

INSTRUCTIONS / NOTES

FOR 2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. Text Highlighted in Grey = explanation or guidance for an entry in the Progress Report. As guidance, schools should remove the existing text entirely and replace it with the appropriate information to complete the report.
2. Text Highlighted in Green = a sample entry that may be modified. Schools should leave the text intact or edit appropriately so that the text aligns with the program’s offerings and the measures and goals included in the school’s Accountability Plan.
3. The template for reporting a norm-referenced test growth measure appears on page 46. Present the results at the end of the English language arts (“ELA”) and mathematics goals.
4. **Annual adjustments to the Accountability Plan Progress Report**
 - a) During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act (“ESSA”) plan. As such, the Institute established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index (“PI”) with the target of meeting or exceeding the state’s Measure of Interim Progress (“MIP”). This supplants the previous measure of Annual Measureable Objective (“AMO”) attainment. Additionally, the Institute has replaced the No Child Left Behind (“NCLB”) goal with the functionally equivalent ESSA goal.
 - b) With the approval of the state’s ESSA plan and phase-out of pre-Common Core Regents exams, the Institute also updated and modified the required measures. The changes include the refinement of reporting on Regents Performance Level achievement, the inclusion of additional comparative measures of Regents achievement, the inclusion of growth measures for low performing 8th grade students, the inclusion of an additional index score of college preparation, and the collapse of some stand-alone measures of college preparation into one comprehensive measure. All SUNY-authorized high schools should report on the new measures included in this template. High schools enrolling at least a 12th grade class this year and in the middle of a charter term may choose to additionally report the previously required set of measures at the end of this template.
 - c) In contrast to previous years, the Institute has re-organized the goals in this template, with the High School Graduation and College Preparation Goals listed before the subject area achievement goals. This order reflects the relative importance of the goals and indicates the Institute’s general emphasis when evaluating the success of college prep high school programs.
 - d) Beginning in 2017-18, the Institute includes a 4+1 Pathway measure under the High School Graduation goal in order to capture the performance of schools that elect to pursue multiple pathways as part of their program. Schools should still report on all measures under the Social Studies goal to the extent that they are still applicable.
5. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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

The UFT Charter School

The UFT Charter School

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2018

By _____ Justin Davis _____

800 Van Siclen Avenue, Brooklyn, NY 11207

77189275540

Justin Davis the School Leader prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

| Trustee's Name | Board Position |
|----------------|-----------------------------------|
| Evelyn DeJesus | UFT Chairperson |
| Jackie Bennett | UFT Representative |
| Monique Davy | Secretary, Teacher Representative |
| Burton Sacks | Treasurer |
| Felicia Grace | Parent Representative |
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Justin Davis has served as the School Leader since 2015.

INTRODUCTION

The UFT Charter School opened in 2005 serving grades K – 1. The school has grown every year and served grades K – 12 in the 2013–2014 school year. In July of 2015 the UFT Charter School closed grades k-8 leaving only grades 9-12 open. In August of 2015 the UFT Charter School was given a 3 year renewal for grades 9-12 by the Board of Trustees of the State University of New York. This term is valid through July 31, 2018.

At the UFT Charter School, each child's intellectual capacity is respected and nurtured through Reading, Language Arts, Math, Social Studies, Science, and the Arts. Students are challenged to excel in rigorous and absorbing programs of study featuring: direct instruction in phonics and comprehension skills; immersion in various genres of classic and contemporary literature; math experiences that cultivate an intuitive sense of numbers and mathematical processes; and intentional inquiry into the Earth and its inhabitants.

It is the mission of the UFT Charter School to provide students with a high-quality education through a rigorous academic program that infuses character building, physical wellness and the arts. Students will graduate with the skills and knowledge necessary to succeed in higher learning institutions and have the capability to make a positive contribution to society.

Key elements of the schools' educational program include: (1) an academic model with curriculum drawn from and aligned to the Common Core Learning Standards; (2) an aggressive diagnostic assessment program incorporated into the academic program; and, (3) a school-wide culture model that maintains high expectations for all members of the school community.

With the Common Core Standards driving the expectations for student proficiency, The UFT Charter School understands the rigor that is necessary and has developed a plan to meet these demands. The school has used the modules from Engage NY to teach the Common Core standards.

English Language Arts continues to be a stronger academic area for students at The UFT Charter School, as shown by the state test results in recent years. The UFT Charter School will be using Pearson-Gradpoint which is research-based programs aligned with the Common Core Standards, in conjunction with framework and modules posted on Engage NY.

Families are our most important partners in supporting student learning. They serve as classroom volunteers, event coordinators, and members of our dedicated Parent Teacher Association (PTA). They also serve on the Board of Trustees. Staff and families work together to help students develop character and build on our CREST values.

Our programs help students feel safe and respected, and teach the importance of good citizenship. All members of the community—staff, families, and students—adhere to the school's core values of CREST: Community, Respect, Excellence, Scholarship, and Trustworthiness.

Our students gain knowledge and skills through experiential learning approaches using technology. We connect learning to the outside world and expand students' ambitions and opportunities through field trips and project learning opportunities. SMART Boards, I-pads, and laptops help our teachers bring learning to life while teaching our students.

As one of the original schools at the forefront of the charter movement, we are very proud of our accomplishments—many of which were made under the support of a teacher's union that strongly believes in teachers' ability to organize education for student success. We are very excited to make our vision of a strong and supportive high school a reality.

