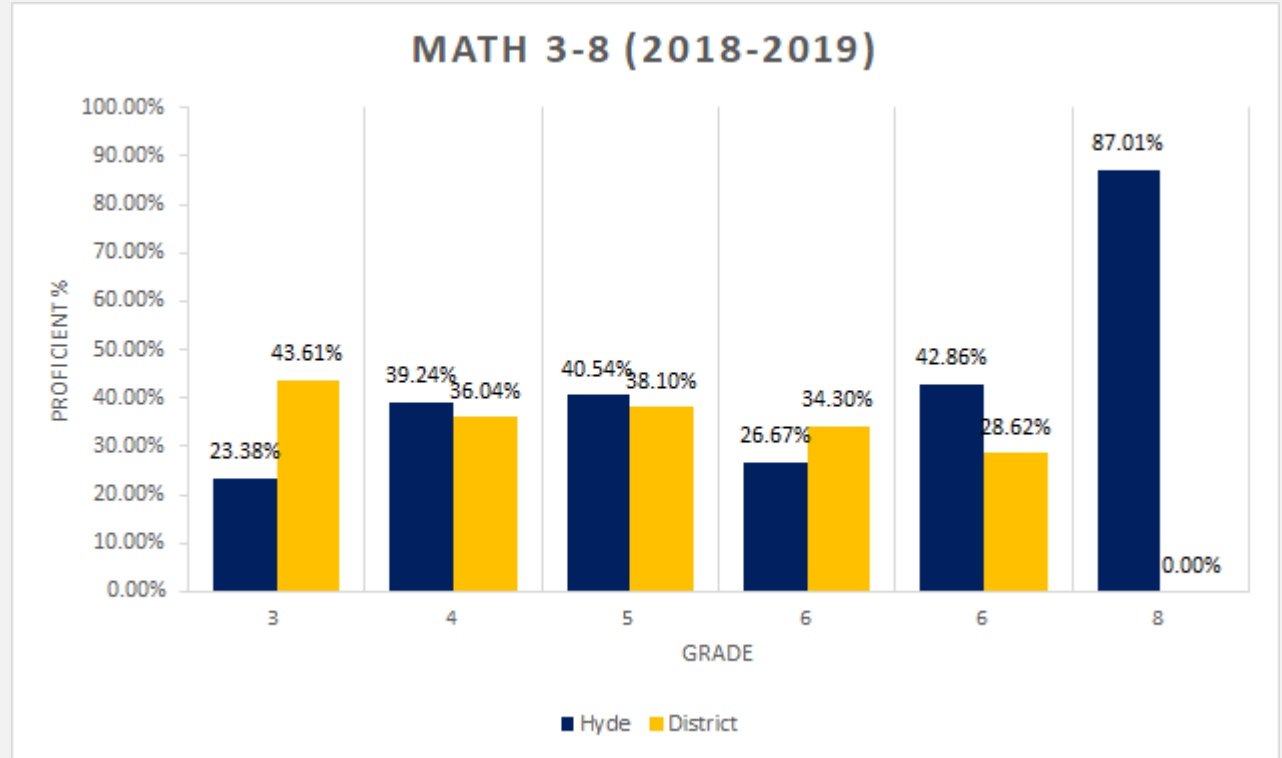
# 2018-19 SCHOOL TO DISTRICT COMPARISON GRADE - ELA

Grade	Hyde	District	Diff
3	19.23%	44.10%	-24.87%
4	27.16%	37.84%	-10.68%
5	40.00%	31.83%	+8.17%
6	36.00%	36.83%	-0.83%
7	32.89%	27.35%	+5.54%
8	54.55%	38.36%	+16.18%



# 2018-19 SCHOOL TO DISTRICT COMPARISON - MATH

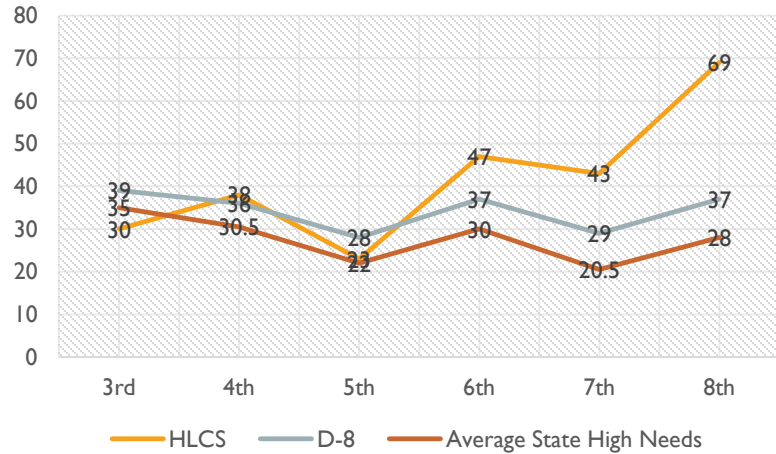
Grade	Hyde	District	Diff
3	23.38%	43.61%	-20.23%
4	39.24%	36.04%	+3.20%
5	40.54%	38.10%	+2.45%
6	26.67%	34.30%	-7.63%
7	42.86%	28.62%	+14.24%
8	87.01%	n/a	n/a



# ELA STATE ASSESSMENT COMPARISON

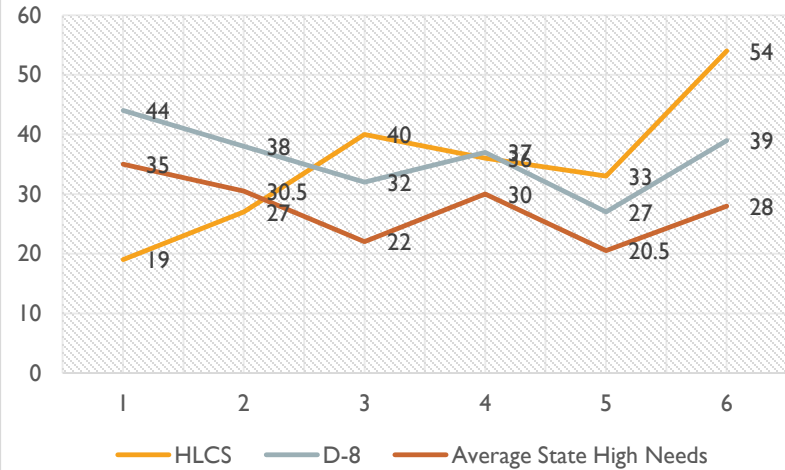
SY 17-18

ELA 2018



SY 18-19

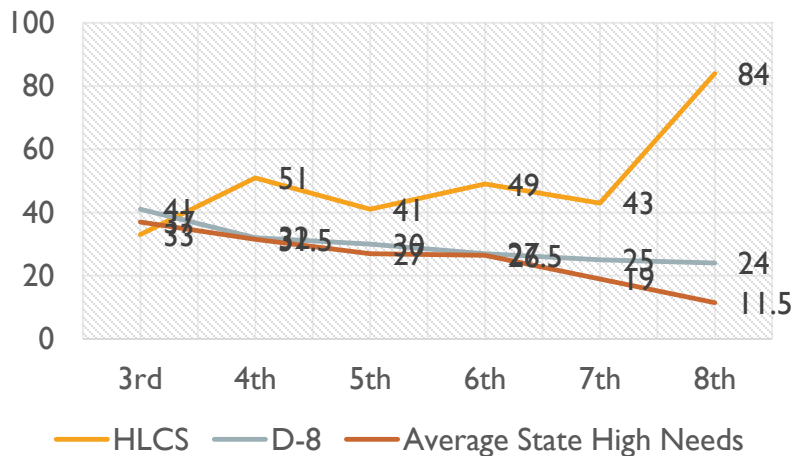
ELA 2019



# MATHEMATICS STATE ASSESSMENT COMPARISON

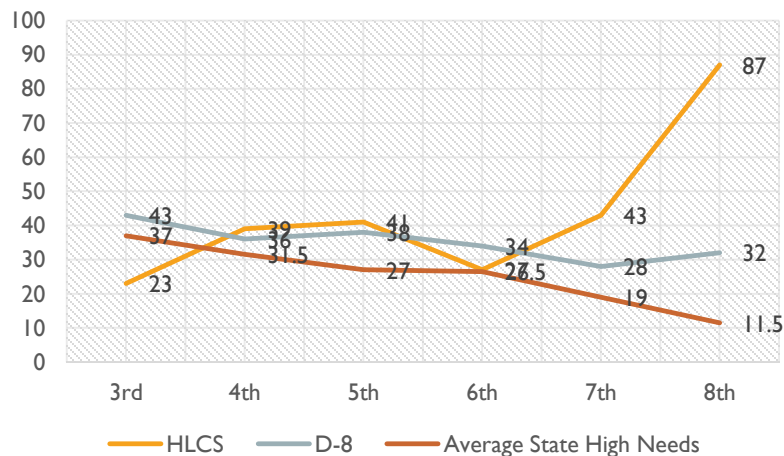
**SY 17-18**

## Mathematics 2018



**SY 18-19**

## Mathematics 2019



# 2017-18 SCHOOL-TO-DISTRICT-TO CHARTERS COMPARISON GRADE 3-8

Proficiency of Black Students	Hyde	NYC District	NYC Charters
ELA	<b>35%</b>	10.82%	19.87%
Math	33%	10.24%	36.57%

