



**UNIVERSITY PREP CHARTER HIGH
SCHOOL**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2018

By Andrea d'Amato, Principal

600 St. Ann's Avenue – 4th floor, Bronx, NY 10455

718-292-6543; adamato@upchs.org

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrea d'Amato, Principal, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Steve Barr	Chairman
Randi Weingarten	Member
Gideon Stein	Member
Burt Sacks	Member
Judy Bergtraum	Member
Hunter Schoenfeld	Teacher Representative

Andrea d'Amato has served as the Principal since July 1, 2015.

University Prep Charter High School (UPCHS) strives to develop and sustain a dynamic and collaborative school community in which learning outcomes for **all** students result in the attainment of a social-emotional and academic skill set that prepares students to excel in college and in their future careers. UPCHS will be expanding to middle school starting in Fall 2019 in order to begin preparing students for college and career earlier. UPCHS was nationally recognized as a 2016 National Blue Ribbon School in the category of Exemplary High-Performing Schools.

Theory of Action

At UPCHS, the theory of action is as follows:

- If teachers are knowledgeable about the Common Core Learning Standards, the outcomes that reflect high levels of learning, and if they participate in collaborative curriculum development and inquiry, then, teachers will be able to assess their own knowledge and skills against rigorous standards, and students will demonstrate higher levels of performance in their learning across the content areas.
- If students are knowledgeable about the content and skills needed to succeed in college, and if students are tracking their own progress and engaging in challenging learning activities that equip them with the skills necessary to persevere and grow their intelligence over time, then, students will be able to assess their own learning and demonstrate high levels of performance that indicate college readiness.
- If parents are knowledgeable about college readiness standards and partner with the school in supporting students to achieve at their highest level of ability, then, parents will be instrumental in successfully guiding students throughout their high school experience to attain the skills necessary for college and beyond.

The University Prep Charter High School Model

UPCHS is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. The UPCHS model is grounded in the belief that the first keystone to increasing student outcomes is consistent and effective professional development. Our experience, supported by research in teacher leadership and professional learning communities indicates that teachers function best when they collaborate and make their practice public. Teachers at UPCHS are critical practitioners who share and reflect on their practice by using artifacts to support their learning. The existence of school-based professional learning communities that provide teachers with ongoing professional growth focused on effective classroom instruction and collaborative learning and problem-solving drives instructional improvement. UPCHS embraces a site-based decision-making model in which teachers take full responsibility for the continual improvement of their practice and increase in student achievement.

The second keystone to increasing student achievement is the belief that students excel in a school culture that provides a personalized learning environment. The UPCHS model adheres to research that demonstrates that students can grow their intelligence given the right supports and learning tasks that both challenge their thinking and build their perseverance. This research indicates that

students learn best in a nurturing, supportive environment where they are challenged to develop critical thinking skills, but where they are also known and treated as individuals whose backgrounds are respected as teachers come to understand the whole child as a learner.

Key Design Elements

Our key design elements provide the UPCHS path toward achieving this theory of action.

A Shared Commitment to Academic Excellence – The UPCHS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCHS, we prioritize our commitment to teacher voice and agency through our community decision-making model of distributed leadership. Distributed leadership means instructional decision-making is shared and extended between administrators and faculty; and, that responsibility for excellence is held by those with expertise. Anchored in our unique partnership with the United Federation of Teachers, our model provides systemic, mission-aligned opportunities for teachers to share responsibilities and lead various initiatives. To sustain and extend the effectiveness of our practice, we collaborate on the design of professional development opportunities. We ensure professional development provides teachers with timely, relevant and challenging content within structures inter-visitation, coaching, mentorship, small group leadership, etc.) created by and for teachers. We measure our shared commitment to excellence through multiple data points, including teacher turnover rate.

Powerful Teaching and Learning – The UPCHS instructional program delivers powerful teaching and learning throughout our community. To assess the power or impact of our teaching and learning we begin with an empirical foundation of data. Our administrators and faculty convene structured, data-rich meetings to benchmark performance and evaluate progress. Department team meetings, grade-level team meetings and inquiry groups inform our instructional decision-making and shape our approach to ongoing schoolwide impact analysis. Two cornerstones of our work are Integrated Co-Teaching (ICT) and our Problem-Solving methodology. Our ICT model places two certified teachers (one general education, one special education) in a single classroom. The model increases the individual attention for students, reduces our teacher-to-student ratio, and leverages the skills of highly-trained special education teachers in building comprehensive and collaborative solutions for all learners. The model also allows students with IEPs to receive instruction from a content specialist rather than a special educator.

Other products of our collaboration include potent programmatic approaches such as, but not limited to:

- Freshman and sophomore composition class. Our instructional teams ascertained that incoming students would benefit from a standards-based, rigorous writing class centered on improving reading comprehension, structured writing prowess and general literacy skills. The course, taken once weekly, accelerates learning for new students who often join the UPCHS family facing hurdles of uneven, interrupted or incomplete schooling.
- Block scheduling. The foundation of academic rigor is stamina. We encourage the development of powerful teaching and learning through scheduling double periods. Our approach permits teachers to build instructional depth and encourages students to make ongoing and meaningful inquiries and contributions within expanded lessons. The

instructional depth of our seminar and project-based initiatives aligns with and prepares our students to meet and exceed NYS standards across the curriculum. Moreover, the scheduling encourages the formation of habits of mind that are transferable to co-curricular and extra-curricular activities.

- Advanced Placement courses. We currently offer AP instruction in Composition, Literature, Biology, Spanish and Government. In the next charter term, our AP offerings will include Math and Computer Science. UPCHS faculty are committed to preparing our students for academic success in rigorous and demanding collegiate environments. To achieve this goal, we have thoughtfully developed courses aligned with the strong foundation provided by our traditional curriculum.