Teacher-Collaborative School Design

Our school is headed by a school leader who is responsible for the management and guidance of the school as an entity. Included in this design is this opportunity for non-administrative personnel – i.e. teaching personnel – to voice their needs, desires, and opinions within appropriate, decision-making situations. These opportunities present themselves in various venues across the schools. These venues include: seats within the Board of Trustees, department meetings, caucus, and formed committees.

Board of Trustees seats: There is one seat for teacher personnel within the Board of Trustees. Representatives are nominated and, if accept nomination, elected to the position by their peers for a term of no less or no longer than three (3) years. During this term, representatives attend all board meetings – executive and open – and cast ballots on motions put forth to a vote. These votes are to be reflective of the staff's voice from each representative's academy.

Department meetings: Each department is headed by one teacher on a rotating basis from within the department teaching personnel. This leader is responsible for recording the agenda, overlooking the department events, ensuring vital data is recorded and passed on to the necessary personnel, as well as communicating information between administration and the department regarding student and curriculum needs, concerns at hand, and professional desires.

Committees: At times, a current need, concern, or desire may require more research and examination before appropriate and educated decisions can be made by the staff. These topics may be resultant from observations by administrative staff or derivative from conversations within caucus. Committees consist of available staff members who hold an interest or expertise in the topic at hand, and who volunteer their time and services towards the cause. Committees may either write a proposed course of action, or they may present the staff with several options ready for a vote.

Multi-Faceted Professional Development Design

The school holds deeply that the development and realization of knowledge in students cannot commence without the development and realization of knowledge in school personnel. With this belief, the school organizes and provides a provision of activities designed to engage staff participants in effective, applicable, research-based professional topics. These topics align to the school's short- and long-term benchmarks of school performance and student academic achievement. To achieve our professional development goal, the school holds regularly scheduled professional development sessions throughout its academic calendar. In addition to this, the school also provides several opportunities for parents, guardians, and families to engage in sessions beneficial towards their own development as caregivers. The following professional development outlets allow the comprehensive and continuous process of growth that ultimately benefits the entire school community.

School driven PD: The school is fortunate to very dedicated faculty members who has expertise in a variety of educational areas. Our board has mandated that all of our teachers are licensed to teach by the state of New York allowing for opportunities for our staff to learn from each other. We are staffed with ESL teachers, Guidance Counselors, Secretaries, Deans, and Administrators. We were also able to incorporate into our current schedule opportunities for all core subject teachers to have daily opportunities to meet in order work collaboratively. We have also designed a PD schedule designed for teachers to meet collaboratively in departments and grade levels after school. We also have flexible weekly whole group PD every Monday that is differentiated by teacher need and directly connected to our instructional focus.

Instructional Leaders: The school has 3 licensed administrators (School Leader and 2 Assistant School Leaders), dedicated to the overview, development, and support of instruction and curriculum. The administrators consistently observe teachers to provide timely feedback while also helping the teacher in working toward their own professional goals. Administrators will also meet with departments and grades during their scheduled PD time in order to better understand the needs of the teachers.

Department Leaders: To ensure aligned academic and instructional goals, the UFT Charter School selects a point person for each core subject department on a rotating basis. These point people teach within these areas and are respectively titled department leaders. These leaders are responsible for ensuring vital data is recorded and passed onto necessary personnel, as well as communicating information between administration and related staff regarding student and curriculum needs, concerns at hand, and professional desires. These leaders also communicate and coordinate any needed professional development needs with instructional leaders. This may lead to specialized professional development sessions during

their scheduled grade or department meetings, or lead to a focus with scheduled school-wide workshops.

School Enrollment by Grade Level and School Year

| School Year | 9 | 10 | 11 | 12 | Total |
|-------------|-----|----|----|-----|-------|
| 2013-14 | 104 | 76 | 39 | 49 | 952 |
| 2014-15 | 76 | 94 | 72 | 40 | 957 |
| 2015-16 | 89 | 88 | 95 | 72 | 355 |
| 2016-17 | 43 | 78 | 87 | 104 | 312 |
| 2017-18 | 58 | 45 | 66 | 75 | 244 |

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 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2015-16 | 2012-13 | 2012 | 75 | 2 | 73 |
| 2016-17 | 2013-14 | 2013 | 92 | 5 | 87 |
| 2017-18 | 2014-15 | 2014 | 76 | 4 | 72 |

TOTAL COHORT FOR GRADUATION

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

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|--------------------------------------|
| 2015-16 | 2012-13 | 2012 | 75 | 0 | 75 |
| 2016-17 | 2013-14 | 2013 | 87 | 3 | 90 |
| 2017-18 | 2014-15 | 2014 | 72 | 0 | 72 |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a) | Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|--------------------------------------|
| 2014-15 | 2011-12 | 2011 | 2 | 3 | 5 |
| 2015-16 | 2012-13 | 2012 | 3 | 2 | 5 |
| 2016-17 | 2013-14 | 2013 | 5 | 5 | 5 |

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet all of New York State Graduation requirements

Goal 1: Leading Indicator

Each year 75 percent of students in the first and second year high school Total Graduation Cohort will earn at least 10 credits.

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

METHOD

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

Goal 6 High School Graduation

Students will meet all of New York State graduation requirements.

Background

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation.

Goal 6: Absolute Measure

Each year, 75 percent of students in the first and second year high school Total Graduation Cohort will earn at least ten credits.