Proficiency of Hispanic Students	Hyde	NYC District	NYC Charters
ELA	<b>35%</b>	11.29%	17.79%
Math	<b>35%</b>	12.87%	33.17%

# LEARNER GROWTH COMPARISON BY GRADE (DATA TABLES)

	Current 5th	Current 6th	Current 7th	Current 8th	Current 9th	
ELA	4th	5th	6th	7th	8th	All
2010-11	40.00%	n/a	38.00%	40.00%	23.00%	33.60%
2011-12	36.00%	47.00%	40.00%	36.00%	49.00%	40.00%
2012-13	8.00%	8.00%	17.00%	15.00%	15.00%	12.00%
2013-14	16.90%	5.40%	6.40%	14.30%	18.40%	13.80%
2014-15	18.70%	20.50%	10.80%	13.20%	28.40%	18.50%
2015-16	30.60%	31.00%	41.90%	25.00%	36.40%	30.70%
2016-17	29.60%	23.00%	18.00%	50.60%	40.80%	32.40%
2017-18	37.80%	23.20%	47.20%	42.60%	68.80%	41.60%
2018-19	27.00%	40.00%	36.00%	33.00%	55.00%	35.00%

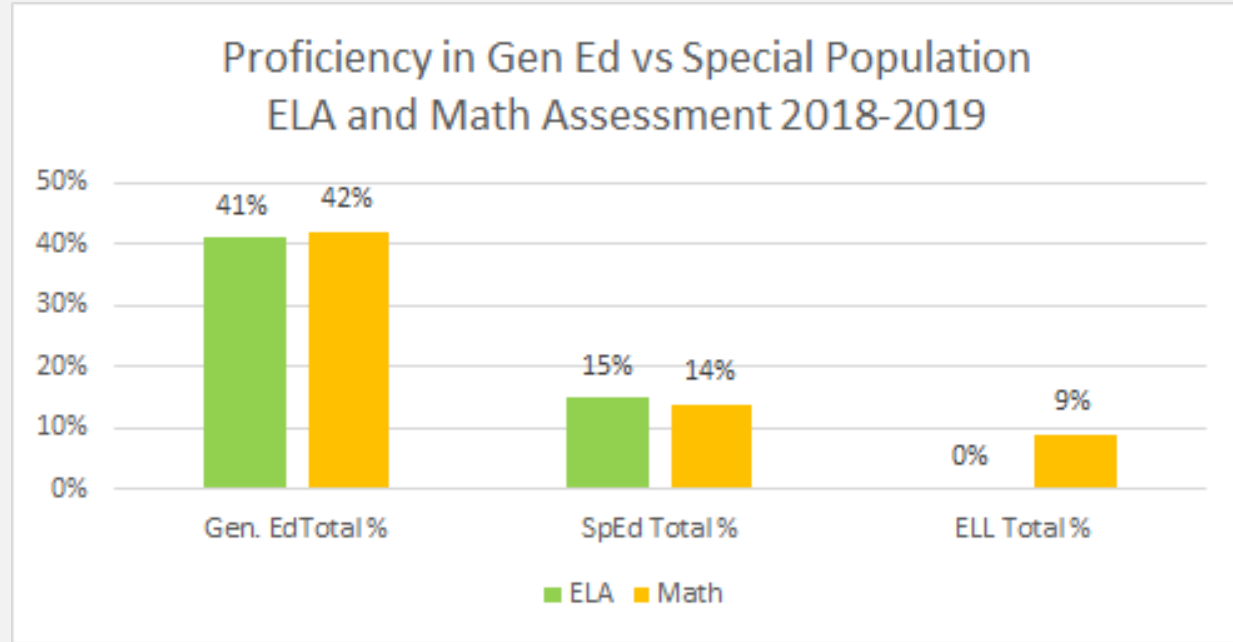
	Current 5th	Current 6th	Current 7th	Current 8th	Current 9th	
Math	4th	5th	6th	7th	8th	All
2010-11	69.00%	n/a	45.00%	66.00%	36.00%	49.20%
2011-12	49.00%	63.00%	48.00%	64.00%	51.00%	50.30%
2012-13	19.00%	5.00%	23.00%	11.00%	20.00%	16.00%
2013-14	40.30%	26.00%	20.50%	28.90%	27.60%	29.80%
2014-15	32.00%	25.30%	15.10%	24.40%	32.50%	26.00%
2015-16	33.30%	32.90%	24.30%	15.90%	19.50%	25.20%
2016-17	25.30%	31.00%	26.00%	35.10%	33.80%	30.20%
2017-18	50.70%	41.00%	48.60%	43.20%	72.73%	51.25%
2018-19	39.00%	41.00%	27.00%	43.00%	87.01%	47.40%



# SPECIAL POPULATION

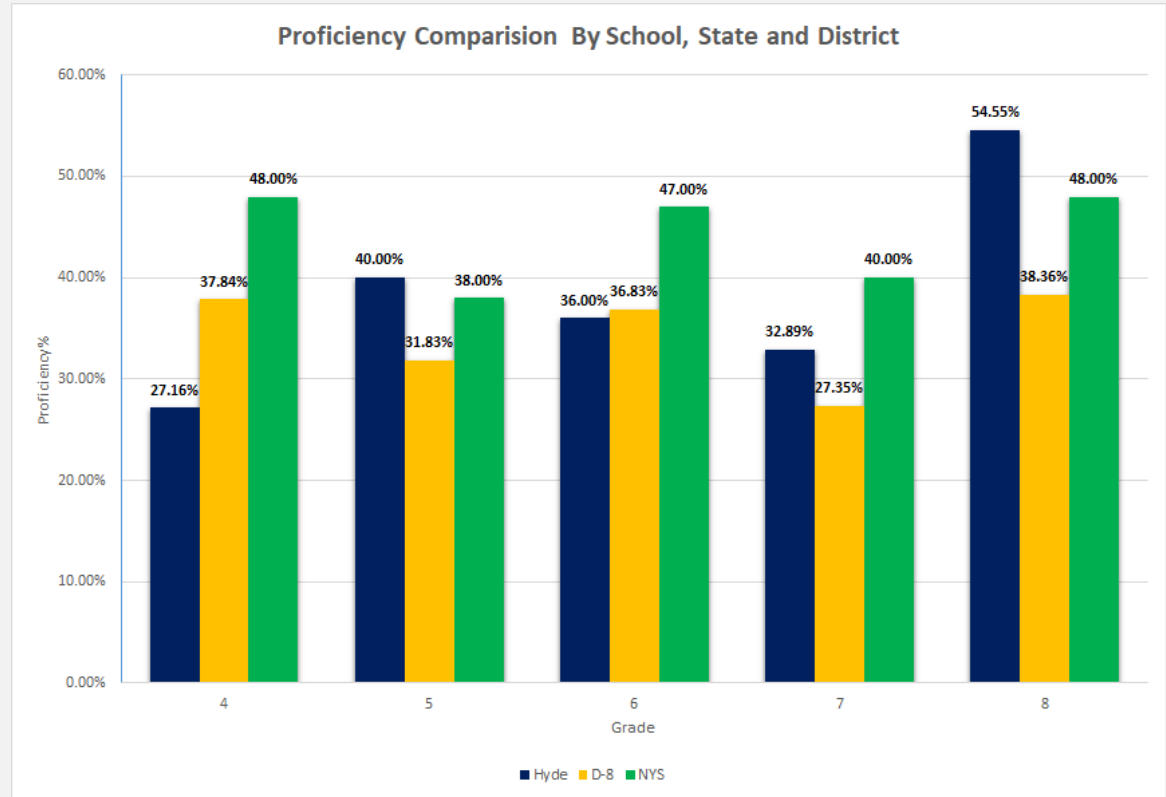
Grades 3-8

	Total Tested	Total Gen.Ed	Total SpEd	Total ELL
ELA	462	346	116	50
Math	382	282	100	44