We have also developed several other high impact approaches for students. Faculty hold weekly office hours with students. At UPCHS, students use office hours to build rapport with faculty, to probe deeply and build on knowledge acquired in class, to seek clarification on open questions, and to strengthen bonds within and across the community. We run a Saturday Academy to provide additional academic support for students throughout the year. Our Summer Bridge program, like the composition class, is a formal structure to mitigate the challenges faced by our incoming students. In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS students have achieved a 98% graduation rate and 100% college acceptance rate. Across our campus, we expect college enrollment and success. Our teams work internally, and with external partners, to broaden and illuminate the path for our students.

Inclusive School Culture – The integrity of the UPCHS learning community is rooted in our commitment to an inclusive school culture. We affirm “inclusion” as our shared point of departure, or beginning, in all communication and interactions within the community. Inclusion looks and feels like a thoughtful, principled commitment to practice and reinforce our core values by considering and respecting the true diversity (visible and invisible, spoken and unspoken) at UPCHS. Students work towards a set of four core values that keep them on course to be successful at the college of their choice and beyond. “The Core Four” are:

- Accepting Personal Responsibility: students see themselves as the primary cause of their outcomes and experiences
- Discovering Self-Motivation: students find purpose in their lives by discovering personally meaningful goals and dreams
- Mastering Self-Management: students plan for and take purposeful actions in pursuit of their goals and dreams
- Creating Positive Interdependence: students build mutually supportive relationships that help them to achieve their goals and dreams – while helping others do the same

We conduct regular Town Hall meetings. These monthly gatherings are shared celebrations of success within our learning and service communities. We present honor roll certificates and attendance awards. Students also showcase their talents in the performing arts. We have built rich, layered support structures wherein four counselors provide support services and loop with our students to ensure stability and to strengthen interpersonal connections.

Student Leadership and Character Development – Fulfilling the mission of UPCHS calls for administrators and faculty to embody and instill principles of student leadership and character development. We model our ideals through a daily advisory period wherein students receive explicit instruction on essential skills such as life management, college readiness, and reducing risk factors. We supplement this instruction by providing students with opportunities to lead and demonstrate character through faculty-led clubs and athletics. Clubs include Spanish Honor Society, UPCHS Pillars (Boys Club), Music Club, Coding Club, Financial Literacy Club (“Money Talks”), and the Dance and Movement Club. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (girls), volleyball (girls) and cheerleading. In addition to the opportunities to lead during the academic year, students can demonstrate their acquired skills as Summer Bridge Assistants who welcome and guide incoming students to the UPCHS community.

Family and Community Involvement – At UPCHS, our model of family and community involvement comprises five traditional methods of information sharing and collaborative decision-making: parent association meetings, back-to-school night, introduction to college night, enrollment meetings and quarterly parent-teach conferences. Each of these structured events allow parents and families to be informed members of the school community. To ensure ongoing access to accurate and timely information, we deploy the PowerSchool school information platform and conduct seminars to train parents in using the platform, as well as e-mail.

Academic Support and Intervention

The following are some of the intervention and support programs built into the UPCHS model:

- *Summer Bridge Program:* Typically a four-week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming freshman by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful.
- *Freshman Composition Class:* This course is given to freshman to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this course.
- *Saturday Academy:* Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory:* The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support:* UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ELL services are usually provided by using a push-in model. Its special education approach combines push-in SETTS services with the ICT model, giving students personalized supports that are consistent with their IEPs in the least restrictive environment. In addition to the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or

individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.

- *Faculty Office Hours:* All faculty hold office hours for at least one hour per week but frequently more during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- *Counseling:* The school model includes one school counselor per grade. Each counselor has a manageable caseload so that she can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The school counselors also facilitate professional development for the teachers to support the teachers in their efforts to understand the whole child, differentiate instructional practices for the diverse learners in their classrooms, and develop more effective classroom management skills. The school also has a college counselor who provides students with information on the college admissions and financial aid process. The college counselor communicates with students and families while assisting students with each step of the application, admissions, and financial aid processes.

Additional practices of the UPCHS model are as follows:

- College-preparatory curriculum
- Faculty office hours
- One day a week early student dismissal to facilitate school-wide professional development
- Tuning protocols and consultancies utilized by professional learning communities to examine adult work and student work to facilitate adjustments in instructional practices
- Peer inter-visitation cycles
- Formal academic intervention programs for students in ELA and mathematics
- Professional learning plans for teachers
- Descriptive Reviews of students to focus on at-risk students
- Extensive social, emotional, and academic counseling for mandated and at-risk students
- SETTS or ICT for SWDs
- Push-in services for ELLs
- Additionally, ELL students receive direct instruction in dedicated ENL classes appropriate to the students
- Access to College courses for students who meet the CUNY College Now criteria
- College Advisement built into every 12th grader's program

Extensive Professional Development

Professional development for teachers and school-site leaders is a critical component of UPCHS school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of University Prep, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- The administrative team provide Professional Development sessions on the Danielson Rubric to support teachers in their construction of their Professional Development Plans and their ability to give their colleagues constructive feedback.
- Principal, Assistant Principals, and lead teachers present Professional Development in the areas of argumentative writing and modeling to support teachers' lesson studies and development of learning units or math performance tasks. One Assistant Principal is explicitly dedicated to instruction and professional learning, and focused in 2017-18 on increasing intellectual engagement in the classroom.
- Professional development sessions are also dedicated to supporting teachers in the design of Common Core-aligned lessons.
- The Danielson Rubric is used for teachers to self-assess and for informal observations during teacher inter-visitations.
- Each teacher on every grade team presents a minimum of one tuning protocol and/or consultancy protocol. These protocols will be utilized to look at adult and/or student work and provide critical feedback to the presenter. Feedback will be given that is aligned to the teacher's professional growth goals.