Method

This measure examines progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

The UFT Charter School awards credit on a semester basis. Students earn credit for a course twice per year, once in the fall and again in the spring. Academic courses are awarded one credit per course per semester. Physical Education is awarded .58 credits per semester. The minimum passing score for a course is 65. The lowest grade a student can receive is a 55. Students must earn a minimum of 44 credits in order to graduate. In addition to meeting specific credit requirements, students are also expected to pass a minimum of five New York State Regents Examinations.

The following courses are offered at the UFT Charter School High School Division:

| |
|-----------------------|
| Integrated Algebra |
| Geometry |
| Trigonometry |
| Pre Calculus |
| Calculus (SY 2013-14) |
| College Math |
| English 1 |
| English 2 |
| English 3 |
| English 4 |
| English 5 |
| English 6 |
| English 7 |
| English 8 |
| Global Studies 1 |
| Global Studies 2 |
| Global Studies 3 |
| Global Studies 4 |
| US History & Gov 1 |
| US History & Gov 2 |
| Economics |
| Government |
| Living Environment |
| Earth Science |
| Chemistry |
| Physics |
| Human Anatomy |
| Forensics |
| LOTE/Spanish 1 |
| LOTE/Spanish 2 |
| LOTE/Spanish 3 |
| LOTE/Spanish 4 |
| LOTE/Spanish 5 |
| LOTE/Spanish 6 |
| Health |
| Electives |
| Financial Literacy |
| Film Studies |

| |
|--------------------|
| Art |
| Music (SY 2011-12) |

APPENDIX A: OPTIONAL GOALS

| |
|---------------------------------------|
| Advanced Courses |
| AP Calculus (SY 2012-13) |
| AP English (SY 2012-13) |
| College Now Courses (Kingsborough CC) |
| EBW/Eng. Basic Writing (Kingsborough |
| MAT-01/Intro. Math & Elem. Algebra |

Credit Requirements

| Course | Regents Diploma | Advanced Regents Diploma |
|----------------------------|-----------------|--------------------------|
| English | 8 | 8 |
| Social Studies | 8 | 8 |
| • Global Studies | 4 | 4 |
| • U.S. History | 2 | 2 |
| • Economics | 1 | 1 |
| • Participation in Govt. | 1 | 1 |
| Science (Including Labs) | 6 | 6 |
| • Life Science | 2 | 2 |
| • Physical Science | 2 | 2 |
| • Life Sci or Physical Sci | 2 | 2 |
| Math | 6 | 6 |
| LOTE | 2 | 6 |
| Visual Art, Music, Theatre | 2 | 2 |
| Health Education | 1 | 1 |
| Physical Education | 4 | 4 |
| Electives | 7 | 3 |
| Total | 44 | 44 |

APPENDIX A: OPTIONAL GOALS

Results

The UFT Charter School's first and second year students exceeded or met the 75 percent benchmark for credits for the 2016-17 school year.

Percent of Students Promoted by Cohort in 2017-18

| Cohort Designation | Number in Cohort First Year | Percent of students with at least 10 credits their First Year | Number in Cohort Second Year | Percent of students obtaining at least 10 credits their Second Year |
|--------------------|-----------------------------|---|------------------------------|---|
| 2015 | 79 | 80% | 78 | 83% |
| 2016 | 40 | 85% | 40 | 75% |
| 2017 | 56 | 84% | | |

RESULTS AND EVALUATION

The UFT Charter School has met and exceeded the goal of at least 75 percent of students enrolled in grades 9 and 10 will earn a minimum of 10 credits. 84 percent of students in grade 9 earned a total of 10 or more credits surpassing the mark by 9 percent and 75 percent of students in grade 10 met the mark. Our current partnership with Research and Services High School allows us to make sure that many of our students that wouldn't normally attend summer school after failing classes have indeed attended. This has led to our school consistently meeting this goal.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

| Cohort Designation | Number in Cohort | Percent promoted |
|--------------------|------------------|------------------|
| 2016 | 40 | 75% |
| 2017 | 56 | 84% |

ADDITIONAL EVIDENCE

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Leading Indicator

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

APPENDIX A: OPTIONAL GOALS

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The UFT Charter School has fallen short of reaching this goal. Although we have had success with graduating our students within 4 years this is still a measure that we have not been able to attain. Over the last 3 years we have made a concerted effort to improve our curriculum by adding interim assessment that are in alignment with the skills that are being tested on the Regents Exams in all Regents bearing classes. We have also made a decision to offer departments the opportunity to have department leaders in hopes of teachers growing as they learn from their own, while also continuing to be supported by the administrative team. It is our hopes that during this 5 year plan that we will begin to see this measure met and exceeded. We will be working diligently during the 2018-19 school year with students who have 1 or fewer Regents exams passed so that we can be certain that their Senior year is not overwhelming.

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

| Cohort Designation | Number in Cohort | Percent Passing Three Regents |
|--------------------|------------------|-------------------------------|
| 2014 | 83 | 63% |
| 2015 | 78 | 53% |
| 2016 | 40 | 35% |

ADDITIONAL EVIDENCE

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school

APPENDIX A: OPTIONAL GOALS

graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

The UFT Charter School has met and exceeded the goal of 75 percent of our students graduating from high school after 4 years. The UFT Charter School has not met the goal of 95 percent of our students graduating after 5 years. Although we have partnerships for summer school credit recovery, and Regents prep offered by the school throughout the year, we have come close to getting 95percent of our students to graduate after 5 years but have fallen short by only 6 percent. We are looking to develop a summer bridge program for students who don't graduate within the 4 years to make certain that they return to us the following school year since this seems to be the trend for some of our students.