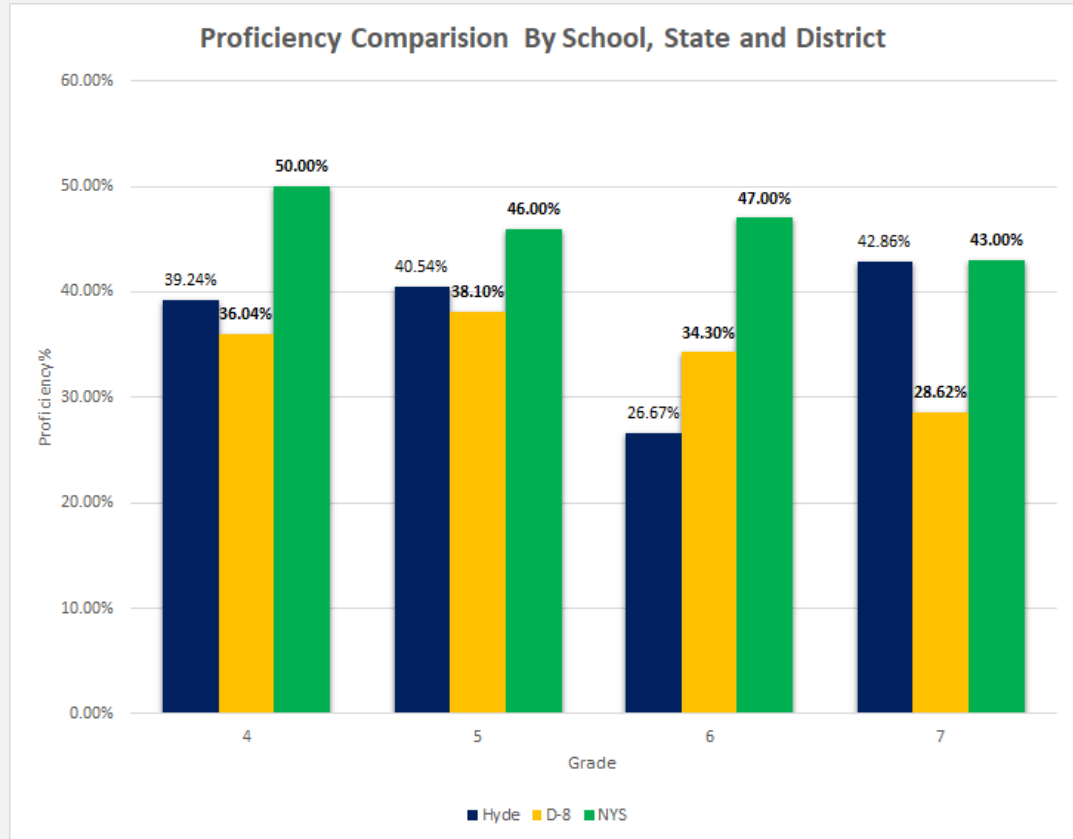
# OVERALL ACADEMIC PERFORMANCE IN NYS ASSESSMENT FOR 2018-19- ELA

Grade	Hyde	D-8	NYS
4	27.16%	37.84%	48.00%
5	40.00%	31.83%	38.00%
6	36.00%	36.83%	47.00%
7	32.89%	27.35%	40.00%
8	54.55%	38.36%	48.00%



# OVERALL ACADEMIC PERFORMANCE IN NYS ASSESSMENT FOR 2018-19- MATH

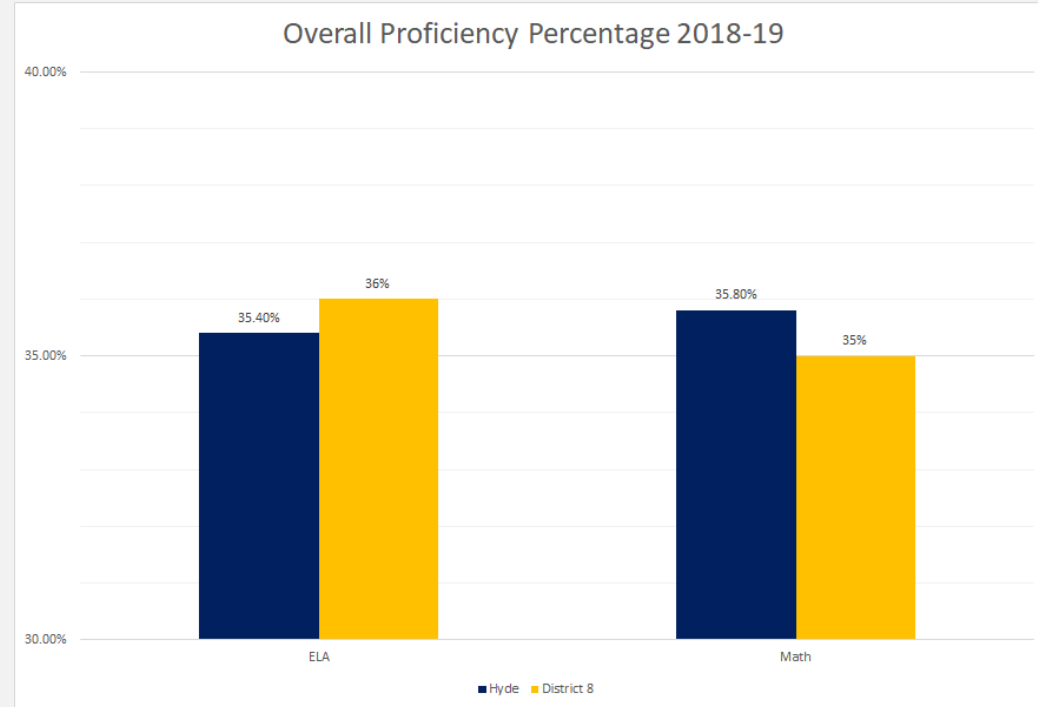
Grade	Hyde	D-8	NYS
4	39.24%	36.04%	50.00%
5	40.54%	38.10%	46.00%
6	26.67%	34.30%	47.00%
7	42.86%	28.62%	43.00%



# 2018-19 SCHOOL TO DISTRICT COMPARISON GRADE 3-8

2018-19	Hyde	District 8	Diff
ELA	35.40%	36%	-0.6
Math	35.80%	35%	+0.8

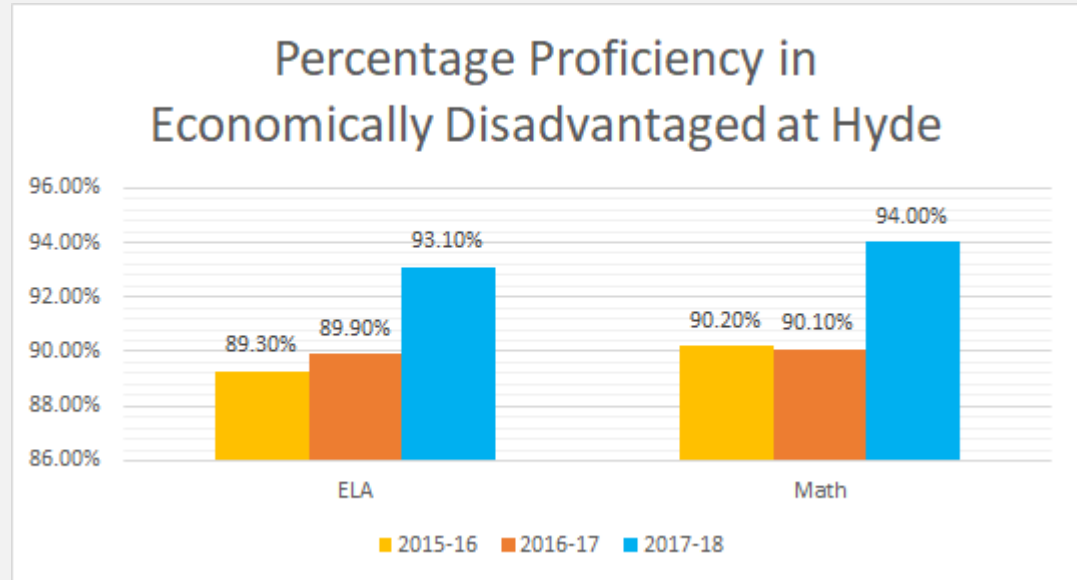
	2016-17		2017-18		2018-19	
	Hyde	District 8	Hyde	District 8	Hyde	District 8
ELA	33.30%	28%	42.90%	34%	35.40%	36%
Math	29.10%	24%	45%	30%	35.80%	35%



\*Math Data does not include the students who achieved proficiency in their Regents Examination.