School Demographics

In the 2017-18 school year, UPCS enrolled 433 students in grades 9-12. Of the total student body, 62.6% were Hispanic, 34.4% Black, 1.4% Asian, 0.7% White, and .9% Multiracial. 85.9% of students were living in poverty, 14.5% had a disability, and 7.6% were English Language Learners.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2013-14	94	87	86	83	350
2014-15	113	91	85	86	374
2015-16	113	106	86	80	385
2016-17	104	120	102	80	406
2018-19	113	106	115	99	433

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

(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 30 th
2015-16	2012-13	2012	82	2	80
2016-17	2013-14	2013	80	2	78
2017-18	2014-15	2014	98	2	96

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	83	0	83
2016-17	2013-14	2013	78	0	78
2017-18	2014-15	2014	96	0	96

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	Total Graduation Cohort (a) + (b)
-------------------	---	--------------------	---	---	-----------------------------------

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

				Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	
2015-16	2011-12	2011	1	0	1
2016-17	2012-13	2012	0	0	0
2017-18	2013-14	2013	0	0	0

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

University Prep Charter High School students will meet all of the New York State graduation requirements.

Goal 1: Leading Indicator

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

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.

Courses at UPCHS are annualized with students earning two credits for a passing final grade. 70% is the minimum passing score. The school day runs from 8:30 am to 5:00 pm. Courses are 85 minutes per day for 30 days, except:

- Advisory meets for two and a half hours per week so it is only worth one credit each year.
- Participation in Civics and Economics are both senior year semester-long courses that are valued at one-credit each.

Students may re-take up to three classes in summer school. During the summer session, UPCHS offers a variety of courses required for graduation based on the needs of the students in attendance.

Students in their fourth year of high school must have earned 44 credits to graduate and those credits are in accordance with the guidelines set by the New York State Education Department.

RESULTS AND EVALUATION

UPCHS has exceeded this benchmark by 25 percentage points. All of UPCHS's 9th Grade students and 10th Grade students earned the number of credits in 2017-18 school year required to be promoted to the next grade.

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	113	100%
2017	95	100%

ADDITIONAL EVIDENCE

UPCHS has met this goal in all years of its charter, with promotion rates over 90%. The school structures its course loads so that all 9th Graders take 15 credits and 10th graders take at least 12 credits to increase the likelihood that they will graduate within four years.

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.

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

UPCHS exceeded this benchmark by three percentage points. 78% of students in the 2016 Cohort have passed three or more Regents examinations by the end of their second year. By the end of their second year, all students in the 2016 Cohort have taken the Algebra I Common Core Regents, Geometry Common Core Regents, Living Environment Regents, and Global History Regents examinations. Some students have taken additional Regents examinations as well.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	106	59%
2015	119	83%
2016	113	78%

ADDITIONAL EVIDENCE

UPCHS also met this measure last year, when 83% of students in the 2015 Cohort had passed three or more Regents examinations by the end of their second year

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 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

UPCHS exceeded this measure by 23 percentage points for students in the fourth year high school Total Graduation Cohort and 4 percentage points for students in the fifth year high school Total Graduation Cohort. In the 2014 cohort, all but two students graduated after four years, exceeding the goal by nearly 25 percentage points. In the 2013 cohort, all but one student graduated after five years, exceeding the goal by 4 percentage points. We credit these accomplishments, in large part, to our low ratio of school counselors per student and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	80	99
2013	78	99
2014	96	98

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	86	99
2012	80	100
2013	78	99

ADDITIONAL EVIDENCE

At least 98% of UPCHS students have graduated after four years in each of the last three years, exceeding both benchmarks substantially. In the 2013 cohort, all but one student enrolled at the end of their fourth year graduated. In the 2012 cohort, all but four students graduated at the end of their fourth year. Three of the four students transferred to other schools prior to graduating. For the 2011 cohort, all but one student graduated after four years. In the 2010 cohort, all students graduated after four years.

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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

UPCHS's 2013 cohort four-year graduation rate of 99% exceeds that of CSD 7 by 32 percentage points. 99% of UPCHS's 2013 Cohort graduated in four years, compared to 57% in CSD 7. While district results are not available for the 2014 cohort, it is likely that UPCHS's graduation rate for this cohort will exceed that of CSD 7.

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	83	95	1,703	57
2013	78	99	1,873	57
2014	96	98	N/A	N/A

ADDITIONAL EVIDENCE

UPCHS also met this measure the prior year; 95% of UPCHS's 2012 Cohort graduated in four years, compared to 57% in CSD 7.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams

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](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

RESULTS AND EVALUATION

Not applicable - no UPCHS students in the high school Total Cohort took an approved pathway assessment.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012		
2013		
2014		

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPCHS has met the benchmark for all five applicable High School Graduation 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.	Achieved

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
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.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

The school will continue to provide the levels of support in place for all students including counseling, office hours in every class, summer school for remediation, professional development around the transition to the Common Core Learning Standards, Saturday and after school test prep sessions, and extended academic support for at-risk students. We will continue to promote a positive school culture, small class sizes, small student-to-teacher ratio, eight classes per year for all students, frequent parental communication, and an effective discipline system. Most importantly, we will continue to provide high quality instruction daily.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

University Prep Charter High School students will be prepared for institutions of higher education.

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 an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; 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 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

UPCHS’s fell short of this measure.

38% of graduates in UPCHS’s 2014 Cohort demonstrated college preparation by at least one indicator:

- 39 graduates took at least one Advanced Placement (“AP”) exam in English Language, English Literature, US Government, Biology, or Spanish Language; 18 of these graduates earned a score of 3 or higher on at least one AP exam.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- 93 graduates took the SAT; 18 of these graduates achieved the college and career readiness benchmark (currently scoring at least 480 on the SAT Reading and Writing section and at least 530 on the SAT Math section).
- Of 94 graduates, 20 earned a Regents diploma with advanced designation.

Overall 36% of the 94 graduates demonstrated their preparation for college by at least one indicator.

