



**UNIVERSITY PREP CHARTER HIGH
SCHOOL**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrea d'Amato, Executive Director, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Steve Barr	Chairman
Judith Bergtraum	Member
Justin Pasternak	Member
Burton Sacks	Member
Randi Weingarten	Member

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.

SCHOOL OVERVIEW

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 12th grader's program

Extensive Professional Development

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

- 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 2019-20 school year, UPCHS enrolled 447 students in grades 9-12. Of the total student body enrolled on BEDS Day, 65.8% were Hispanic, 32.9% Black, 1.1% Asian, and 0.2% White. 89.9% of students were living in poverty, 13.6% had a disability, and 5.6% were English Language Learners.

Transition to Remote Learning

In March 2020 due to the Covid-19 pandemic, UPCHS moved to self-paced remote learning for the remainder of the 2019-20 school year. Utilizing Google classroom, teachers posted lessons that students reviewed and completed independently and hosted regular office hours to provide additional support to students.

UPCHS implemented a thorough system to monitor and address student mental and physical wellness. Counselors and selected teachers made weekly student wellness outreach calls. Operations staff also provided additional contact to students who were falling behind on their assignments to help them get back on track.

In Fall 2020, UPCHS is introducing new tools to drive engagement and differentiation in the remote learning environment. These include Nearpod, which helps make remote lessons interactive to increase student engagement, and Overdrive, a digital reading software.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2019-20										127	111	112	97	447

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility 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 30th of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2017-18	2014-15	2014	98	2	96
2018-19	2015-16	2015	107	3	104
2019-20	2016-17	2016	95	0	95

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the

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Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	96	0	96
2018-19	2015-16	2015	104	1	105
2019-20	2016-17	2016	95	0	95

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	0	0	0
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	0	0	0

PROMOTION POLICY

General: Students pass, and thereby receive the appropriate credits, for UPCHS classes by receiving a grade of 70 and up as a final average at the end of the school year. Students who fail to meet this metric are remanded to summer school. Therein, they must pass summer school to receive passing credit for the class in question. Failure there requires schedule adjustments if the course is a graduation requirement.

In response to Covid-19: For the fourth quarter of 2019-20, students were required to complete 20 assignments. This roughly translated into two assignments per week. Of the 20 required assignments, students who passed 13 or more passed for the quarter, and, where appropriate, for the year.

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools can report on all the remaining required measures.

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.

RESULTS AND EVALUATION

UPCHS has exceeded this benchmark by 20 percentage points. 98% of UPCHS's 2018 cohort students and 95% of 2019 cohort earned the number of credits in 2019-20 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 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	105	98%
2019	123	95%

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 9th Graders take 15 credits and 10th graders take at least 12 credits to increase the likelihood that they will graduate within four years.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

UPCHS exceeded this benchmark by sixteen percentage points. 91% of students in the 2018 Total Graduation Cohort have passed or were exempted from 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 2018 Total Graduation Cohort have taken the Algebra I Common Core Regents and were exempted from the Geometry Common Core Regents, either the Living Environment Regents or Physical Setting/Chemistry 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 at Least Three Regents (including exemptions from June/August 2020)
2016	2017-19	113	78%
2017	2018-19	117	93%
2018	2019-20	105	91%

ADDITIONAL EVIDENCE

UPCHS has met this measure each of the past three years. 93% of students in the 2017 Cohort passed three or more Regents examinations required for graduation by the end of their second year. 78% of students in the 2016 Cohort passed three or more Regents examinations required for graduation by the end of their second year.

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Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

UPCHS exceeded this measure by 25 percentage points for students in the fourth year high school Total Graduation Cohort and 5 percentage points for students in the fifth year high school Total Graduation Cohort. In the 2016 cohort, all students graduated within four years.

We credit these accomplishments, in large part, to our low ratio of students per school counselors and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	96	100
2015	2018-19	105	99
2016	2019-20	95	100

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	78	99
2014	2018-19	96	100
2015	2019-20	105	100

ADDITIONAL EVIDENCE

At least 99% of UPCHS students have graduated after four years in each of the last cohorts, exceeding both benchmarks substantially. All students in the 2016 Graduation cohort graduated

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

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

after four years. 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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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 achieved four out of four applicable high school graduation goals.

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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.	N/A
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

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

GOAL 2: COLLEGE PREPARATION

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

UPCHS students have achieved a 98% graduation rate and 100% college acceptance rate. Across our campus, we expect college enrollment and success.