# 2017-18 ECONOMICALLY DISADVANTAGED GRADE 3-8

Proficiency of Economically Disadvantaged	Hyde	District 8	NYS
ELA	36%	n/a	36%
Math	34%	n/a	37%

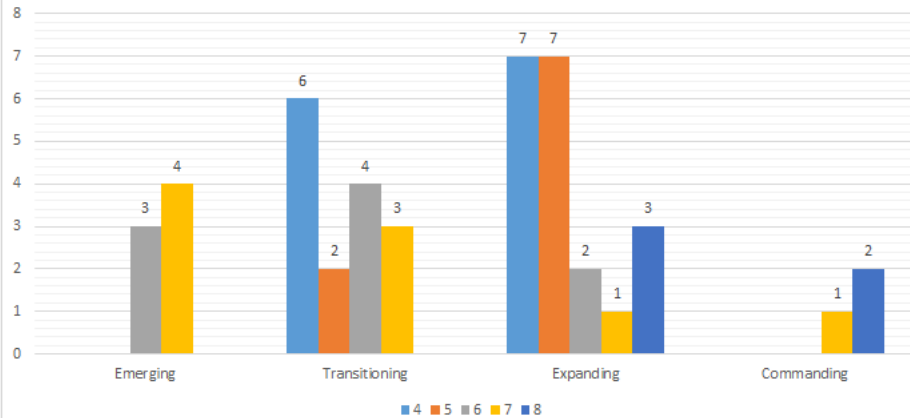


\*Economically Disadvantaged Data is Pending from the District.

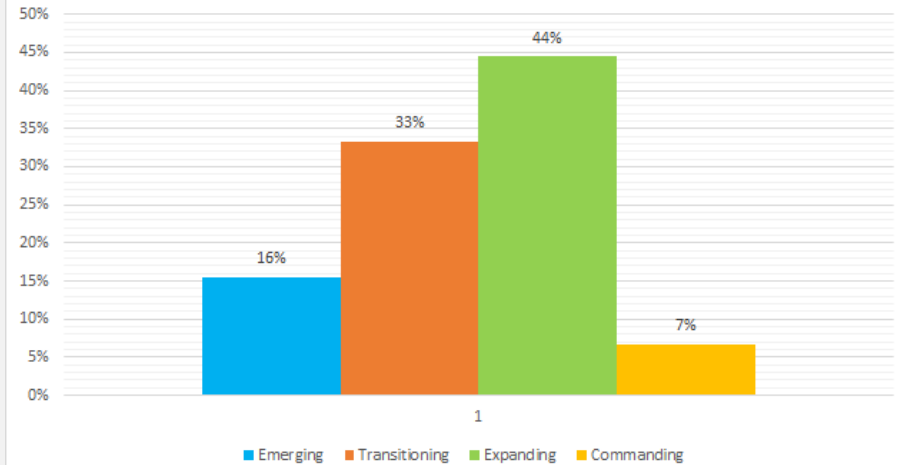
NYSELAT DATA 2018-19

# STUDENTS BY PERFORMANCE LEVEL: GRADE 4 - 8

## No. of Students in Each Performance Level By Grade



## Total Percentage Students in Each Performance Level



42 students between grades 4-8 require ENL services, whereas 3 students achieved the Commanding level this year and will no longer be needing ENL services.

# SUNY GOALS



# ELA AND MATH GOALS

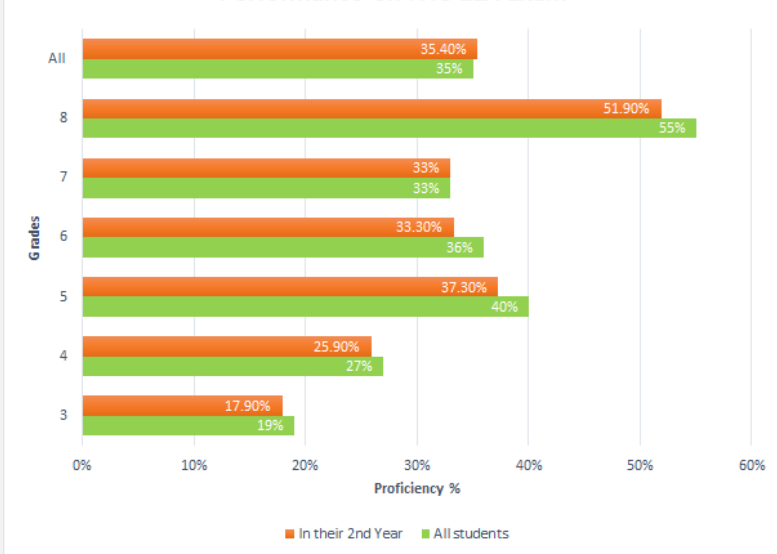
**Measure I (Absolute):** shows the performance on the state test of both all students and students enrolled in at least their second year.

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. **This goal was NOT MET**

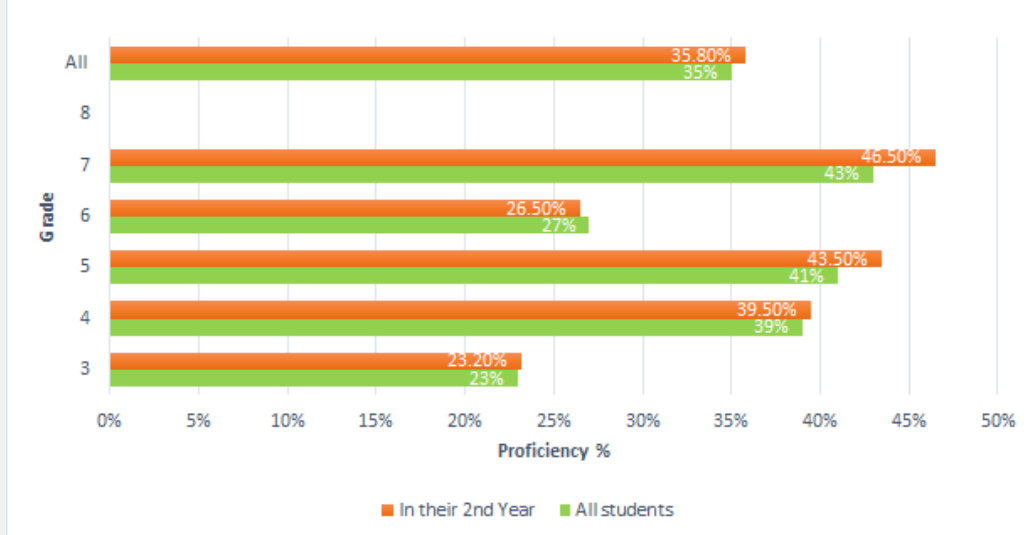
Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8. **This goal was NOT MET**

\* 8 Graders took the CC Algebra Regents

### Performance on NYS ELA Exam



### Performance on NYS Math Exam



# ELA GOALS

**Measure 2 (Absolute)** presents the school's Performance Index ("PI") measured against the Measure of Interim Progress ("MIP") set by the state's ESSA accountability system. To achieve this measure all tested students must have a PI value that equals or exceeds the state's 2018-19 ELA MIP for all students of 105.

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.