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
Passing an Advanced Placement (“AP”) exam with a score of 3 or higher	39	18	19
Achieving the college and career readiness benchmark on the SAT	93	18	19
Earning a Regents diploma with advanced designation	94	20	21
Overall	94 ³	36	38

ADDITIONAL EVIDENCE

Data from the 2015 cohort of students, who have one more year at UPCHS to demonstrate their preparation for college, indicates initial signs of an upward trend in this measure:

- Of 30 students who have taken an AP exam, 16 students (53% of test takers) passed an exam with a score of 3 or higher.
- Of 107 students who have taken the SAT, 28 students (26% of test takers) achieved the college and career readiness benchmark.

Goal 2: Absolute Measure

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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The MIP is not yet available.

The CCRI for UPCHS's 2014 cohort is 134. This represents 20 students who graduated with a Regents Diploma with Advanced Designation, 9 students who graduated with a Regents Diploma and score of 3 or higher on an AP exam, 11 students who graduated with a Regents Diploma and high school credit earned through participation in an AP course, 48 students who graduated with a Regents, and 6 students who graduated with a Local diploma.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	-	N/A	N/A
2016-17	2013	-	N/A	N/A
2017-18	2014	96	TBD	134

ADDITIONAL EVIDENCE

N/A

Goal 2: Comparative Measure

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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The MIP is not yet available.

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	134	N/A

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 school has defined matriculation as having paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. The school surveys students to gather matriculation information. UPCHS has not yet completed surveying the 2014 Cohort regarding their matriculation. 100% of graduates from the 2014 Cohort were accepted into college or university, and we expect more than 75% of graduates from the 2014 Cohort will matriculate into a college or university this year.

UPCHS has met this measure the past two years. As of Fall 2017, of the 78 graduates of the Class of 2017 (2013 Cohort), 70 students (90%) had enrolled in college courses. The school's matriculation rate of 90% exceeded the goal by 15 percentage points. As of Fall 2016, of the 81 graduates of the Class of 2016 (2012 Cohort), 70 students (86%) had enrolled in college courses. The school's matriculation rate of 86% exceeded the goal by 11 percentage points.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)]*100$
2012	81	70	86
2013	78	70	90
2014	94	TBD	TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

UPCHS met 1 of 2 of College Preparation goals.

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.	Did not achieve
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.	Achieved

ACTION PLAN

To continue to ensure that UPCHS graduating students are prepared to enter and be success in institutions of higher education, the school will continue to focus on increasing the percentage of students who meet the college readiness standards. The specific strategies to be used include:

- One Assistant Principal with expertise in intellectual engagement focuses on instruction and professional learning, with the aim of having students move beyond compliance to instead grapple with challenging material to prepare for college
- Double ELA instruction time for 9th and 10th Grade students and double math instruction time for 9th grade students
- Continuing independent reading, with the support of a literacy specialist and guided by an individualized reading program LightSail, 4 days per week
- Continuing English as a New Language to help students with English Language acquisition. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.
- Providing supplemental instruction to targeted students in ELA and in Math who have come close to obtaining college readiness benchmark scores on NYS Regents exams. Students in this category will be encouraged to sit for the math and/or ELA Regents again after receiving more support in the appropriate content area.
- Enrolling more students in College Now classes starting in the 10th grade

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11th grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math

GOAL 3: 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 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

UPCHS has exceeded this benchmark by three percentage points.

68% of students in the 2014 cohort and 68% of students in the 2013 cohort passed the Regents Exam in English Language Arts (Common Core) with a score of a Level 4 or higher. Previous cohorts have taken the Regents Comprehensive Exam in English. 73% of the 2012 cohort passed the Regents Comprehensive Exam in English with a score of 75 or higher.

UPCHS attributes its results to its robust ELA program. Beginning in 2015-16, with the July 2015 addition of Principal Andrea d' Amato, UPCHS began to offer double blocks of instruction in ELA to students in both 9th and 10th grade. One course is focused on the development of argumentative and expository writing skills, and the other is a traditional ELA class, which emphasizes literature, poetry, and informational texts. Independent Reading is stressed in ELA classes in grades 9 through 11, and significant time and emphasis is placed on helping the students to develop as critical readers. Texts within the independent library range from contemporary to classic and are of various skill levels and genres. Beginning in 2015-16, students began to use LightSail, an adaptive technology that captures data about our students' literacy levels and provides them with level-appropriate texts to read, during daily independent reading time.

The ELA department collectively adopts a unified stance on writing. For every English course, a portion of the grade is allotted to writing pieces. These writing projects encourage students to view writing as a process. Students write a major paper that is assessed as a finished product while drafts are also counted toward the final grade to honor the writing process.

The 9th grade English course covers various genres and skills associated with the study of English literature and language. A diverse selection of short stories and books are chosen for students to read. The course heavily focuses on the development of the students' reading skills and their ability

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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

to communicate effectively in their writing. Lastly, informational texts are included in this course to make connections between the 9th grade ELA curriculum and Global History.

The 10th grade ELA course focuses on the idea of alienation and students read a variety of texts around that theme including *Night*, by Elie Weisel; as well as poetry, non-fiction text and short stories. The course draws deeper on the students' analytical skills by exposing them to a critical lens prompt daily that encouraged them to make literary connections among the various books they have read over the two years. It also attempts to make connections with the Global History curriculum in grade 10 through its selection of novels and non-fiction texts that support a deeper understanding of the historical context and setting of the literature.

The 11th grade ELA course connects themes in the English Language Arts in an interdisciplinary approach while preparing students for the Regents Exam. The course focuses on language development as well as the development of analytical and critical thinking skills. Students read a variety of texts around that theme including: *The Great Gatsby* by F. Scott Fitzgerald, *Hamlet* by William Shakespeare, and *Death of a Salesman* by Arthur Miller along with analyzing other supplemental stories. Due to the fact that students are being prepared to take the ELA Regents exam, the class focuses more on the application of skills acquired over the course of the previous two years.

