



**UNIVERSITY PREP CHARTER HIGH  
SCHOOL**

**2018-19 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrea d’Amato, Executive Director, prepared this 2018-19 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
Justin Pasternak	Teacher Representative

**Andrea d’Amato has served as the Executive Director since July 1, 2019 and was the Principal from July 1, 2015 – June 30, 2019. Andrew Ayers has served as the Principal since July 1, 2019.**

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 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.

University Prep Public Charter Schools opened a middle school in Fall 2019 in order to begin preparing students for college and career earlier.

### **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 reinforces 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. ENL services are usually provided by using a push-in model. It also offers stand-alone ENL classes. 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 12<sup>th</sup> 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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

- 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.
- The 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.
- 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 2018-19 school year, UPCS enrolled 433 students in grades 9-12. Of the total student body, 59.8% were Hispanic, 35.8% Black, 1.6% Asian, 1.2% White, and 1.6% Multiracial. 87.1% of students were living in poverty, 12.2% had a disability, and 6.7% were English Language Learners.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2014-15	113	91	85	86	374
2015-16	113	106	86	80	385
2016-17	104	120	102	80	406
2017-18	113	106	115	99	433
2018-19	114	113	99	107	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 9<sup>th</sup> grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> 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 <sup>th</sup>
2016-17	2013-14	2013	80	2	78
2017-18	2014-15	2014	98	2	96
2018-19	2015-16	2015	107	3	104

### 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 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> 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 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 <sup>th</sup> 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)
2016-17	2013-14	2013	78	0	78
2017-18	2014-15	2014	96	0	96
2018-19	2015-16	2015	104	1	105

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June	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)
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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

			30 <sup>th</sup> of the Cohort's Fifth Year (a)	Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	
2016-17	2012-13	2012	0	0	0
2017-18	2013-14	2013	0	0	0
2018-19	2014-15	2014	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 22 percentage points. 98% of UPCHS’s 2017 cohort students and 97% of 2018 cohort earned the number of credits in 2018-19 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 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	114	97%
2018	109	98%

## ADDITIONAL EVIDENCE

UPCHS has met this goal in all years of its charter, with promotion rates over 90% each year. The school structures its course loads so that all 9<sup>th</sup> Graders take 15 credits and 10<sup>th</sup> 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 2019, the 2017 cohort will have completed its second year.

## RESULTS AND EVALUATION

UPCHS exceeded this benchmark by eighteen percentage points. 93% of students in the 2017 Total Graduation Cohort have passed three or more Regents examinations required for graduation by the end of their second year. By the end of their second year, all students in the 2017 Total Graduation 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	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	119	83%
2016	2017-18	113	78%
2017	2018-19	117	93%

## ADDITIONAL EVIDENCE

UPCHS has met this measure each of the past three years. 78% of students in the 2016 Cohort passed three or more Regents examinations required for graduation by the end of their second year. 83% of students in the 2015 Cohort passed three or more Regents examinations required for graduation 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 9<sup>th</sup> grade as members of the 2015 cohort and graduated four years later and those who entered as members of the 2014 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.<sup>1</sup>

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 2015 cohort, all but one student graduated after four years, exceeding the goal by 24 percentage points. In the 2014 cohort, all students graduated after five years, exceeding the goal by 5 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.

<sup>1</sup> The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	78	99
2014	2017-18	96	100
2015	2018-19	105	99

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	80	100
2013	2017-18	78	99
2014	2018-19	96	100

## ADDITIONAL EVIDENCE

At least 98% of UPCHS students have graduated after four years in each of the last three years, exceeding both benchmarks substantially. All but one student in the 2015 Graduation cohort graduated after four years. All students in the 2014 Graduation cohort graduated after four years. All but one student in the 2013 Graduation cohort graduated after four years. All but four students in the 2012 Graduation cohort graduated after four years.

### 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.<sup>2</sup> 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. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

## RESULTS AND EVALUATION

CSD 7's graduation rate for 2018-19 is not yet available.

UPCHS's 2014 cohort four-year graduation rate of 100% exceeds that of CSD 7 by 42 percentage points.