**This goal was MET at 107.5**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29	36	27	7

PI	=	36	+	27	+	7	=	70
				27	+	7	=	34
					+	(.5)*7	=	3.5
						PI	=	107.5

# MATH GOALS

**Measure 2 (Absolute)** presents the school's Performance Index ("PI") measured against the Measure of Interim Progress ("MIP") set by the state's ESSA accountability system. To achieve this measure all tested students must have a PI value that equals or exceeds the state's 2018-19 Mathematics MIP for all students of 107.

Each year, the school's aggregate PI on the state's Mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.

**This goal was MET at 110**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	34	23	12

PI	=	34	+	23	+	12	=	69
				23	+	12	=	35
					+	(.5)*12	=	6
						PI	=	110

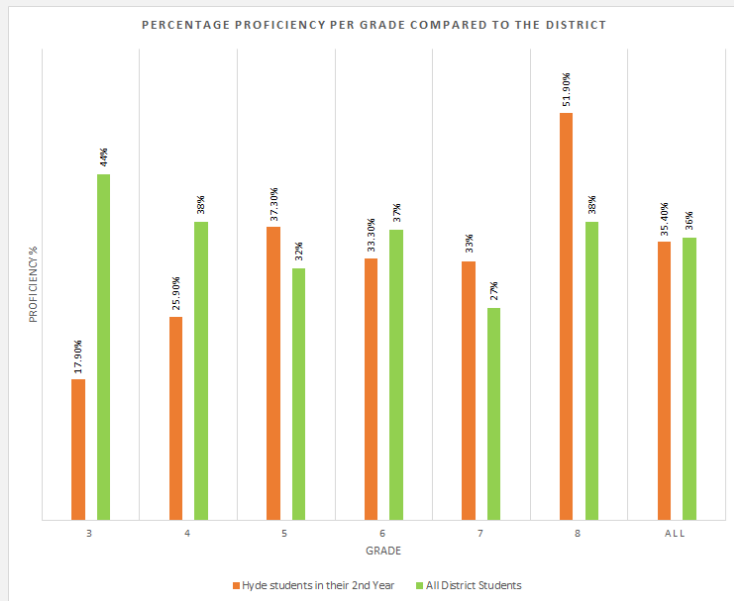
# ELA AND MATH GOALS

**Measure 3 (comparative)** compares the performance of charter school students enrolled in at least their second year to all students in the same tested grades in the local school district.

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. **This goal was NOT MET**

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

\* 8 Graders took the CC Algebra Regents



# ELA GOALS

**Measure 4 (Comparative)** compares actual overall performance to the predicted performance of similar schools statewide using a regression analysis based on economically disadvantaged statistics.

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)

**This goal was MET**

Grade	Percent Economically	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	94	77	29.9	36.4	-6.5	-0.36
4	96.1	74	37.8	33.3	4.6	0.25
5	92.2	73	23.3	23.5	-0.2	-0.01
6	93.2	72	47.2	33.2	14	0.87
7	90.7	75	42.7	26.3	16.3	1.06
8	92.4	77	68.8	35.3	33.5	1.88
All	93.1	448	41.7	31.4	10.3	0.62

# MATH GOALS

**Measure 4 (Comparative)** compares actual overall performance to the predicted performance of similar schools statewide using a regression analysis based on economically disadvantaged statistics.

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)

**This goal was MET**

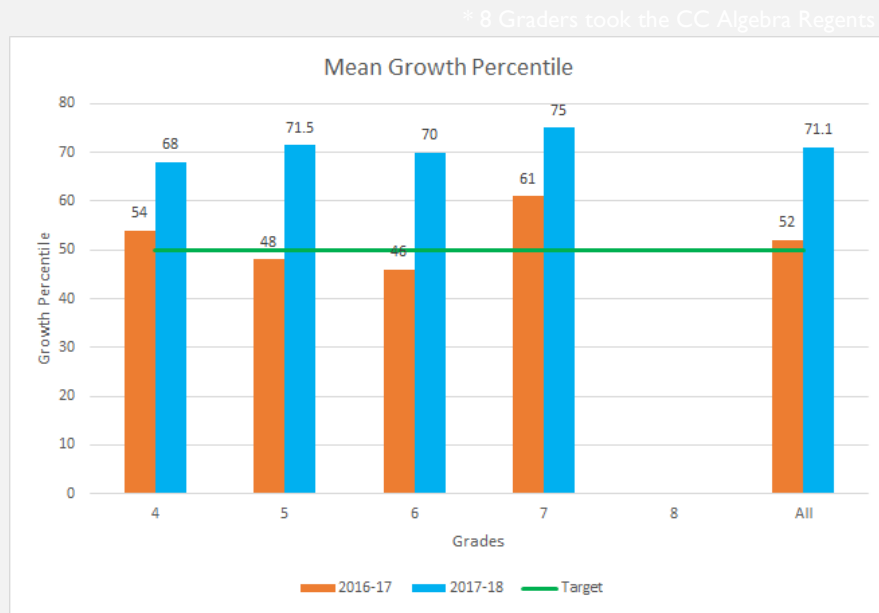
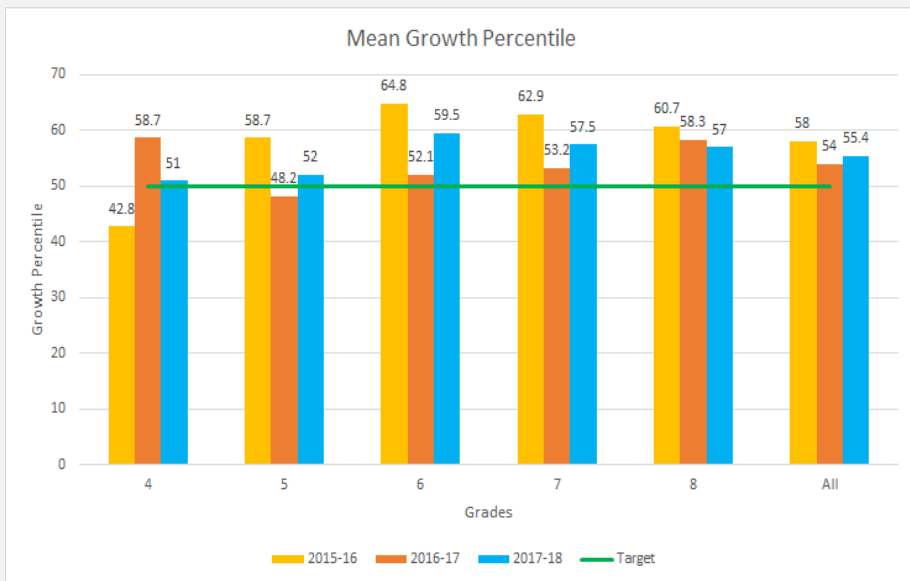
Grade	Percent Economically	Number Tested	Percent of Students		Difference between Actual and Predicted	Effect Size
			at Levels 3&4			
			Actual	Predicted		
3	94	79	32.9	39.2	-6.3	-0.3
4	96.1	71	50.7	31.2	19.5	1.01
5	92.2	73	41.1	27.1	14	0.81
6	93.2	72	48.6	25.9	22.8	1.3
7	90.7	74	43.2	23.7	19.5	1.05
8	N/A	N/A	N/A	N/A	N/A	N/A
All	93.2	369	43.1	29.6	13.5	0.76

# ELA AND MATH GOALS

**Measure 5 (growth)** examines the year-to-year growth of the same students in comparison to other students statewide with the same baseline score.

Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.) **This goal was MET**

Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.) **This goal was MET**



# 4TH GRADE SCIENCE DATA

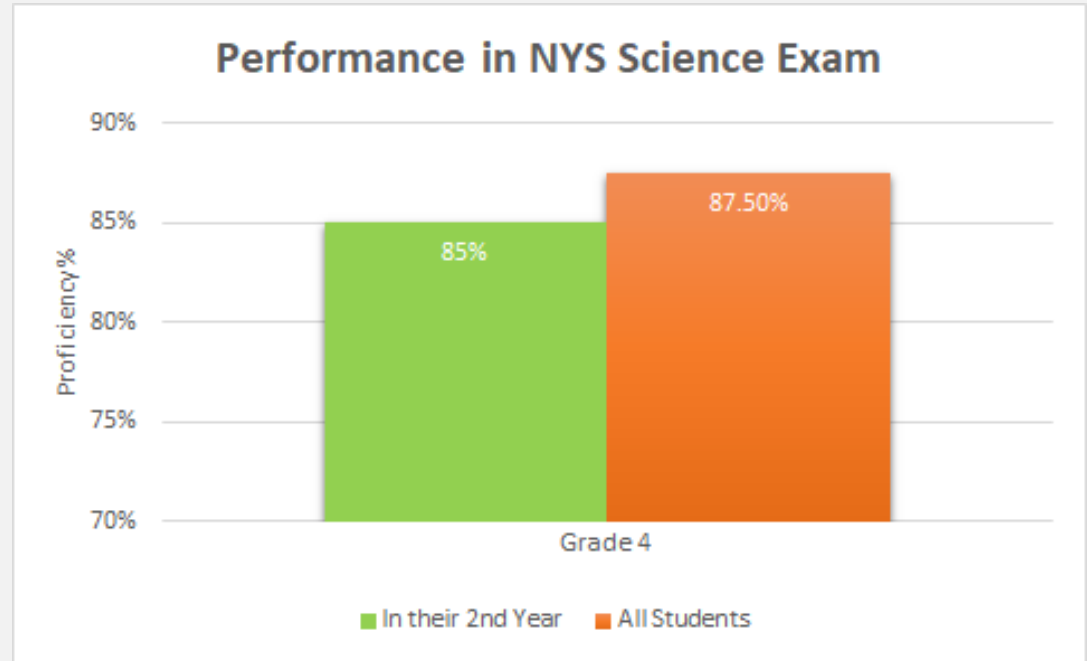


# SCIENCE GOALS

**Measure 1 (Absolute):** shows the performance on the state test of both all students and students enrolled in at least their second year.

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

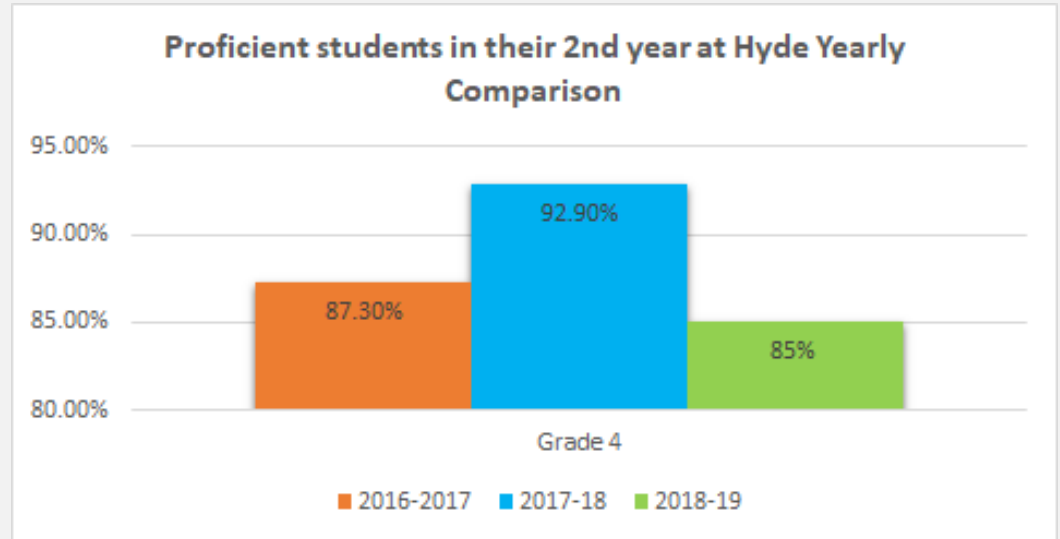
**This goal was MET**



# SCIENCE GOALS

**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 exam will be greater than that of all students in the same tested grades in the school district of comparison.

**Pending Comparison Data From District**



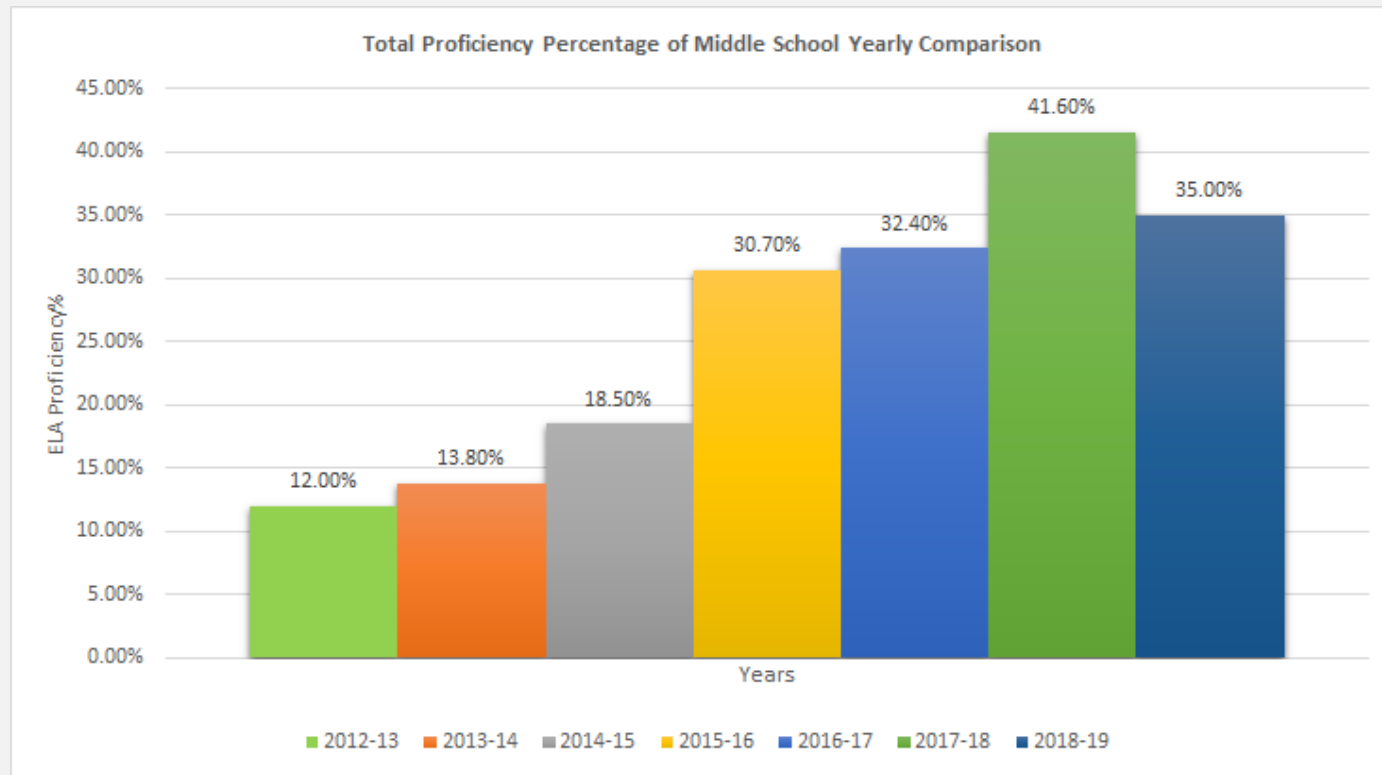
Comparison is between previous 4th Graders at Hyde over a period of 3 years. Comparison data is pending from the District.