The 12th grade ELA course continues to explore literary themes through a focus on novels, short stories, and poetry. Students read texts including: *To Kill a Mockingbird* by Harper Lee, *The Pearl* by John Steinbeck, *The Help* by Kathryn Stockett, and *Spoon River Anthology* by Edgar Lee Masters. As students prepare for college, there is a major focus on the development of papers where students create a thesis and justify it through explained evidence within the text. Students are required to complete a research paper in the second half of the course after being exposed to a variety of issues and concepts.

We offer two Advanced Placement ELA courses, AP English Literature and AP English Composition, for advanced learners.

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	80	73
2013	78	68
2014	96	68

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Of the 116 students enrolled in the 2015 cohort, 49% have already met Common Core expectations by scoring a Level 4 on the Regents in Exam in English Language Arts (Common Core).⁷

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014			101	63	96	68
2015					116	49
2016					113	13
2017					112	0

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.

RESULTS AND EVALUATION

UPCHS has exceeded this measure by 15 percentage points.

95% of students in the 2014 cohort passed the Regents Exam in English Language Arts (Common Core) with a score of a Level 4 or higher by the completion of their fourth year in the cohort. 94% of students in the 2013 cohort passed the Regents Exam in English Language Arts (Common Core) with a score of a Level 4 or higher by the completion of their fourth year in the cohort. Previous cohorts have instead taken the Regents Comprehensive Exam in English.

⁷ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort⁸

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	N/A	N/A
2013	82	94
2014	96	95

ADDITIONAL EVIDENCE

Of the 116 students in the 2015 cohort, 77% have already partially met Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)).

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014					96	95
2015					116	77
2016					113	16
2017					112	0

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 4.⁹ 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.

⁸ Based on the highest score for each student on the English Regents exam

⁹ 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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

UPCHS's Performance Index for the 2014 cohort was 209. The MIP is not yet available.

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
96	1	5	63	31

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 5 & + & 63 & + & 31 & = & 99 \\
 & & & & 63 & + & 31 & = & 94 \\
 & & & & & + & (.5)*31 & = & \underline{16} \\
 & & & & & & \text{PI} & = & 209
 \end{array}$$

ADDITIONAL EVIDENCE

N/A

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

District results for 2017-18 are not yet available.

UPCHS's 2013 Cohort exceeded this measure by 33 percentage points. 66% of UPCHS's 2013 Cohort met or exceeded Common Core expectations on the Regents Exam in English Language Arts (Common Core) by completion of their fourth year, compared to 35% of students in CSD 9 by completion in their fourth year in 2016-17.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

UPCHS students in in the 2012 cohort did not take the Regents Exam in English Language Arts (Common Core) and so are not included here.

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 Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	N/A	N/A	N/A	N/A
2013	66	78	35	1,873
2014	68	96	N/A	N/A

ADDITIONAL EVIDENCE

N/A

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

District results for 2017-18 are not yet available.

UPCHS's 2013 cohort exceeded this measure by 26 percentage points. 94% of UPCHS's 2013 Cohort met or exceeded Common Core expectations on the Regents Exam in English Language Arts (Common Core), compared to 68% of students in CSD 7 by completion in their fourth year in 2016-17.

UPCHS students in in the 2012 cohort did not take the Regents Exam in English Language Arts (Common Core) and so are not included here.

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2012	N/A	N/A	N/A	N/A
2013	94	82	68	1,873
2014	95	96	N/A	N/A

ADDITIONAL EVIDENCE

N/A

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

District results for 2017-18 are not yet available.

UPCHS’s 2013 cohort exceeded this measure by 56 points. The PI in Regents English for UPCHS students in their fourth year of the 2013 Cohort was 183, exceeding the PI of CSD 7 in 2016-17 by 56 points. The PI in Regents English for UPCHS students in their fourth year of the 2012 Cohort was 172, exceeding the PI of CSD 9 in 2015-16 by 47 points.

English Regents Performance Index (PI)¹⁰
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	172	80	125	1,577
2013	183	82	127	1,586
2014	209	96	N/A	N/A

ADDITIONAL EVIDENCE

N/A

¹⁰ For an explanation of the procedure to calculate the school’s PI, see page 28.

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

UPCHS's 2014 cohort exceeded this measure by 9 percentage points.

Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 59 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 59% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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 ¹¹

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	42	60
2013	45	62
2014	59	59

ADDITIONAL EVIDENCE

UPCHS also met this measure in each of the past two years. Of the 57 students in the 2013 cohort for whom UPCHS has 8th Grade NYS Exam score information, 45 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 62% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) or scored at Least 75 on the Regents Comprehensive English Exam. 60% of students in the 2012 cohort who were not proficient on the 8th Grade NYS ELA Exam scored at a 75 or above on the New York State Regents English exam.

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

UPCHS's 2014 cohort exceeded this measure by 21 percentage points.

Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 59 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 92% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	N/A	N/A
2013	45	100
2014	96	92

ADDITIONAL EVIDENCE

UPCHS also met this measure last year. Of the 57 students in the 2013 cohort for whom UPCHS has 8th Grade NYS Exam score information, 45 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 100% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Previous cohorts have instead taken the Regents Comprehensive Exam in English and so are not included here.

¹² Based on the highest score for each student on the English Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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 ¹³

UPCHS has met two of the two absolute goals, three out of three comparative goals, and two out of two growth goals in ELA.

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.	Achieved
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.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Achieved
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.	Achieved
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.)	Achieved
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	Achieved

¹³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

	(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.	
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.	Achieved

ACTION PLAN

In the 2018-2019 school year, UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in English. The school will continue to emphasize student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will continue to receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments. The school will also continue to utilize after-school and Saturday school instruction to provide remedial instruction as well as Regents prep.