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

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2012 | 73 | 82% |
| 2013 | 90 | 83% |
| 2014 | 72 | 85% |

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

| Cohort Designation | Number in Cohort | Percent Graduating |
|--------------------|------------------|--------------------|
| 2011 | 36 | 86% |
| 2012 | 71 | 94% |
| 2013 | 90 | 86% |

ADDITIONAL EVIDENCE

Goal 1: Comparative Measure

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

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

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

APPENDIX A: OPTIONAL GOALS

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

We expect the UFT Charter School to meet and exceed the district's graduation rate as we have every year. This year our 4 graduation rate will be 88 percent. This is 5 percentage points higher than our own rate last year and 27 percent from the districts rate from last year as well. As previously mentioned our school has developed internal tutoring, external partnerships, and has structured our personnel in such a way that we focus on the whole child.

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

| Cohort Designation | Charter School | | School District | |
|--------------------|------------------|--------------------|------------------|--------------------|
| | Number in Cohort | Percent Graduating | Number in Cohort | Percent Graduating |
| 2012 | 73 | 78.1% | 1241 | 63% |
| 2013 | 90 | 83% | 1268 | 61% |
| 2014 | 72 | 85% | N/A | N/A |

ADDITIONAL EVIDENCE

We expect to continue outperforming the district in this area.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The UFT Charter School met 3 out of 5 of our High School Graduation Measures. Although we fell short of meeting the other 2 measures (3 Regents exams passed by the end of year 2 and 95 percent graduation rate by the end of 5 years), we are close to meeting these measures as well. We will continue to make a concerted effort by implementing systems and programs designed to support these 2 goals. (Summer Bridge Program for non-graduating Seniors so they matriculate back to us the following year, and possible changes in programming for our 9th and 10th grade students so we can better meet the needs of students that have trouble passing 3 Regents by the end of their 2nd year.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

APPENDIX A: OPTIONAL GOALS

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

ACTION PLAN

1. We will continue to create systems for curriculum development that encourages constant data reflection. The purpose of this reflection is for teachers to make adjustments to their teaching based on their knowledge of where students are academically.
2. We have created a new course of study designed to increase student achievement in Science and Math Regents examinations in grades 9-12. There will be opportunities for students who demonstrate through unit assessments that they need more support to have an extended curriculum in Algebra and Living Environment.
3. We will increase parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation and also making certain that the PTA is actively involved in the school.
4. We have continued revisions on our current Algebra and English 9 curriculum frameworks to address the Common Core State Standards and include rigorous college and work preparation required for high school graduation.
5. We will continue provide extra-curricular and after-school programs to provide students with expanded learning during the week and on Saturday mornings.
6. We have increased the safety of our environment with an improved discipline policy focused on positive and progressive action steps.
7. We will create courses designed to help our students meet CTE requirements towards graduation.
8. Expanded advanced learning opportunities through our CollegeNow program for all qualifying students.

APPENDIX A: OPTIONAL GOALS

9. Counseling support and access to other resources are available to help students remain in school and graduate coupled with a re-designed Guidance Suite including resources, computers and a workspace for students.
10. We are providing weekly on-going professional development from our Administrative Team to our faculty with the strategies and skills to develop differentiated instruction.
11. Students with special needs will continue to receive student support services, special education classes and instruction with accommodations. We have also dedicated a Resource room this year to support their academic success.
12. We have created thematic events and assemblies geared towards community, historical celebrations and exhibitions of creative work to support instructional expectations.
13. We have incorporated daily meetings amongst all departments to discuss ways of improving student achievement for all students (Cabinet, SLT, Guidance, Secretary, and School Aide meetings).
14. We will implement a summer bridge program designed to make sure that students who don't graduate after 4 years return to school the following year with a specific plan to complete graduation by the end of their 5th year.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Goal 2: Absolute Measure

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

- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its

APPENDIX A: OPTIONAL GOALS

students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

The UFT Charter School fell short of reaching this goal by 23 percent. We have students that take college courses at Kingsborough Community College many of which get up on Saturday morning in order to do so. Although we fell short of reaching this goal we are continuing to build upon our current relationship with CUNY, SUNY, and private institutions in hopes of partnering with more colleges and universities.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

| Indicator | Number of Graduates who Attempted the Indicator | Number who Achieved Indicator | Percentage of Graduates who Achieved Indicator |
|---|---|---|---|
| 75 percent pass a college level course | 64 | 33 | 52% |
| Earning a Regents Diploma with Advanced designation | | | |
| Achieving the College and Career readiness benchmark on the SAT | | | |
| | | | |
| | | | |
| Overall | [Total number of graduates] ³ | [Number of graduates achieving any indicator] | [Percentage of graduates achieving any indicator] |

ADDITIONAL EVIDENCE

33 of the 64 graduates (52 percent) have passed a college level course. Although we have fallen short of meeting the measure of 75 percent we have consistently had close to $\frac{1}{2}$ of our graduates pass a college level course. As a school we are creating more partnerships with other colleges and

³ This number should match the number of graduates reported under the high school graduation goal.