# ELA AND MATH YEARLY COMPARISONS

(Cohort data)

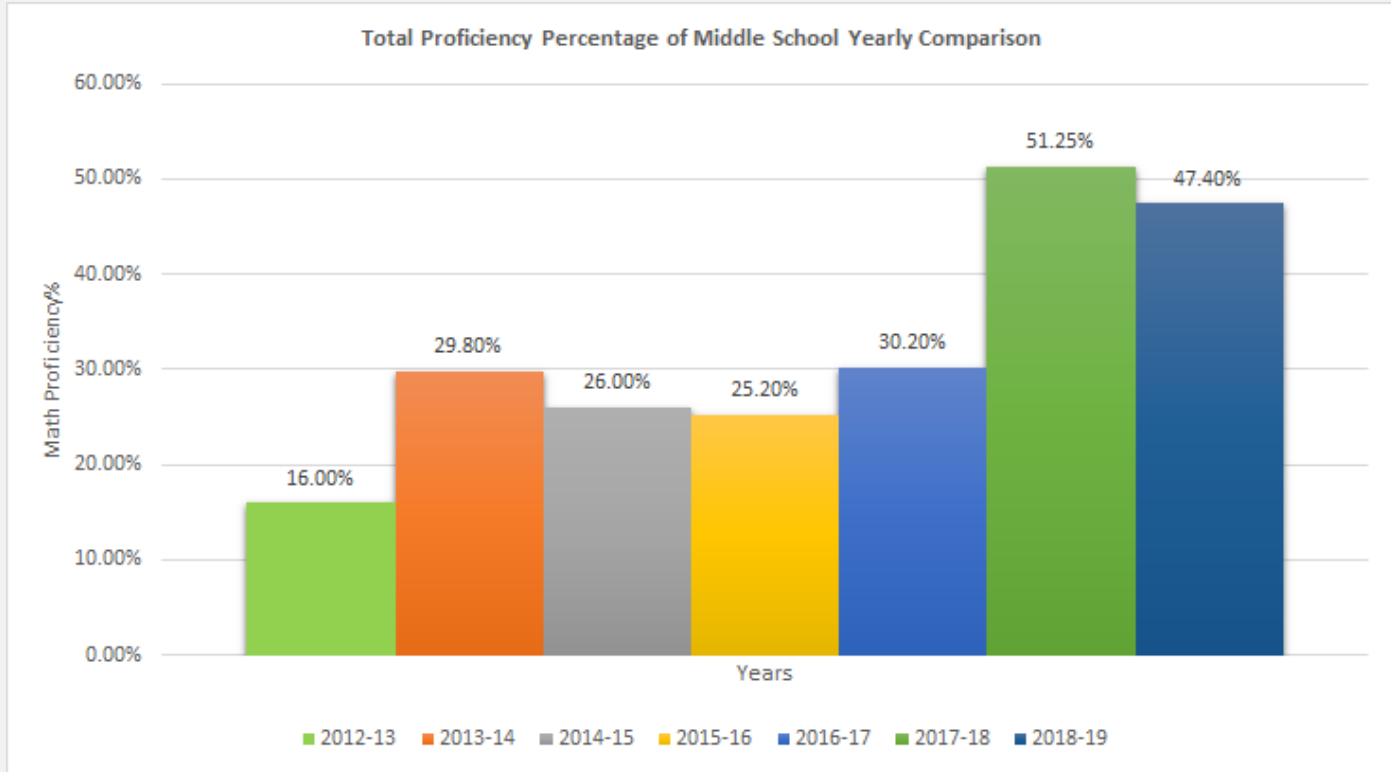
# YEARLY GROWTH COMPARISON BY TOTAL PROFICIENCY

## NYS ELA Assessment

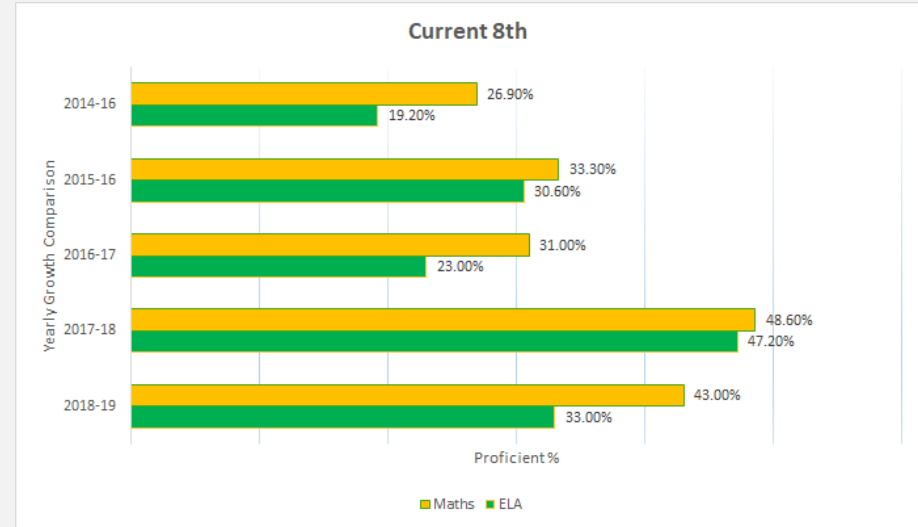
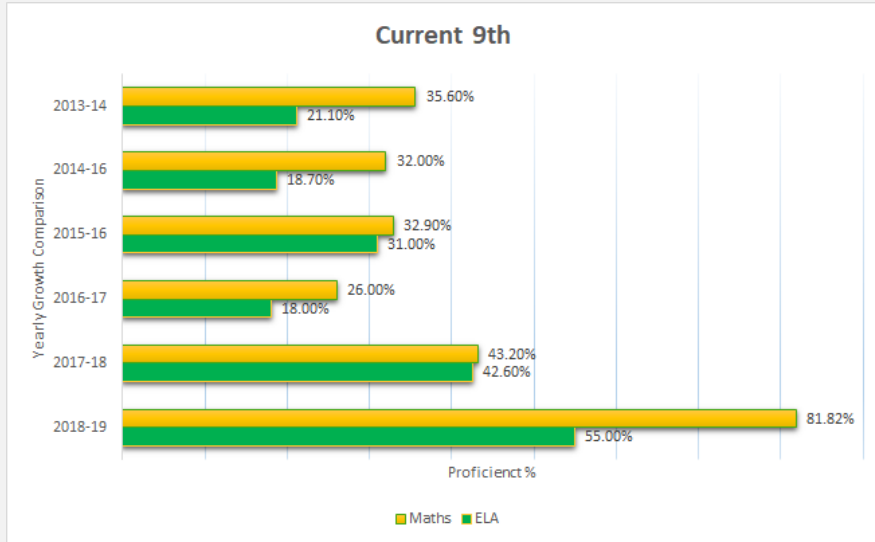


# YEARLY GROWTH COMPARISON BY TOTAL PROFICIENCY

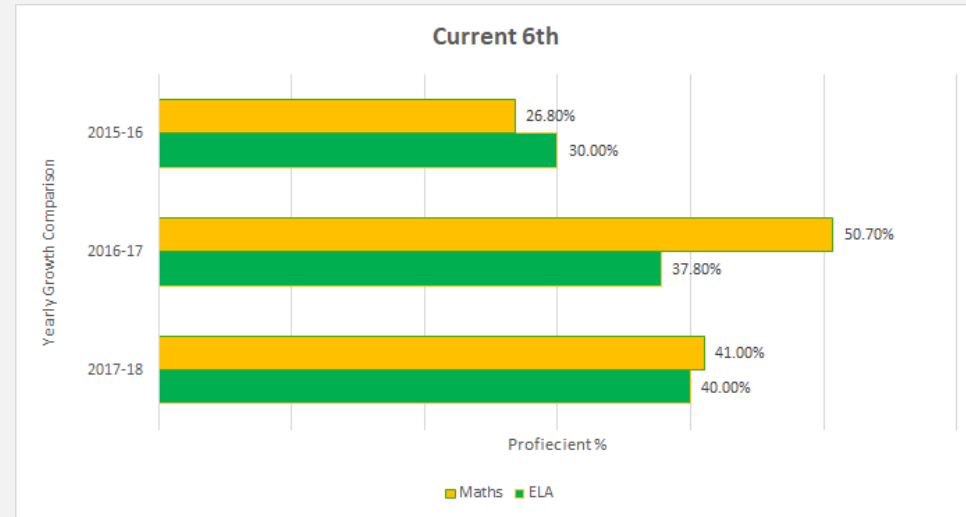
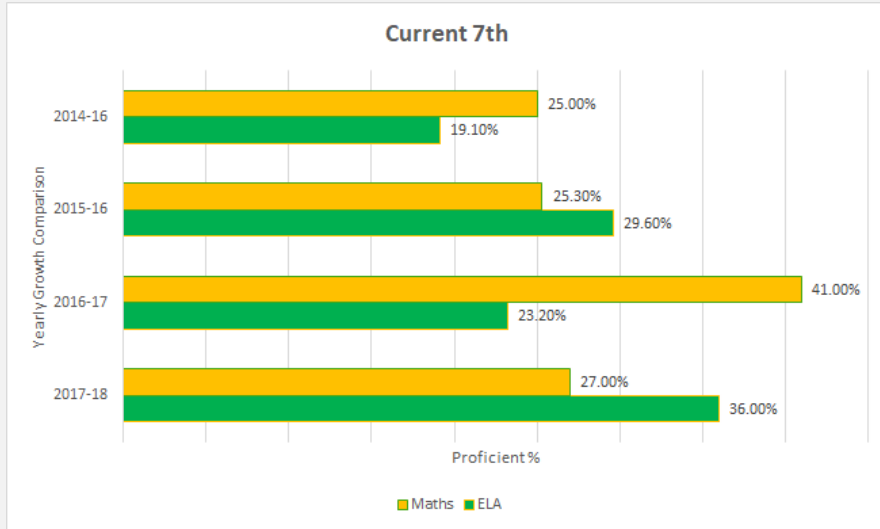
## NYS Math Assessment