<sup>2</sup> 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](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2013	2016-17	78	99	1,873	57
2014	2017-18	96	100	1,848	58
2015	2018-19	105	99	N/A	N/A

### ADDITIONAL EVIDENCE

UPCHS has met this measure year after year. 99% of UPCHS's 2013 Cohort graduated in four years, compared to 57% in CSD 7. 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 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 bellow.

### RESULTS AND EVALUATION

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

### 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
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. We will continue with our Peer Group Connection program, which has demonstrated strong results in increasing positive relationships between students and good decision-making. Most importantly, we will continue to provide high quality instruction daily at both the middle school and high school.

## 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 graduating students fell short of this measure.

35% of the 104 graduates in UPCHS’s 2015 Cohort demonstrated college preparation by at least one indicator:

- 30 graduates took at least one Advanced Placement (“AP”) exam in English Language, English Literature, US Government, Biology, or Spanish Language; 16 of these graduates earned a score of 3 or higher on at least one AP exam.



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

- 101 graduates took the SAT; 30 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 104 graduates, 28 earned a Regents diploma with advanced designation.

Percentage of the 2015 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
Pass an AP exam	30	16	15
CCR benchmark on SAT	101	30	29
Regents Diploma with Advanced Designation	104	28	27
Overall	104 <sup>3</sup>	36	35

### ADDITIONAL EVIDENCE

Data from the 2016 cohort of students, who have one more year at UPCHS to demonstrate their preparation for college, indicates progress towards this measure:

- Of 20 students who have taken an AP exam, 7 students (35 % of test takers) passed an exam with a score of 3 or higher.
- Of 93 students who have taken the SAT, 19 students (20% 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.

### METHOD

The state’s 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 an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not

<sup>3</sup> This number should match the number of graduates reported under the high school graduation goal.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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).<sup>4</sup>

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

### RESULTS AND EVALUATION

The school met this measure. The CCRI for UPCHS's 2015 cohort is 134.5, which exceeds the 2018-19 CCCRI MIP of 130 for all students by 4.5.

The CCRI for UPCHS's 2015 cohort represents:

- 28 students who graduated with a Regents Diploma with Advanced Designation
- 4 students who graduated with a Regents Diploma and score of 3 or higher on an AP exam
- 7 students who graduated with a Regents Diploma and high school credit earned through participation in an AP course, and
- 60 students who graduated with a Regents or Local Diploma

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	96	128	134
2018-19	2015	104	130	134.5

### ADDITIONAL EVIDENCE

UPCHS also met this measure in 2017-18, when its CCCRI exceeded the MIP for all students by 6.

#### 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.

### 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.

<sup>4</sup> For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state's finalized ESSA plan [here](#).

# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS AND EVALUATION

The CCCRI for CSD 7's 2015 cohort is not yet available.

UPCHS's 2014 cohort met this measure. The school's CCCRI of 134 exceeded that of CSD 7 by 47.2.

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

Cohort	Charter School	School District
2013	N/A	N/A
2014	134	86.8
2015	134.5	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 school year 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 2015 Cohort regarding their matriculation. 100% of graduates from the 2015 Cohort were accepted into college or university, and we expect more than 75% of graduates from the 2015 Cohort will matriculate into a college or university this year.

UPCHS has met, or nearly met, this measure the past three years. As of Fall 2019, of the 84 graduates of the Class of 2018 (2014 cohort) with whom UPCHS has spoken, 68 students (81%) have enrolled in college courses. The school is awaiting confirmation from an additional 11 students. 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.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates	Number Enrolled in 2 or 4-year	Matriculation Rate

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	Program in Following Year (b)	$=[(b)/(a)]*100$
2013	2016-17	78	70	90
2014	2017-18	94	68*	81
2015	2018-19	104	TBA	TBA

*\*Note: The school is still awaiting confirmation from 11 students; they have been excluded from the calculation.*

### SUMMARY OF THE COLLEGE PREPARATION GOAL

UPCHS met three of four 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.	Not Achieved
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.	Achieved
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Achieved
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 9<sup>th</sup> and 10<sup>th</sup> Grade students and double math instruction time for 9<sup>th</sup> grade students
- Continuing independent reading, with the support of a literacy specialist, 4 days per week
- Enrolling more students in College Now classes starting in the 10<sup>th</sup> grade
- Offering a college readiness workshop for 10<sup>th</sup> Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11<sup>th</sup> grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math

UPCHS will continue to offer robust support to all students, including:

- English as a New Language programming helps 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.