In addition, UPCHS will continue to invest in remediation for students who are struggling in ELA to get them on-track earlier in their high school career. The school will once again implement best practices in preparation for the ELA Regents Exam and institute a Saturday Academy to improve student literacy levels for targeted groups of students such as ELLs, SWDs, and students in the lowest one-third. Specific strategies include:

- The school is implementing a formal strategic inquiries initiative for students outside the sphere of success. For seven different groups of students (mostly subject specific), teachers will engage in a participatory action research cycle to examine student work, research strategies, reflect, and assess the impact of the strategies. This process will help UPCHS build varied custom effective strategies for helping students succeed academically.
- 10th grade students have joined 9th grade students in taking both an ELA and Composition class. The additional time allows the teachers to slow the pace of the courses, thereby accommodating the remedial needs of students, allowing for deeper probing of material, and developing more cross-content connections. A total of 26 10th grade students have taken the Regents ELA (Common Core) exam thus far, and all 26 scored at a 4 or above.
- We are now using an interactive reading application called LightSail to build our students' literacy skills. LightSail is an adaptive technology that captures data about our students' literacy levels and provides them with level-appropriate texts to read during daily independent reading time. Students take assessments that are imbedded into the reading material, and teachers can track the student growth and modify assignments instantaneously.
- We are introducing an English as a New Language course to help students with English Language acquisition. In comparison to the push-in support for ELL students we had done previously, this new course will allow for more intensive targeted English instruction. Our ENL coordinator also works with teachers in a coaching capacity to help general education

teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.

We are also introducing programs to better support the emotional and physical needs of our high-poverty student population. UPCHS' school site has brought in a school-based health clinic with a full service doctor's office and support from social workers. UPCHS is also starting a new leadership course called Peer Group Connection, where 25 12th grade students will participate in a year-long leadership class to build facilitation and communication skills. The 12th grade students in turn teach 9th grade students one a week, which will help create connections between students and building a culture of responsibility and interdependence across the school. In addition, we have implemented a staff-wide diversity training series to help ensure staff are developing their abilities to be culturally responsive and sensitive to student needs.

GOAL 4: HIGH SCHOOL MATHEMATICS

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.¹⁴ 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

UPCHS fell short on this measure.

15% of students in the 2014 cohort passed one or more Regents Mathematics exams with a score of 4 or above on a Regents Common Core math exam or an 80 or above on a New York State Regent math exam by their fourth year in the cohort. The 2014 cohort was UPCHS's first cohort to not take the Regents Integrated Algebra exam. 63% of students in the 2013 cohort and 48% of the 2012 cohort achieved this measure by the completion of the fourth year in the cohort, with students passing the Regents Integrated Algebra exam with an 80 or higher.

UPCHS students aim to achieve a 70 or higher on the Regents Algebra I Common Core exam, which is the benchmark for college readiness for CUNY schools.¹⁵ 57% of the 2014 cohort met the CUNY college readiness requirement in mathematics.

The mathematics curriculum at UPCHS is based on New York's Common Core Learning Standards. The school aims to fashion a mathematics course of study for the individual learner. Starting this past school year, all incoming freshmen take Common Core Algebra. The 9th grade course is a skills-based course aimed at helping students to develop a working knowledge of algebraic concepts so that the student can apply the terms and skills in a geometry course and higher-level mathematics. By the end of this course, students are able to solve and graph linear and quadratic equations. There is also a very limited introduction to trigonometry, probability, and set theory. Major

¹⁴ 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.

¹⁵ <http://www2.cuny.edu/academics/testing/testing-faqs/>

HIGH SCHOOL GOALS: MATHEMATICS

assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Common Core Algebra.

To help solidify the mathematics foundation upon which our program builds, in addition to 9th Grade Algebra I, all students also take an innovative new class called “Problem Solving,” which doubles the amount of time 9th grade students spend in a math course. This course is in response to our students’ struggles with analytical thinking and logical reasoning. This course is designed to teach wide-ranging strategies for solving problems, many of them popularized by George Polya’s classic book *How to Solve It*. Students use discovery-based strategies and collaborative learning techniques to develop crucial problem solving skills that are applicable in all academic contents and in life. This class will prepare our students for success in advanced topics in mathematics and science. In 2017-18, UPCHS also hosted one section of Algebra Enrichment, a remedial course for students who did not demonstrate proficiency in mathematics on the 8th grade New York State exam. This course is co-taught by a special education teacher to provide additional support in building fundamental mathematics skills.

Where appropriate, students move onto 10th grade mathematics with a focus on Common Core Geometry. Students study Geometry as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in Common Core Algebra and previous years. Students study congruent segments and angles, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. This course will use real world/practical problems as well as reinforce skills and concepts developed in Common Core Algebra.

Our 10th grade geometry course employs a Flipped Classroom model, where students learn through a self-paced curriculum. This allows the teacher to meet every student where they are and bring them forward at an appropriate pace. Students learn by watching tutorials and videos, and the teacher works one-on-one with students as they grapple with new material and practice the skills they learned in the video. The teacher is continually observing the students, providing them with feedback relevant in the moment, and assessing their work. This entirely individualized program will ensure every student builds the required level of mathematical knowledge and skills before advancing to higher levels of math.

Students in 11th grade take Algebra II/ Trigonometry, and students in 12th grade take Pre-calculus. Students who passed the Algebra Regents in the 8th grade and took geometry in the 9th grade will qualify to take calculus their senior year of high school.

To encourage higher-level learners to deepen their appreciation for mathematics, the school allows seniors to take classes at Hostos Community College or City College as part of the College Now program. The school also offers pre-calculus and calculus as higher level math courses for seniors, who also have the opportunity to take the geometry and Trigonometry Regents Exams to earn an Advanced Regents diploma.

HIGH SCHOOL GOALS: MATHEMATICS

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁶

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 or a score of 80
2012	80	48
2013	78	63
2014	96	15

ADDITIONAL EVIDENCE

The 2015, 2016, and 2017 cohorts are making progress towards this measure and have already achieved stronger results on this measure than the 2014 cohort, despite being in school for less time. UPCHS's performance on this metric is trending upward.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014			101	7	96	15
2015					116	16
2016					113	38
2017					112	31

Goal 4: 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 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

UPCHS exceeded this measure by 16 percentage points.