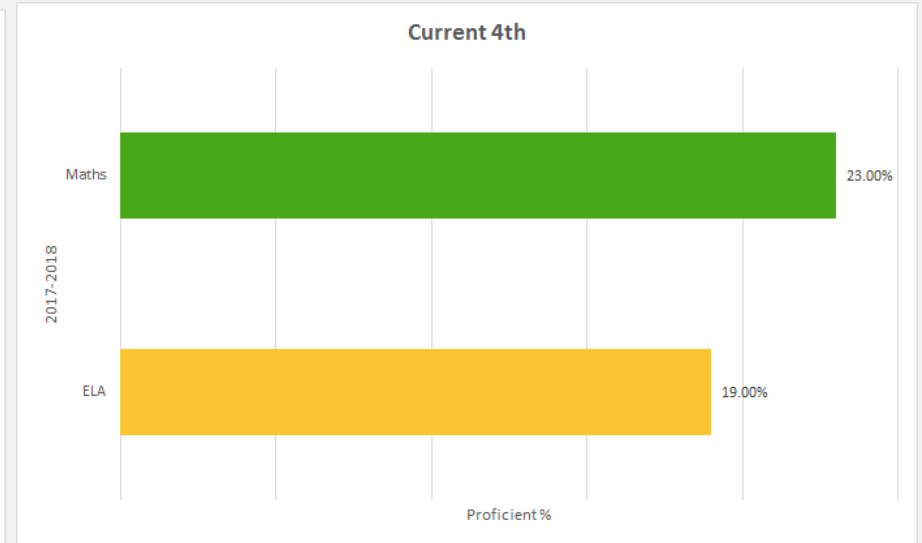
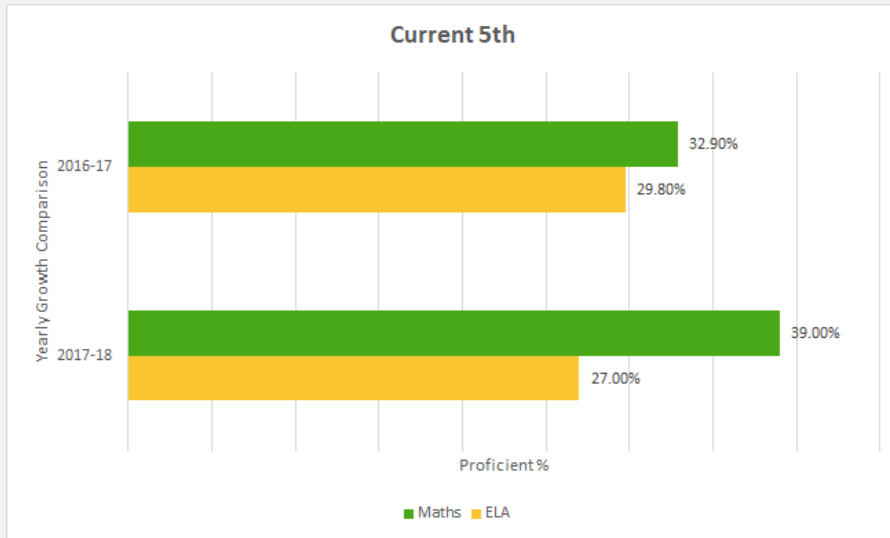
# YEARLY GROWTH COMPARISON BY GRADE (COHORT ANALYSIS)- NYS ELA AND MATH ASSESSMENTS



# YEARLY GROWTH COMPARISON BY GRADE (COHORT ANALYSIS)- NYS ELA AND MATH ASSESSMENTS



# YEARLY GROWTH COMPARISON BY GRADE (COHORT ANALYSIS)- NYS ELA AND MATHS ASSESSMENTS





# REGENTS EXAMS

Algebra I

US History

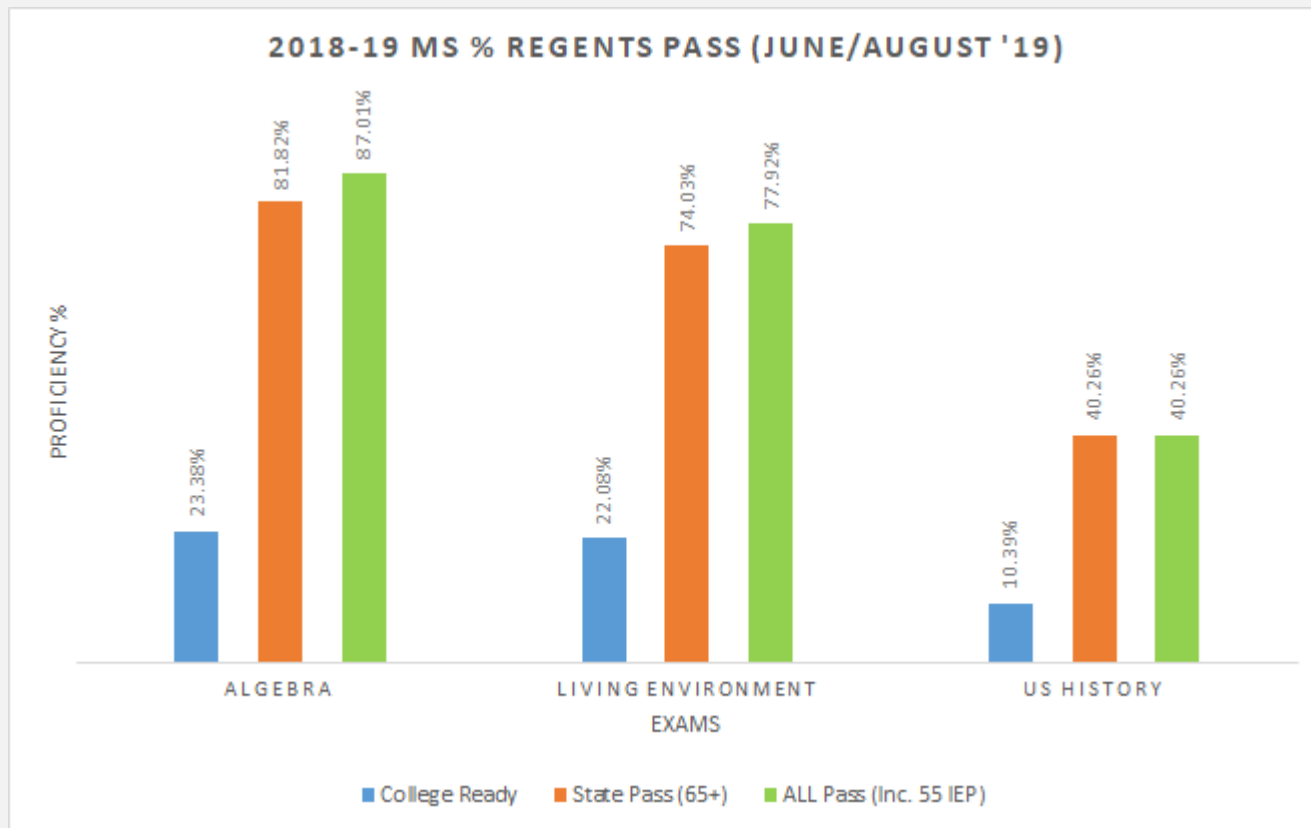
Living Environment

8th Grade

(June and August 2019)

# REGENTS 2019

## Grade 8



# COMPARATIVE ACADEMIC PERFORMANCE IN REGENTS EXAMINATION

## Grade 8

\*Comparison includes all students who passed including at 55 IEP.

	Algebra	Living Env't	US History
2016	79.20%	49.40%	41.60%
2017	93.00%	81.70%	63.40%
2018	84.40%	92.20%	74.00%
2019	87.01%	77.92%	40.26%