- We provide 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.

New steps to be taken in the 2019-20 school year include:

- A renewed focus on Understanding by Design has transformed unit planning and pushed the school to pivot unit assessment towards performance-based and project-based tasks for deeper assessment of concepts.
- The opening of our middle school has pushed us to ensure tight vertical alignment across the grades. Redesigning and sequencing of units will be ongoing throughout the 2019-20 school year.
- The school will begin offering a coding class to help students prepare for today's tech careers.
- The school has created an IEP Coordinator role to manage the IEP process and ensure the quality of related services. By taking on the compliance work, this role will also allow ICT teachers can fully focus on their classrooms.
- UPCHS will expand the leadership course called Peer Group Connection, now in its second year. In this program, 12<sup>th</sup> grade students participate in a year-long leadership class to build facilitation and communication skills. The 12<sup>th</sup> grade students in turn teach 9<sup>th</sup> grade students one a week, which will help create connections between students and building a culture of responsibility and interdependence across the school. The program has demonstrated an increased sense of school connectedness, increased motivation, increased preparedness for college and career, and increased goal-setting and decision-making skills.

## GOAL 3: ENGLISH LANGUAGE ARTS

### Goal 3: English Language Arts

University Prep Charter High School (UPCHS) students will become proficient readers and writers of the English language.

#### BACKGROUND

The English Language Arts curriculum at UPCHS is based on New York's Common Core Learning Standards. Beginning in 2015-16, 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.

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 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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

### 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 the 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). 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 of this benchmark by six percentage points. 59% of students in the 2015 Cohort scored at least a 4 on the Regents English Common Core Exam.

UPCHS has demonstrated consistently strong performance against this benchmark. The school met this benchmark the prior two years, when 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.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>5</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	78	68
2014	2017-18	96	68
2015	2018-19	104	59

<sup>5</sup> Based on the highest score for each student on the English Regents exam

## ADDITIONAL EVIDENCE

Looking forward, the 2016 Cohort has already met this benchmark. Of the 93 students enrolled in the 2016 cohort, 69% have already scored a Level 4 on the Regents in Exam in English Language Arts (Common Core).<sup>6</sup>

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015			116	49	104	59
2016			113	13	93	69
2017			112	0	117	17
2018					109	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 the 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 17 percentage points.

97% of students in the 2015 cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

The school also met this benchmark the prior two years. 95% of students in the 2014 Cohort and 94% of students in the 2013 Cohort scored a Level 3 or higher the on Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

<sup>6</sup> 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.



# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	82	94
2014	2017-18	96	95
2015	2018-19	104	97

### ADDITIONAL EVIDENCE

The 2016 Cohort has already met this benchmark. Of the 93 students in the 2016 cohort, 96% 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	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			116	77	104	97
2016			113	16	93	96
2017			112	0	117	20
2018					109	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

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>8</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 English language arts MIP for all students of 191.

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 Accountability Cohort. The Regents Examination in English Language Arts

<sup>7</sup> Based on the highest score for each student on the English Regents exam

<sup>8</sup> 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](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

(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

The school fell short of this benchmark.

UPCHS's Performance Index for the 2015 cohort of 173 was below the state's 2018-19 English language MIP for all students of 191 by 18.

#### English Language Arts Performance Index (PI) For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
104	3	38	25	34

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38 & + & 25 & + & 34 & = & 97 \\
 & & & & 25 & + & 34 & = & 59 \\
 & & & & & + & (.5)*34 & = & \underline{17} \\
 & & & & & & \text{PI} & = & 173
 \end{array}$$

### ADDITIONAL EVIDENCE

UPCHS met this measure the year prior. UPCHS's Performance Index for the 2014 cohort was 209. This exceeded the state's ELA MIP of 187 by 22.

#### 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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 2018-19 are not yet available.

UPCHS's 2014 Cohort exceeded this measure by 32 percentage points. 68% of UPCHS's 2014 Cohort achieved a Performance Level of 4 or higher on the Regents Exam in English Language Arts (Common Core) by completion of their fourth year, compared to 36% of students in CSD 7.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	66	78	35	1,873
2014	2017-18	68	96	36	1,848
2015	2018-19	59	104	N/A	N/A

### ADDITIONAL EVIDENCE

UPCHS also met this measure the prior year. 66% of UPCHS's 2013 Cohort achieved a Performance Level of 4 or higher on the Regents Exam in English Language Arts (Common Core) by completion of their fourth year, compared to 35% of students in CSD 7.