APPENDIX A: OPTIONAL GOALS

universities so that we can have more options for our students regarding this measure. It is our belief that if we offer as many courses connected to our students' interests and strengths as possible, they will have success in this measure.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index ("CCCR") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

The state's recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).⁴

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

CCCR Performance by Cohort Year

| Graduation Year | Cohort | Number of Students in Cohort | MIP | School CCCRI |
|-----------------|--------|------------------------------|-----|--------------|
| 2015-16 | 2012 | | N/A | |
| 2016-17 | 2013 | | N/A | |
| 2017-18 | 2014 | | TBD | |

ADDITIONAL EVIDENCE

Goal 2: Comparative Measure

⁴ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state's finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

APPENDIX A: OPTIONAL GOALS

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

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Provide a brief narrative highlighting results in the data tables that directly address the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

CCRI of Fourth-Year Total Cohort by Charter School and School District

| Cohort | Charter School | School District |
|--------|----------------|-----------------|
| 2012 | N/A | N/A |
| 2013 | N/A | N/A |
| 2014 | | |

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

The UFT Charter School fell short of meeting this measure by 25 percent based on our current incomplete data. We have historically made phone calls to students and parents to confirm whether students have enrolled into college the following school year. Our guidance counselor's call our students and ask them whether they are currently attending in the Fall Semester. If the students say no we offer our support by setting up a meeting with the graduate to see how we can be a support. We were able to reach 40 of the 64 graduating seniors and 32 confirmed that they

APPENDIX A: OPTIONAL GOALS

had entered college in the Fall Semester. 8 students said they did not enter college of which 4 said they had plans to do so in the Spring Semester. 21 students were unable to be reached so we left messages and are looking forward confirmation. Although we have only been able to reach 63 percent of the graduates concerning this measure, it is exciting to know that 80 percent of those reached said they were currently in college. As a school we look forward to creating some type of program that allows us to do a better job of supporting our graduates over the summer after graduation by creating systems that support this transition.

Matriculation Rate of Graduates by Year

| Cohort | Number of Graduates (a) | Number Enrolled in 2 or 4-year Program in Fall (b) | Matriculation Rate =[(b)/(a)]*100 |
|--------|----------------------------|---|--------------------------------------|
| 2012 | 58 | 36 | 62% |
| 2013 | 75 | 42 | 64% |
| 2014 | 64 | 32 | 50% |

SUMMARY OF THE COLLEGE PREPARATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

| Type | Measure (Accountability Plan from 2012-13 or later) | Outcome |
|-------------|--|---------|
| Absolute | Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness. | Not Met |
| Absolute | Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort. | N/A |
| Absolute | Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation. | Not Met |
| | | |
| | | |

APPENDIX A: OPTIONAL GOALS

ACTION PLAN

1. Expanded advanced learning opportunities through our College Now program for all qualifying students.
2. We will implement a summer bridge program designed to make sure that students who don't graduate after 4 years return to school the following year with a specific plan to complete graduation by the end of their 5th year.
3. We will target students who after their freshman year have shown that they have passed 3 Regents exams with the idea of helping them to gain a Regents Diploma.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will meet or exceed the New York State Standards and the CCLS (as applicable) in English Language Arts as indicated by New York State Assessments and Regents Exams.

BACKGROUND

Our English Language Arts department has long been our strongest department instructionally. Over the years, we have been able to create curriculum specifically designed to prepare students for Regent success as well as developing writing skills for college.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the

APPENDIX A: OPTIONAL GOALS

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).⁵ 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.

RESULTS AND EVALUATION

The UFT Charter School fell short of meeting this measure. We are looking forward to striving to meet this measure in the future as we develop our English department under our new Department Leader's guidance.

**Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁶**

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam) |
|--------------------|------------------|--|
| 2012 | 75 | 41.3% |
| 2013 | 87 | 69% |
| 2014 | 72 | 47% |

Goal 3: Absolute Measure

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

METHOD

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

⁵ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

⁶ Based on the highest score for each student on the English Regents exam

APPENDIX A: OPTIONAL GOALS

RESULTS AND EVALUATION

The UFT Charter School met and exceeded this measure by 12 percent. We are looking forward to striving to maintain this measure in the future as we develop our English department under our new Department Leader's guidance.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁷

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 3 on the Regents English Exam |
|--------------------|------------------|--|
| 2012 | 75 | 75% |
| 2013 | 87 | 86% |
| 2014 | 72 | 92% |

ADDITIONAL EVIDENCE

Goal 3: Absolute Measure

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

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.⁸ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2 * (percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

We are unsure what the ESSA (PI) is at the current time, so we cannot address this measure.

⁷ Based on the highest score for each student on the English Regents exam

⁸ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

APPENDIX A: OPTIONAL GOALS

English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

| Number in Cohort | Percent of Students at Each Accountability Level | | | |
|------------------|--|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 7 | 38 | 26 | 29 |

$$\begin{array}{ccccccccc}
 \text{PI} & = & 38 & + & 26 & + & 29 & = & 93 \\
 & & & & 26 & + & 29 & = & 55 \\
 & & & & + & (.5)*29 & = & 14.5 \\
 & & & & & \text{PI} & = & 162.5
 \end{array}$$

ADDITIONAL EVIDENCE

The UFT Charter School is proud to announce that this is the highest PI that we have received.

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Provide brief narrative highlighting results in the data table that directly addresses the measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------|--------|-----------------|--------|
| | Percent | Number | Percent | Number |

APPENDIX A: OPTIONAL GOALS

| | Level 4 or 5 | in Cohort | Level 4 or 5 | in Cohort |
|------|--------------|-----------|--------------|-----------|
| 2012 | | | | |
| 2013 | | | | |
| 2014 | 29% | 72 | | |

ADDITIONAL EVIDENCE

The UFT Charter School is being measured on this goal for the first time and we are unable to attain district information at the time, so we are unable to analyze the trends.