96% of students in the 2014 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam or a 65 or above on a

¹⁶ Based on the highest score for each student on a mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

Regents math exam by their fourth year in the cohort. 99% of students in the 2013 cohort and 99% of the 2012 cohort achieved this measure by the completion of the fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	80	99
2013	82	99
2014	96	96

ADDITIONAL EVIDENCE

The 2015, 2016, and 2017 cohorts have already met and exceeded this measure.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014			105	85	96	96
2015			120	70	116	93
2016					113	91
2017					112	84

Goal 4: Absolute Measure

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 4.¹⁸ 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

¹⁷ Based on the highest score for each student on a mathematics Regents exam

¹⁸ 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

HIGH SCHOOL GOALS: MATHEMATICS

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

UPCHS's PI on the Regents mathematics exam is 100. The MIP is not yet available.

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
96	4	93	2	1

$$\begin{aligned}
 \text{PI} &= 93 + 2 + 1 = 96 \\
 &+ 2 + 1 = 3 \\
 &+ (.5)*1 = \underline{1} \\
 \text{PI} &= 100
 \end{aligned}$$

ADDITIONAL EVIDENCE

N/A

Goal 4: Comparative Measure

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

District results for 2017-18 are not yet available.

UPCHS's 2013 Cohort exceeded this measure by 58 percentage points. 63% of UPCHS's 2013 Cohort met or exceeded Common Core expectations on the Regents Exam in Mathematics by completion of their fourth year, compared to 5% of students in CSD 7 by completion in their fourth year in 2016-17. 48% of UPCHS's 2012 Cohort met or exceeded Common Core expectations on the Regents Exam in Mathematics by completion of their fourth year, compared to 4% of students in CSD 7 by completion in their fourth year in 2015-16.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents

HIGH SCHOOL GOALS: MATHEMATICS

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	48	80	4	1,703
2013	63	78	5	1,873
2014	15	96	N/A	N/A

ADDITIONAL EVIDENCE

N/A

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

RESULTS AND EVALUATION

District results for 2017-18 are not yet available.

UPCHS's 2013 Cohort exceeded this measure by 39 percentage points. 99% of UPCHS's 2013 Cohort at least partially met Common Core expectations on the Regents Exam in Mathematics by completion of their fourth year, compared to 60% of students in CSD 7 by completion in their fourth year in 2016-17. 99% of UPCHS's 2012 Cohort met or exceeded Common Core expectations on the Regents Exam in Mathematics by completion of their fourth year, compared to 63% of students in CSD 7 by completion in their fourth year in 2015-16.

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	99	80	63	1,703
2013	99	82	60	1,873
2014	96	96	N/A	N/A

HIGH SCHOOL GOALS: MATHEMATICS

ADDITIONAL EVIDENCE

N/A

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

District results for 2017-18 are not yet available.

UPCHS’s 2013 cohort exceeded this measure by 71 points. The PI in Regents Math for UPCHS students in their fourth year of the 2013 Cohort was 164, exceeding the PI of CSD 7 in 2016-17 by 71 points. The PI in Regents English for UPCHS students in their fourth year of the 2012 Cohort was 150, exceeding the PI of CSD 9 in 2015-16 by 51 points.

Mathematics Regents Performance Index (PI)¹⁹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	150	80	99	1,290
2013	164	82	93	1,228
2014	100	96	N/A	N/A

ADDITIONAL EVIDENCE

N/A

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

¹⁹ For an explanation of the procedure to calculate the school’s PI, see page 46.

HIGH SCHOOL GOALS: MATHEMATICS

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

UPCHS did not meet this measure with its 2014 cohort. Of the 86 students in the 2014 cohort for whom UPCHS has 8th Grade NYS Exam score information, 52 were not proficient on the 8th Grade NYS Math Exam, and of these students, 2% fully met Common Core Expectation on a Regents Exam in Mathematics.

Of the 57 students in the 2013 cohort for whom UPCHS has 8th Grade NYS Exam score information, 48 were not proficient on the 8th Grade NYS Math Exam, and of these students, 57% scored above an 80 on a New York State Regents math exam or fully met Common Core Expectation on a Regents Exam in Mathematics. The proportion of students who were not proficient in mathematics in 8th grade meeting the college and career readiness standard increased from the year before, in which 24% of students who were not proficient on the 8th Grade NYS Math Exam met this standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁰

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	29	24
2013	48	57
2014	52	2

ADDITIONAL EVIDENCE

UPCHS's performance on this metric is trending upward. 6% of the students who were not proficient in math in 8th grade in 2015 cohort and 23% of the students who were not proficient in math in 8th grade in the 2016 cohort have met this measure before their fourth year.

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.

²⁰ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

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

UPCHS exceeded this measure by 19 percentage points.

Of the 68 students in the 2014 cohort for whom UPCHS has 8th Grade NYS Exam score information, 52 were not proficient on the 8th Grade NYS Math Exam, and of these students, 94% at least partially met Common Core Expectation on a Regents Exam in Mathematics (scoring at Performance Level 3 on a Regents mathematics exam). 100% of the 2013 cohort who were not proficient in the 8th grade, and 100% of the 2012 cohort who were not proficient in the 8th grade also achieved this measure.

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 ²¹

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	29	100
2013	48	100
2014	52	94

ADDITIONAL EVIDENCE

N/A

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

²¹ Based on the highest score for each student on the mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²²

UPCHS has met one out of two absolute goals, three out of three comparative goals, and one out of two growth goals in mathematics.

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.	Did not achieve
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.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Achieved
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.	Achieved
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.)	Achieved
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.	Did not achieve
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.	Achieved

ACTION PLAN

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in Mathematics. UPCHS has invested significantly in shifting its mathematics program to meet the New York State Common Core Learning Standards. The school altered its mathematics curriculum, beginning with Algebra I, and

²² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: MATHEMATICS

purchased additional Common Core-aligned materials to support student learning aligned to these standards. Math teachers receive targeted professional development that will support their use and implementation of the new resources to ensure that their math lessons address the instructional shifts in math.