#### 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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 2018-19 are not yet available.

UPCHS's 2014 cohort exceeded this measure by 28 percentage points. 95% of UPCHS's 2014 Cohort at least partially met Common Core expectations on the Regents Exam in English Language Arts (Common Core), compared to 67% of students in CSD 7.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	94	82	68	1,873
2014	2017-18	95	96	67	1,848
2015	2018-19	97	104	N/A	N/A

## ADDITIONAL EVIDENCE

UPCHS also met this measure the prior year. 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.

### 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 2018-19 are not yet available.

UPCHS’s 2014 cohort exceeded this measure by 75 points. The PI in Regents English for UPCHS students in their fourth year of the 2014 Cohort was 209, exceeding the PI of CSD 7 in 2017-18 by 75 points.

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

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	183	82	127	1,586
2014	2017-18	209	96	134	1,517
2015	2018-19	173	104	N/A	N/A

## ADDITIONAL EVIDENCE

UPCHS met this measure the two years prior as well. 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 7 in 2015-16 by 47 points.

<sup>9</sup> 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 8<sup>th</sup> 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 2015 cohort fell short this measure by 6 percentage points.

Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 70 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 44% 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 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>10</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core exam
2013	2016-17	45	62
2014	2017-18	59	59
2015	2018-19	70	44

## ADDITIONAL EVIDENCE

UPCHS met this measure in each of the past two years. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 59 were not proficient on the 8<sup>th</sup> 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. Of the 57 students in the 2013 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 45 were not proficient on the 8<sup>th</sup> 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.

<sup>10</sup> Based on the highest score for each student on the English Regents exam

## 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 8<sup>th</sup> 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 2015 cohort exceeded this measure by 22 percentage points.

Of the 88 students in the 2014 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 70 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 97% 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 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>11</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2013	2016-17	45	100
2014	2017-18	59	92
2015	2018-19	70	97

## ADDITIONAL EVIDENCE

UPCHS met this measure each of the past two years. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 59 were not proficient on the 8<sup>th</sup> 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. Of the 57 students in the 2013 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 45 were not proficient on the 8<sup>th</sup> 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.

<sup>11</sup> Based on the highest score for each student on the English Regents exam

## SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has met one of three absolute goals, three out of three comparative goals, and one 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.	Not 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.	Not Achieved
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 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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 2019-20 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 has implemented 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 helps UPCHS build varied custom effective strategies for helping students succeed academically.
- 9<sup>th</sup> and 10<sup>th</sup> grade students take 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.
- The school has invested in expanding classroom libraries and incorporated more independent reading into literacy. Unfortunately due to unreliability, the school has discontinued use of interactive reading application LightSail.
- The school's new English as a New Language course helps 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 continuing 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. The Peer Group Connection program in helping to build positive communication, interdependence, motivation, and responsibility. 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: MATHEMATICS

### Goal 4: Mathematics

UPCHS students will become proficient in the application of mathematical skills and concepts.

### BACKGROUND

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. All incoming freshmen take Common Core Algebra. The 9<sup>th</sup> 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 assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Common Core Algebra I.

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 8<sup>th</sup> grade New York State exam. This course is co-taught by a special education teacher to provide additional support in building fundamental mathematics skills. The school will also offer a course called “Numeracy”, which is a supplementary remediation course that covers basic algebraic concepts. Once students can develop their skills in algebraic operations, then they can move on to access more abstract mathematical concepts.

Where appropriate, students move onto 10<sup>th</sup> 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

## HIGH SCHOOL GOALS: MATHEMATICS

constructions, coordinate geometry, and surface area and volume of solids. This course uses real world/practical problems as well as reinforce skills and concepts developed in 9<sup>th</sup> Grade Algebra I.

Our 10<sup>th</sup> 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 11<sup>th</sup> grade take Algebra II/ Trigonometry, and students in 12<sup>th</sup> grade take Pre-calculus. Students who passed the Algebra Regents in the 8<sup>th</sup> grade and took geometry in the 9<sup>th</sup> 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 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. 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.