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We anticipate outperforming the district in this area as we have consistently done in the past.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|---------------------------------|---------------------|---------------------------------|---------------------|
| | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2012 | 89% | 75 | 59% | 1703 |
| 2013 | 86% | 87 | 53% | 1933 |
| 2014 | 93% | 72 | N/A | N/A |

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

Historically we have outperformed the district by over an average of almost 30 percent. Seeing that this year's cohort is our strongest cohort ever in this measure I believe we will outperform the district in the area again.

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We anticipate outperforming the district in this area as we have consistently done in the past.

English Regents Performance Index (PI)⁹
of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------|-------------|-----------------|-------------|
| | PI | Cohort Size | PI | Cohort Size |
| 2012 | 129 | 75 | | 1703 |
| 2013 | 147 | 87 | | 1933 |
| 2014 | 163 | 72 | | |

⁹ For an explanation of the procedure to calculate the school's PI, see page 20.

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

Due to the fact that we historically outperform the district in this area and we have our strongest data ever in this measure, we expect to outperform the district again this year.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The UFT Charter School has met this measure by having 28/55 students meet the goal of passing the ELC Common Core Regents exam with a score of 65 or higher after scoring less than proficient in 8th grade on the ELA state exam.

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 ¹⁰

| Cohort | Number in | Percent Achieving Level 4 |
|--------|-----------|---------------------------|
|--------|-----------|---------------------------|

¹⁰ Based on the highest score for each student on the English Regents exam

APPENDIX A: OPTIONAL GOALS

| Designation | Cohort | on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam) |
|-------------|--------|--|
| 2012 | | |
| 2013 | | |
| 2014 | 55 | 51% |

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

The UFT Charter School has met this measure by having 28/55 students meet the goal of passing the ELC Common Core Regents exam with a score of 79 or higher after scoring less than proficient in 8th grade on the ELA state exam.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students

APPENDIX A: OPTIONAL GOALS

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

| Cohort Designation | Number in Cohort | Percent Achieving Level 3 on Regents English Exam |
|--------------------|------------------|---|
| 2012 | | |
| 2013 | | |
| 2014 | 55 | 89% |

Goal 3: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹²

The UFT Charter School has met or anticipates meeting every measure in ELA except for the Absolute measure of 65% of our students scoring a 79 or higher on the ELA Common Core Regents Exam. We will continue our current process as it seems that we are improving upon this goal every year.

| Type | Measure | Outcome |
|----------|---|---------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Not Met |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Met |
| Absolute | Each year, the Performance Index (PI) on the Regents English exam of | N/A |

¹¹ Based on the highest score for each student on the English Regents exam

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

APPENDIX A: OPTIONAL GOALS

| | | |
|-------------|--|-----|
| | 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. | |
| 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 of comparable students in the district at least partially meeting Common Core expectations. | N/A |
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.) | N/A |
| Growth | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Met |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Met |

ACTION PLAN

1. We have created systems for curriculum development that encourages constant data reflection. The purpose of this reflection is for teachers to make adjustments to their teaching based on their knowledge of where students are academically.
2. We have created a new course of study designed to increase student achievement in Science and Math Regents examinations in grades 9-12. There will be opportunities for students who demonstrate through unit assessments that they need more support to have an extended curriculum in Algebra and Living Environment.
3. We have increased parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation.
4. We have continued revisions on our current Algebra, Geometry and English 9 curriculum frameworks to address the Common Core State Standards and include rigorous college and work preparation required for high school graduation.
5. We will provide extra-curricular and after-school programs to provide students with expanded learning during the week and on Saturday mornings.
6. We have increased the safety of our environment with an improved discipline policy focused on positive and progressive action steps

APPENDIX A: OPTIONAL GOALS

7. Expanded advanced learning opportunities through our College Now program for all qualifying students.
8. Counseling support and access to other resources are available to help students remain in school and graduate coupled with a re-designed Guidance Suite including resources, computers and a workspace for students.
9. We are providing weekly on-going professional development from our Administrative Team to our faculty with the strategies and skills to develop differentiated instruction.
10. Students with special needs will continue to receive student support services, special classes and instruction with accommodations. We have also dedicated a Resource room this year to support their academic success.
11. We have created thematic events and assemblies geared towards community, historical celebrations and exhibitions of creative work to support instructional expectations.
12. We have incorporated daily meetings amongst all departments to discuss ways of improving student achievement for all students (Cabinet, SLT, Guidance, Secretary, and School Aide meetings).

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Students will meet or exceed the New York State Standards and CCLS (as applicable) in Mathematics as indicated by New York State Standardized Assessments and New York State Regents Examinations.

BACKGROUND

Our approach to the curriculum during this school year was one that included consistent conversations between the administrative team and the teachers. Departments were asked to consistently reflect on student data that was gathered from routine interim assessments that were given to the students in order to recreate curriculum and instruction that would support students that were proving to be deficient in particular areas based on the data. We made an adjustment this school year regarding our Common Core Algebra Curriculum that we hope will better prepare our students for success on the Regents Exam. We gave some students the ability to take Algebra over 2 years based on the data that we received during the Fall Semester so they could be better prepared.

HIGH SCHOOL MATHEMATICS

APPENDIX A: OPTIONAL GOALS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.¹³ 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.

RESULTS AND EVALUATION

The UFT Charter School has not met this measure. We have historically struggled in this area and are looking to redesign our course offerings in hopes of improving on this measure.