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 is focusing on enrolling more students in College Now, beginning in the 10th grade. College Now is a preparation program that helps students to transition into college while in high school. While University Prep Charter High School is currently partnered with City College, students have taken classes at a variety of colleges including Lehman College, New York City College of Technology, Hostos Community College and Bronx Community College. At University Prep students can enroll in College Now as early as 10th grade. As a result, students can earn up to 15 transferable college credits. Not only does this program acclimate students to the academic expectations of college, but it also provides students with a competitive advantage when applying.

Student must meet the following criteria to enroll in College Now:

- Students must have a cumulative GPA of 80 or above
- Students must earn a minimum score of 75 on the ELA Regents and minimum Reading score of 480 on the PSAT/SAT
- Students must take a placement exam for certain Math courses

Courses have included:

Course Name	College
Applications of Psychology in The Modern World	City College
Architecture	City College (Summer)
Biology: Human	City College
College Algebra/Trigonometry	Lehman College
Freshman Composition	City College
Fundamentals of Sociology	Lehman College
*Introduction to Business	Bronx Community College
*Introduction to Criminal Justice	Bronx Community College
Introduction to Philosophy	City College
Physics	City College
Precalculus	Lehman College

College Advisement is built into every 12th grader's program. UPCHS also offers a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks, as well as an SAT prep course for all 11th grade students.

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 indicators, and the overall percentage achieving any indicator.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

RESULTS AND EVALUATION

UPCHS's graduating students fell short of this measure by two percentage points.

73% of the 95 graduates in UPCHS's 2016 Cohort demonstrated college preparation by at least one indicator:

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

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- 95 graduates took the SAT; 22 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 95 graduates, 68 earned a Regents diploma with advanced designation.

Percentage of the 2016 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	45	30	32
CCR benchmark on SAT	95	22	23
Regents Diploma with Advanced Designation	95	68	72
Overall	95	73	73

ADDITIONAL EVIDENCE

Data from the 2017 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, 14 students (70% of test takers) passed an AP exam with a score of 3 or higher.
- Of 108 students who have taken the SAT, 30 students (28% 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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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 2016 Cohort regarding their matriculation. 100% of graduates from the 2016 Cohort were accepted into college or university, and we expect more than 75% of graduates from the 2016 Cohort will matriculate into a college or university this year.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2014	2017-18	94	68*	81
2015	2018-19	104	75**	93
2016	2019-20	95	TBA	TBA

**Note: The school is still awaiting confirmation from 11 students from the 2014 cohort; they have been excluded from the calculation.*

***Note: The school is still awaiting confirmation from 23 students from the 2015 cohort; they have been excluded from the calculation.*

ADDITIONAL EVIDENCE

UPCHS has met, or nearly met, this measure the past three years. As of Fall 2020, of the 81 students from the 2015 cohort who UPCHS has been in touch with, 93% have matriculated into a college or university in the 2019-20 year. UPCHS is awaiting confirmation from an additional 23 students. As of Fall 2019, of the 84 graduates of the Class of 2018 (2014 cohort) with whom UPCHS has spoken, 68 students (81%) were have enrolled in college courses. The school is awaiting confirmation from an

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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.

SUMMARY OF THE COLLEGE PREPARATION GOAL

UPCHS achieved one of two college preparation goals

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not achieve
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

ACTION PLAN

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

- One Assistant Principal with expertise in intellectual engagement focuses on instruction and professional learning, with the aim of having students move beyond compliance to instead grapple with challenging material to prepare for college
- Double ELA instruction time for 9th and 10th Grade students and double math instruction time for 9th grade students
- Continuing independent reading, with the support of a literacy specialist, 4 days per week
- Enrolling more students in College Now classes starting in the 10th grade
- Offering a college readiness workshop for 10th Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11th grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math

UPCHS is also exploring offering the ACT examination.

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.

UPCHS will also continue with the core programs that set students up for academic success in high school and college:

- A renewed focus on Understanding by Design has transformed unity 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.
- The school will begin offering a coding class to help students prepare for today's tech careers.
- UPCHS will continue the leadership course called Peer Group Connection, now in its third year. In this program, 12th grade students participate in a year-long leadership class to build facilitation and communication skills. The 12th grade students in turn teach 9th grade students one a week, which will help create connections between students and building a culture of responsibility and interdependence across the school. 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.

In the 2020-21 school year, UPCHS is launching Digital Age Academy, a partnership to bring coding experts to mentor students in their computer science goals. Students will also have the opportunity to pursue internships. These experiences will help prepare students for college and career.