20% of students in the 2015 cohort exceeded Common Core expectations with a score of 4 or above on a Regents Common Core math exam by their fourth year in the cohort. This demonstrates

## HIGH SCHOOL GOALS: MATHEMATICS

improvement over the prior year, when 15% of the 2014 cohort exceeded Common Core expectations with a score of 4 or above on a Regents Common Core math exam by their fourth year in the cohort.

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.<sup>12</sup> 83% of the 2015 cohort met the CUNY college readiness requirement in mathematics, an improvement over the past year when 57% of the 2014 cohort met the CUNY college readiness requirement in mathematics.

The marked difference starting in the 2017-18 year in UPCHS's results against this measure reflect the transition to Regents mathematics exams that are aligned to the Common Core. Students in the 2013 cohort and previous took 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 by passing the Regents Integrated Algebra exam with an 80 or higher.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort<sup>13</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016-17	78	63
2014	2017-18	96	15
2015	2018-19	104	20

### ADDITIONAL EVIDENCE

The 2016, 2017, and 2018 cohorts are making progress towards this measure and have already achieved stronger results on this measure than the 2015 cohort, despite being in school for less time. UPCHS's performance on this metric, particularly on Common Core-aligned Regents examinations, is trending upward.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015			116	16	104	21
2016			113	38	93	43
2017			112	31	117	38
2018					109	35

<sup>12</sup> <http://www2.cuny.edu/academics/testing/testing-faqs/>

<sup>13</sup> Based on the highest score for each student on a mathematics Regents exam

# HIGH SCHOOL GOALS: MATHEMATICS

## 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 19 percentage points.

99% of students in the 2015 cohort passed one or more Regents Mathematics exams by scoring a Performance Level 3 or above on a Regents Common Core math exam by their fourth year in the cohort.

UPCHS has also shown strong results in previous years. 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 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 Cohort<sup>14</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	82	99
2014	2017-18	96	96
2015	2018-19	104	99

## ADDITIONAL EVIDENCE

The 2016, 2017, and 2018 cohorts have already exceeded this measure, despite being in school for less time.

<sup>14</sup> Based on the highest score for each student on a mathematics Regents exam

# HIGH SCHOOL GOALS: MATHEMATICS

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	120	70	116	93	104	99
2016			113	91	93	98
2017			112	84	117	98
2018					109	90

## 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

In the state’s revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.<sup>15</sup> To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2018-19 mathematics MIP for all students of 151.

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 Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

## RESULTS AND EVALUATION

The school fell short of this measure.

UPCHS’s mathematics PI for the 2015 Cohort of 121.5 fell short of the state’s 2018-19 mathematics MIP for all students of 151 by 29.5

Mathematics Performance Index (PI)  
For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
104	1	79	15	5

$$PI = 79 + 15 + 5 = 99$$

<sup>15</sup> 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](http://www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf)

# HIGH SCHOOL GOALS: MATHEMATICS

$$\begin{array}{rclcl}
 15 & + & 5 & = & 20 \\
 & + & (.5)*5 & = & \underline{2.5} \\
 & & \text{PI} & = & 121.5
 \end{array}$$

## ADDITIONAL EVIDENCE

UPCHS’s mathematics PI for the 2014 Cohort was 100. The school has demonstrated improvement from the 2014 cohort to the 2015 cohort.

### 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. Due to availability of comparative data, this measure uses the school’s Total Cohort results and not the Accountability Cohort results. 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 2018-19 are not yet available.

UPCHS’s 2014 Cohort exceeded this measure by 5 percentage points. 15% of UPCHS’s 2014 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 2017-18.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	63	78	5	1,873
2014	2017-18	15	96	5	1,848
2015	2018-19	20	104	N/A	N/A

## ADDITIONAL EVIDENCE

The marked difference in the 2017-18 year in UPCHS’s results against this measure reflect the transition to Regents mathematics exams that are aligned to the Common Core. The 2013 cohort and prior took the Regents Integrated Algebra exam. 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.

# HIGH SCHOOL GOALS: MATHEMATICS

## 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. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. 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 2018-19 are not yet available.