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2014 Cohort who have achieved at least Performance Level 4 with a comparison to previous years' performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁴

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 4 |
|--------------------|------------------|----------------------------------|
| 2012 | | |
| 2013 | | |
| 2014 | 72 | 4% |

ADDITIONAL EVIDENCE

Goal 4: Absolute Measure

¹³ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

¹⁴ Based on the highest score for each student on a mathematics Regents exam

APPENDIX A: OPTIONAL GOALS

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

METHOD

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

RESULTS AND EVALUATION

The UFT Charter School has not met this measure. We have historically met or come very close to meeting the measure in this area and are looking to redesign our course offerings in hopes of improving on this measure. The measure before this year was 75 percent which we have always met, with the increase from 75 to 80 percent of our students passing with a score of 65 or higher, 77 percent met this goal.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁵

| Cohort Designation | Number in Cohort | Percent Scoring at Least Level 3 on a Regents Mathematics Exam |
|--------------------|------------------|--|
| 2012 | 75 | 79% |
| 2013 | 87 | 77% |
| 2014 | 72 | 71% |

ADDITIONAL EVIDENCE

Goal 4: Absolute Measure

¹⁵ Based on the highest score for each student on a mathematics Regents exam

APPENDIX A: OPTIONAL GOALS

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.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹⁶ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The UFT Charter School has not met this measure. We have historically struggled in this area and are looking to redesign our course offerings in hopes of improving on this measure.

Mathematics Performance Index (PI)
For the 2014 High School Accountability Cohort

| Number in Cohort | Percent of Students at Each Accountability Level | | | |
|------------------|--|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 29 | 70 | 1 | 0 |

$$\begin{array}{rcl} \text{PI} & = & 70 \\ & + & 1 \\ & + & 1 \\ & + & (.5)*0 \\ \hline \text{PI} & = & 72 \end{array}$$

ADDITIONAL EVIDENCE

Goal 4: Comparative Measure

¹⁶ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

APPENDIX A: OPTIONAL GOALS

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Historically the UFT Charter School has not outperformed the district in the area. We do not anticipate we will outperform the district in this area this year.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-------------------------|---------------------|-------------------------|---------------------|
| | Percent Level 4 or 5 | Number in Cohort | Percent Level 4 or 5 | Number in Cohort |
| 2012 | | | | |
| 2013 | | | | |
| 2014 | 1% | 75 | | |

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take

APPENDIX A: OPTIONAL GOALS

Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Historically the UFT Charter School has outperformed the district in this area. We anticipate we will outperform the district in this area this year.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|---------------------------|------------------|---------------------------|------------------|
| | Percent Level 3 or Higher | Number in Cohort | Percent Level 3 or Higher | Number in Cohort |
| 2012 | 79% | 75 | 46% | 2822 |
| 2013 | 77% | 87 | 51% | 3014 |
| 2014 | 71% | 72 | | |

ADDITIONAL EVIDENCE

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

We are unable to determine this measure at the current time.

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Mathematics Regents Performance Index (PI)¹⁷ of Fourth-Year Accountability Cohorts by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|----------------|-------------|-----------------|-------------|
| | PI | Cohort Size | PI | Cohort Size |
| 2012 | 93 | 75 | | |
| 2013 | 103 | 87 | | |
| 2014 | 72 | 72 | | |

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Historically the UFT Charter School has not met this measure. We do not anticipate we will outperform the district in this area this year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students

¹⁷ For an explanation of the procedure to calculate the school's PI, see page 29.

APPENDIX A: OPTIONAL GOALS

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁸

| Cohort Designation | Number in Cohort | Percent Achieving Level 4 on Common Core Exam |
|--------------------|------------------|---|
| 2012 | | |
| 2013 | | |
| 2014 | 72 | 1% |

ADDITIONAL EVIDENCE

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

We did not meet this measure as a school but to fall short of meeting this measure by only 6 percentage points is a tremendous accomplishment considering how many of our students came to us with scores of 1 and 2 on their 8th grade state math exams.

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 ¹⁹

| Cohort Designation | Number in Cohort | Percent Achieving Level 3 |
|--------------------|------------------|---------------------------|
| 2012 | | |
| 2013 | | |
| 2014 | 62 | 69% |

¹⁸ Based on the highest score for each student on the English Regents exam

¹⁹ Based on the highest score for each student on the mathematics Regents exam

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

| |
|---|
| Goal 4: Optional Measure |
| [Include additional measures that are part of the Accountability Plan.] |
| METHOD: |
| RESULTS AND EVALUATION: |
| ADDITIONAL EVIDENCE: |

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL²⁰

The UFT Charter School has come very close to meeting 2 of the absolute measures in math and it is likely that we will exceed at least 1 of our comparable measures against the district. Although we are still not where we need to be, these factors are promising for us in the future. The school fell just 9 percentage points short of meeting one absolute goal and only 6 percentage points short of reaching the other absolute goal. It is also likely that we will outperform the district regarding passing rate of Algebra Common Core Regents Exams before graduation.