GOAL 3: ENGLISH LANGUAGE ARTS

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

UPCHS exceeded this benchmark by seven percentage points. 72% of students in the 2016 Cohort scored at least a 4 on the Regents English Common Core Exam.

UPCHS has demonstrated consistently strong performance against this benchmark. Though the school fell short of this benchmark last year by six percentage points, 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 Cohort²

² Based on the highest score for each student on the English Regents exam

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Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	96	0	65	68
2015	2018-19	104	0	61	59
2016	2019-20	95	0	68	72

ADDITIONAL EVIDENCE

Looking forward, the 2017 Cohort has already met this benchmark. Of the 110 students enrolled in the 2017 cohort, 67% have already scored a Level 4 on the Regents in Exam in English Language Arts (Common Core).³

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	113	13	93	69	95	72
2017	112	0	117	17	110	67
2018			109	0	105	0
2019					123	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.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to

³ 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.

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sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

UPCHS has exceeded this measure by 19 percentage points.

99% of students in the 2016 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 three years. 97% of students in the 2015 Cohort, 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.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	96	0	91	95
2015	2016-19	104	0	101	97
2016	2019-20	95	0	94	99

ADDITIONAL EVIDENCE

The 2017 Cohort has already met this benchmark. Of the 110 students in the 2015 cohort, 83% 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	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	113	16	93	96	95	99
2017	112	0	117	20	110	83
2018			109	0	105	0
2019					123	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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common

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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 2016 cohort exceeded this measure by 13 percentage points.

Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 51 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 63% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	59	0	35	59
2015	2018-19	70	0	31	44
2016	2019-20	51	0	32	63

ADDITIONAL EVIDENCE

UPCHS fell short of this measure by last year by six percentage points. Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 70 were not proficient on the 8th 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. UPCHS met this measure in each of the past two years before that. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 59 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 59% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 57 students in the 2013 cohort for whom UPCHS has 8th Grade NYS Exam score information, 45 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 62% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) or scored at Least 75 on the Regents Comprehensive English Exam.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

UPCHS's 2016 cohort exceeded this measure by 23 percentage points.

Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 51 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 98% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	59	0	54	92
2015	2018-19	70	0	68	97
2016	2019-20	51	0	0	98

ADDITIONAL EVIDENCE

UPCHS met this measure each of the past three years. Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 70 were not proficient on the 8th 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. Of the 72 students in the 2014 Accountability cohort for whom UPCHS has 8th Grade NYS Exam score information, 59 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 92% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 57 students in the 2013 cohort for whom UPCHS has 8th Grade NYS Exam score information, 45 were not proficient on the 8th Grade NYS ELA Exam, and of these students, 100% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has achieved two out of two absolute measures and two out of two growth measures in ELA.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	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 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

In the 2020-21 school year, UPCHS is initiating a renewed focus on literacy support. All classes will focus on reading and writing for content acquisition and demonstrating mastery. This will be supported in part by Overdrive, a digital reading software UPCHS is introducing this fall. The school is also using Nearpod, which helps make remote lessons interactive to increase student engagement.

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.
- 9th and 10th 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 need

GOAL 4: MATHEMATICS

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 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.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

UPCHS fell short on this measure.

42% of students in the 2016 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 improvement over the prior year, when 20% 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.

HIGH SCHOOL GOALS: MATHEMATICS

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.⁴ 92% of the 2016 Cohort met the CUNY college readiness requirement in mathematics, an improvement over the 2015 Cohort (83%) and the 2014 Cohort (57%).

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	96	0	14	15
2015	2018-19	104	0	21	20
2016	2019-20	95	0	40	42

ADDITIONAL EVIDENCE

The 2017 and 2018 cohorts are making progress towards this measure. Notably because the June 2020 and August 2020 administrations of the Regents were cancelled due to the Covid-19 pandemic, students have had fewer opportunities to demonstrate proficiency in Mathematics. However controlling for this factor, UPCHS's Mathematics results have trended upwards as the school has strengthened its mathematics program.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	113	38	93	43	95	42
2017	112	31	117	38	110	36
2018			109	35	105	34
2019					123	7

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 State Education Department currently defines the cut off for passing and meeting the

⁴ <http://www2.cuny.edu/academics/testing/testing-faqs/>

HIGH SCHOOL GOALS: MATHEMATICS

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

UPCHS exceeded this measure by 20 percentage points.