UPCHS's 2014 Cohort exceeded this measure by 42 percentage points. 99% of UPCHS's 2014 Cohort at least partially met Common Core expectations on the Regents Exam in Mathematics by completion of their fourth year, compared to 57% of students in CSD 7 by completion in their fourth year in 2017-18.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	99	82	60	1,873
2014	2017-18	96	96	57	1,848
2015	2018-19	99	104	N/A	N/A

## ADDITIONAL EVIDENCE

UPCHS has met this measure in prior years as well. 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.

## HIGH SCHOOL GOALS: MATHEMATICS

### 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 2018-19 are not yet available.

UPCHS’s 2014 cohort exceeded this measure by 17.8 points. The PI in Regents Math for UPCHS students in their fourth year of the 2014 Cohort was 100, exceeding the PI of CSD 7 in 2017-18 of 82.2 by 1.8 points.

Mathematics Regents Performance Index (PI)<sup>16</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	164	82	93	1,228
2014	2017-18	100	96	82.2	1,194
2015	2018-19	121.5	104	N/A	N/A

### ADDITIONAL EVIDENCE

UPCHS also met this measure in previous years. The marked difference starting in the 2017-18 year in UPCHS’s results reflect the transition to Regents mathematics exams that are aligned to the Common Core. 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 7 in 2015-16 by 51 points.

### 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 8<sup>th</sup> grade mathematics exam will meet the college and career

<sup>16</sup> For an explanation of the procedure to calculate the school’s PI, see page 29.



## 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. Of the 83 students in the 2015 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 60 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 7% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

This demonstrates an improvement over last year. Of the 86 students in the 2014 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 52 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 2% fully met Common Core Expectation on a Regents Exam in Mathematics.

The marked difference starting in the 2017-18 year in UPCHS's results reflect the transition to Regents mathematics exams that are aligned to the Common Core. UPCHS had met this measure in the year prior. Of the 57 students in the 2013 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> 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.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>17</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2013	2016-17	48	57
2014	2017-18	52	2
2015	2018-19	60	7

### ADDITIONAL EVIDENCE

UPCHS's performance on this metric is trending upward. Already, 28% of the students who were not proficient in math in 8<sup>th</sup> grade in the 2016 cohort have met this measure before their third year.

### Goal 4: Growth Measure

<sup>17</sup> Based on the highest score for each student on the English Regents exam

## HIGH SCHOOL GOALS: MATHEMATICS

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

### METHOD

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

### RESULTS AND EVALUATION

UPCHS met this measure. Of the 83 students in the 2015 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 60 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 98% at least partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

UPCHS met this measure each of the prior two years as well. Of the 68 students in the 2014 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 52 were not proficient on the 8<sup>th</sup> 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 8<sup>th</sup> grade, and 100% of the 2012 cohort who were not proficient in the 8<sup>th</sup> 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 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>18</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Achieving Level 3
2013	2016-17	48	100
2014	2017-18	52	94
2015	2018-19	60	98

### ADDITIONAL EVIDENCE

UPCHS's performance on this metric will remain strong. Already, 98% of the students who were not proficient in math in 8<sup>th</sup> grade in the 2016 cohort have met this measure before their third year.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

<sup>18</sup> Based on the highest score for each student on the mathematics Regents exam

## HIGH SCHOOL GOALS: 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.	Not 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 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.	Not Achieved
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 <sup>th</sup> 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.	Not Achieved
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> 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 purchased additional Common Core-aligned materials to support student learning aligned to these standards. Math teachers receive targeted professional development that 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 "Problem Solving," a STEM-focused class in 9<sup>th</sup> grade to help students solve unfamiliar and challenging problems. This class has been fundamental in improving our students'

## HIGH SCHOOL GOALS: MATHEMATICS

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 8<sup>th</sup> grade New York State assessment. The course is co-taught with a special education teacher to provide additional support to struggling learners. Starting in 2019-20, the school will also offer a course called “Numeracy”, which is a supplementary remediation course that covers basic algebraic concepts. Once students can develop their skills in algebraic operations, they will be prepared to access the more abstract mathematical concepts found in higher-level mathematics courses. UPCHS will also use continue inventions to support learners who do not demonstrate proficiency in mathematics prior to 9<sup>th</sup> grade. Targeted students take algebra for a year and a half (as opposed to a year), which has 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.