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan 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. | Not Met |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Not Met |
| Absolute | Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will | N/A |

²⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

APPENDIX A: OPTIONAL GOALS

| | | |
|-------------|---|-----|
| | exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | N/A |
| Comparative | Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.) | 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 |

ACTION PLAN

1. We will continue to create systems for curriculum development that encourages constant data reflection. The purpose of this reflection is for teachers to make adjustments to their teaching based on their knowledge of where students are academically.
2. We have created a new course of study designed to increase student achievement in Science and Math Regents examinations in grades 9-12. There will be opportunities for students who demonstrate through unit assessments that they need more support to have an extended curriculum in Algebra and Living Environment.
3. We will increase parent engagement and education concerning individualized graduation plans and other pertinent student information starting the year with a Freshman Parent Orientation and also making certain that the PTA is actively involved in the school.
4. We have continued revisions on our current Algebra and English 9 curriculum frameworks to address the Common Core State Standards and include rigorous college and work preparation required for high school graduation.
5. We will continue provide extra-curricular and after-school programs to provide students with expanded learning during the week and on Saturday mornings.
6. We have increased the safety of our environment with an improved discipline policy focused on positive and progressive action steps.

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7. We will create courses designed to help our students meet CTE requirements towards graduation.
8. Expanded advanced learning opportunities through our CollegeNow program for all qualifying students.
9. Counseling support and access to other resources are available to help students remain in school and graduate coupled with a re-designed Guidance Suite including resources, computers and a workspace for students.
10. We are providing weekly on-going professional development from our Administrative Team to our faculty with the strategies and skills to develop differentiated instruction.
11. Students with special needs will continue to receive student support services, special education classes and instruction with accommodations. We have also dedicated a Resource room this year to support their academic success.
12. We have created thematic events and assemblies geared towards community, historical celebrations and exhibitions of creative work to support instructional expectations.
13. We have incorporated daily meetings amongst all departments to discuss ways of improving student achievement for all students (Cabinet, SLT, Guidance, Secretary, and School Aide meetings).
14. We will implement a summer bridge program designed to make sure that students who don't graduate after 4 years return to school the following year with a specific plan to complete graduation by the end of their 5th year.

GOAL 5: SCIENCE

Goal 5: Science

Students will meet or exceed the New York State Standards in Science as indicated by New York State Standardized Assessments and New York State Regents Examinations.

BACKGROUND

Brief narrative discussing science curriculum, instruction, assessment and professional development at the school and any important changes to the science program or staff.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The UFT Charter School has consistently met this measure and we have met it once again this year.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²¹

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2012 | 75 | 79% |
| 2013 | 87 | 83% |
| 2014 | 72 | 85% |

ADDITIONAL EVIDENCE

Goal 5: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

²¹ Based on the highest score for each student on any science Regents exam

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RESULTS AND EVALUATION

The UFT Charter School has consistently met this measure and we expect to meet it once again this year.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2012 | 79% | 75 | 55% | 1515 |
| 2013 | 83% | 87 | 49% | 2131 |
| 2014 | 78% | 72 | | |

Summary of the Science Goal

The school met the absolute goal of 75 percent of students in the Accountability Cohort passing a New York State Regents Science Exam with a score of 65 or more.

| 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. | Achieved |

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will meet or exceed the New York State standards (as applicable) in Social Studies as indicated by the New York State Regents Exams in U.S. History and Global History.

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times

APPENDIX A: OPTIONAL GOALS

and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS AND EVALUATION

The UFT Charter School has consistently met this measure and we have met it once again this year.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²²

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2012 | 75 | 76% |
| 2013 | 87 | 76% |
| 2014 | 72 | 75% |

ADDITIONAL EVIDENCE

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS AND EVALUATION

The UFT Charter School has consistently met this measure and we have met it once again this year.

U.S. History Passing Rate

²² Based on the highest score for each student on a science Regents exam

APPENDIX A: OPTIONAL GOALS

of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|-------------|-----------------|-------------|
| | Percent Passing | Cohort Size | Percent Passing | Cohort Size |
| 2012 | 76% | 75 | 68% | 1480 |
| 2013 | 76% | 87 | 62% | 1729 |
| 2014 | 82% | 72 | | |

ADDITIONAL EVIDENCE

Goal 6: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Historically we have come close to meeting this measure and we have done so again this year, demonstrated by us falling short by just 11 percentage points.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²³

| Cohort Designation | Number in Cohort | Percent Passing with a score of 65 |
|--------------------|------------------|------------------------------------|
| 2012 | 75 | 64% |
| 2013 | 87 | 72% |
| 2014 | 70 | 64% |

²³ Based on the highest score for each student on a science Regents exam

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

Summary of the Social Studies Goal

The school met 1 of 2 goals that are currently able to be measured.

| 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 Regents U.S. History exam by the completion of their fourth year in the cohort. | Achieved |
| 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. | Did not Achieve |
| Comparative | Each year, the percent of students in the high school Accountability Cohort passing a Regents U.S. History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district. | District Data Unavailable |
| Comparative | Each year, the percent of students in the high school Accountability Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district. | District Data Unavailable |

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison.

APPENDIX A: OPTIONAL GOALS

Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

The UFT Charter School has consistently met this measure and we have met it once again this year.

Global History Passing Rate of the High School Total Cohort by Charter School and School District

| Cohort | Charter School | | School District | |
|--------|-----------------|------------------|-----------------|------------------|
| | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort |
| 2012 | 64% | 75 | 42% | 2176 |
| 2013 | 72% | 87 | 39% | 2119 |
| 2014 | 64% | 70 | | |

ADDITIONAL EVIDENCE

GOAL 7: ESSA

Goal 7: ESSA

The School will make adequate yearly progress

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The UFT Charter School has consistently met this measure and we have met it once again this year.

APPENDIX A: OPTIONAL GOALS

ADDITIONAL EVIDENCE

Accountability Status by Year

| Year | Status |
|---------|-------------------------|
| 2015-16 | School In Good Standing |
| 2016-17 | School in Good Standing |
| 2017-18 | |