To help students become proficient in the application of mathematical skills and concepts, the school has introduced its problem-solving class, a STEM focus class in 9th grade to help students solve unfamiliar and challenging problems. This class has been fundamental in improving our students' abilities in navigating Common Core mathematics. The school will continue to incorporate, within the curriculum, unit exams that have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for intervention programs, including office hours, small-group tutoring, and Saturday classes.

UPCHS will also invest more deeply in remediation for students who are struggling in math to get them on-track earlier in their high school career. In 2017-18, UPCHS introduced Algebra Enrichment, a remedial algebra course for students who did not demonstrate proficiency in math on the 8th grade New York State assessment. The course is co-taught with a special education teacher to provide additional support to struggling learners. UPCHS will use continue inventions to support learners who do not demonstrate proficiency in mathematics prior to 9th grade. Targeted students take algebra for a year and a half (as opposed to a year), which has already shown strong results in helping struggling learners to demonstrate proficiency in mathematics. UPCHS will use the strategic inquiries initiative to develop additional strategies to support struggling learners.

The additional physical and emotional supports provided by the onsite clinic, Peer Group Connection course, and staff-wide diversity training series will help students be ready to learn and reduce disruption and truancy.

GOAL 5: HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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, and Chemistry. 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

UPCHS has exceeded this measure by 19 percentage points.

94% of students in the 2014 cohort scored at least a 65 on a New York State Regents science exam by the completion of their fourth year in the cohort. 99% of students in the 2013 cohort scored at least a 65 on a New York State Regents science exam by the completion of their fourth year in the cohort. 94% of students in the 2012 cohort scored at least a 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

At UPCHS, students will continue to take at least three years of science, starting with Living Environment in 10th grade. Whereas Environmental Science covers the natural sciences and non-living systems and living systems and is a survey course providing students with a basic understanding of key environmental science concepts and how humans interact with their environments, Living Environment covers ecology, cells, genetics, evolution, microorganisms, fungi, plants, invertebrates, chordates, and the human body. It includes a minimum of 1,200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam. The determination to shift to a Living Environment course was motivated by factors including, but not limited to, increased rigor, and stronger alignment with chemistry and AP biology classes.

Students then progress to Chemistry, followed by either Forensic Science or AP Biology.

UPCHS does not offer instruction in Physics. However, administrators and faculty may consider offering Physics and Calculus at some point during the next charter term. Such an offering would require some supplemental instruction, perhaps during a summer, to strengthen student's capacity to excel in both courses.

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

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	80	94
2013	78	99
2014	96	94

ADDITIONAL EVIDENCE

Of the 116 students enrolled in the 2015 cohort, 87% have already passed a Science Regents examination with a score of 65 or higher. Of the 113 students enrolled in the 2016 cohort, 86% have already passed a Science Regents examination with a score of 65 or higher.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	103	68	101	87	96	94
2015			120	77	116	87
2016					113	86
2017					112	15

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.

RESULTS AND EVALUATION

District results for the 2014 cohort are not yet available.

UPCHS exceeded this measure by 29 percentage points. 96% of UPCHS students in the 2013 Cohort passed a Regents Science exam by the completion of their fourth year, compared to 57% in CSD 7. The year prior, 94% of UPCHS students in the 2012 Cohort passed a Regents Science exam by the completion of their fourth year, compared to 57% in CSD 7.

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2012	94	80	57	1,703
2013	96	82	57	1,873
2014	94	96	N/A	N/A

ADDITIONAL EVIDENCE

N/A

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of Social Studies.

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 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

UPCHS has exceeded this measure by 22 percentage points.

97% of students in the 2014 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 100% of students in the 2013 cohort and 94% of students in the 2012 cohort met this measure.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	80	94
2013	78	100

²⁴ Based on the highest score for each student on a science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2014	96	97
------	----	----

ADDITIONAL EVIDENCE

87% of students in the 2015 cohort have already scored at least a 65 on the New York State Regents U.S. History exam.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014			101	91	96	97
2015					116	87
2016					113	2
2017						

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

District results for the 2014 cohort are not yet available.

UPCHS exceeded this measure by 51 percentage points. 100% of UPCHS students in the 2013 Cohort passed the US History Regents exam, compared to 49% in CSD 7. 94% of UPCHS students in the 2012 Cohort passed the US History Regents exam, compared to 51% in CSD 7.

U.S. History 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	94	80	51	1,703
2013	100	78	49	1,873
2014	96	97	N/A	N/A

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

N/A

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

UPCHS has exceeded this measure by 22 percentage points.

97% of students in the 2014 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2013 cohort and 95% of students in the 2012 cohort met this measure.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	80	95
2013	78	99
2014	96	97

ADDITIONAL EVIDENCE

96% of students in the 2015 cohort have already scored at least a 65 on the New York State Regents Global History exam.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	103	67	101	91	96	97
2015					116	96
2016					113	88
2017						

²⁵ Based on the highest score for each student on a science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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. 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

District results for the 2014 cohort are not yet available.

UPCHS exceeded this measure by 53 percentage points. 95% of UPCHS students in the 2013 Cohort passed the Global History Regents exam, compared to 42% in CSD 7. 95% of UPCHS students in the 2012 Cohort passed the Global History Regents exam, compared to 45% in CSD 7.

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	95	80	45	1,703
2013	95	82	42	1,873
2014	97	96	N/A	N/A

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

Goal 7: ESSA

The school will meet the expectations outlined in ESSA.

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

UPCHS has met this measure; the school is in good standing.

ADDITIONAL EVIDENCE

UPCHS has been in good standing each of the past three years.

Accountability Status by Year

Year	Status
2015-16	In good standing
2016-17	In good standing
2017-18	In good standing