UPCHS is continuing to use data to target instruction. Students are assessed quarterly so teachers can identify gaps in student learning and restructure groupings as needed. The school is also using more data to correctly identify students for groupings in Algebra II, as well as shift students to a 3-semester-long course to give more time to absorb the material and practice the skills.

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: SCIENCE

### Goal 5: Science

UPCHS students will meet and exceed standards for mastery of skills and content knowledge in science.

### BACKGROUND

At UPCHS, students will continue to take at least three years of science, starting with Living Environment in 10<sup>th</sup> 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 currently offer instruction in Physics.) Students who have taken Living Environment in middle school can start this trajectory earlier and take college-level science courses while they are still in high school.

## 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 24 percentage points. 99% of students in the 2015 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

UPCHS also exceeded this measure the past two years. 94% of students in the 2014 cohort scored at least a 65 on a 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 Regents science exam by the completion of their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>19</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	78	99
2014	2017-18	96	94
2015	2018-19	99	104

### ADDITIONAL EVIDENCE

UPCHS's younger cohorts have already achieved this measure. 98% of the 2016 cohort has already passed a Regents science exam by the completion of their third year. 98% of the 2017 cohort has already passed a Regents science exam by the completion of their second year.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	120	77	116	87	104	99
2016			113	86	93	98
2017			112	15	117	98
2018					109	14

### 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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

<sup>19</sup> Based on the highest score for each student on any science Regents exam

## RESULTS AND EVALUATION

District results for the 2015 cohort are not yet available.

UPCHS's 2014 cohort exceeded this measure. 99% of UPCHS students in the 2014 Cohort passed a Regents Science exam by the completion of their fourth year, compared to 51% in CSD 7.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	96	82	57	1,873
2014	2017-18	94	96	51	1,848
2015	2018-19	104	99	N/A	N/A

## ADDITIONAL EVIDENCE

UPCHS has also met this measure in prior years. 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.

## 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

UPCHS met this measure.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	78	100
2014	2017-18	96	97
2015	2018-19	104	98

## EVALUATION

UPCHS has exceeded this measure by 23 percentage points. 98% of students in the 2015 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.

UPCHS also met this measure in previous years. 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 as well.

<sup>20</sup> Based on the highest score for each student on a science Regents exam



# 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

## ADDITIONAL EVIDENCE

94% of students in the 2016 cohort have already scored at least a 65 on the New York State Regents U.S. History exam by the end of their third year.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			116	87	104	98
2016			113	2	93	94
2017					117	9
2018					109	4

### 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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

## RESULTS

District results for the 2015 cohort are not yet available.

UPCHS's 2014 Cohort exceeded this measure by 56 percentage points. 98% of UPCHS students in the 2014 Cohort passed the US History Regents exam, compared to 43% in CSD 7.

U.S. History Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	100	78	49	1,873
2014	2017-18	96	97	43	1,848
2015	2018-19	98	104	N/A	N/A

## EVALUATION

UPCHS also met this measure in prior years. 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.

# 2018-19 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

UPCHS met this measure.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>21</sup>

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	78	99
2014	2017-18	96	97
2015	2018-19	104	99

## EVALUATION

UPCHS has exceeded this measure by 24 percentage points. 99% of students in the 2015 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.

UPCHS also met this measure in prior years. 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.

## ADDITIONAL EVIDENCE

98% of students in the 2016 cohort have already scored at least a 65 on the New York State Regents Global History exam by the end of their third year. 96% of students in the 2017 cohort have already

<sup>21</sup> Based on the highest score for each student on a science Regents exam

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

scored at least a 65 on the New York State Regents Global History exam by the end of their second year.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015			116	96	104	99
2016			113	88	93	98
2017					117	96
2018					109	0

### 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. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS

District results for the 2015 cohort are not yet available.

UPCHS's 2014 Cohort exceeded this measure by 58 percentage points. 97% of UPCHS students in the 2014 Cohort passed the Global History Regents exam, compared to 39% in CSD 7.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	95	82	42	1,873
2014	2017-18	97	96	39	1,848
2015	2018-19	99	104	N/A	N/A

### EVALUATION

UPCHS also met this measure in prior years. 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.

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
2016-17	In good standing
2017-18	In good standing
2018-19	In good standing