100% of students in the 2016 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. 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. 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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	96	0	92	96
2015	2016-19	104	0	103	99
2016	2019-20	95	0	95	100

ADDITIONAL EVIDENCE

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

Notably because the June 2020 and August 2020 administrations of the Regents were cancelled due to the Covid-19 pandemic, the 2019 cohort has not yet had many opportunities to demonstrate proficiency in Mathematics. Historical trends show every UPCHS cohort has met this measure, and UPCHS expects its 2019 cohort will also.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	113	91	93	98	95	100
2017	112	84	117	98	110	97
2018			109	90	105	89
2019					123	11

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

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Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

UPCHS did not meet this measure. Of the 66 students in the 2016 cohort for whom UPCHS has 8th Grade NYS Exam score information, 48 were not proficient on the 8th Grade NYS Math Exam, and of these students, 29% 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 and the year prior. Of the 83 students in the 2015 cohort for whom UPCHS has 8th Grade NYS Exam score information, 60 were not proficient on the 8th 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. Of the 86 students in the 2014 cohort for whom UPCHS has 8th Grade NYS Exam score information, 52 were not proficient on the 8th Grade NYS Math Exam, and of these students, 2% fully met Common Core Expectation on a Regents Exam in Mathematics.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	52	0	1	2
2015	2018-19	60	0	29	7
2016	2019-20	48	0	14	29

ADDITIONAL EVIDENCE

Because the June 2020 and August 2020 administrations of the Regents were cancelled due to the Covid-19 pandemic, younger cohorts have not had as many opportunities to demonstrate

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proficiency in Mathematics. However the increasingly strong results from the past three cohorts suggest that UPCHS will continue to improve its performance on this measure.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

UPCHS met this measure. Of the 66 students in the 2016 cohort for whom UPCHS has 8th Grade NYS Exam score information, 48 were not proficient on the 8th Grade NYS Math Exam, and of these students, 100% 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 three years as well. Of the 83 students in the 2015 cohort for whom UPCHS has 8th Grade NYS Exam score information, 60 were not proficient on the 8th 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. Of the 68 students in the 2014 cohort for whom UPCHS has 8th Grade NYS Exam score information, 52 were not proficient on the 8th Grade NYS Math Exam, and of these students, 94% at least partially met Common Core Expectation on a Regents Exam in Mathematics (scoring at Performance Level 3 on a Regents mathematics exam). 100% of the 2013 cohort who were not proficient in the 8th grade, and 100% of the 2012 cohort who were not proficient in the 8th grade also achieved this measure.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	52	0	49	94
2015	2018-19	60	0	59	98
2016	2019-20	48	0	48	100

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ADDITIONAL EVIDENCE

UPCHS's performance on this metric will remain strong. Already, 100% of the students who were not proficient in math in 8th grade in the 2017 cohort have met this measure before their third year.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

UPCHS has achieved one out of two absolute measures and one out of two growth measures in Mathematics.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	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.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	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 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in Mathematics. UPCHS has invested significantly in shifting its mathematics program to meet the New York State Common Core Learning Standards. The school altered its mathematics curriculum, beginning with Algebra I, and 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 9th grade to help students solve unfamiliar and challenging problems. This class has been fundamental in improving our students’ abilities in navigating Common Core mathematics. The school will continue to incorporate, within the curriculum, unit exams that have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for intervention programs, including office hours, small-group tutoring, and Saturday classes.

UPCHS will also invest more deeply in remediation for students who are struggling in math to get them on-track earlier in their high school career. In 2017-18, UPCHS introduced “Algebra Enrichment”, a remedial algebra course for students who did not demonstrate proficiency in math on the 8th grade New York State assessment. The course is co-taught with a special education teacher to provide additional support to struggling learners. Starting in 2019-20, the school also began offering 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.

In the 2020-21 school year, UPCHS is introducing a Statistics course and an AP Calculus course, providing students opportunities for learn challenging and critical mathematical subjects.

UPCHS will also use continue inventions to support learners who do not demonstrate proficiency in mathematics prior to 9th grade. Targeted students take algebra for a year and a half (as opposed to a year), which has 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

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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

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

UPCHS has exceeded this measure by 25 percentage points. 100% of students in the 2016 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

UPCHS also exceeded this measure the past three years. 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. 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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	96	0	90	94
2015	2016-19	104	0	103	99
2016	2019-20	95	9	95	100

ADDITIONAL EVIDENCE

UPCHS's 2017 cohort and 2018 cohort have already achieved this measure.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	113	86	93	98	95	100
2017	112	15	117	98	110	97
2018			109	14	105	98
2019					123	7

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

N/A

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

UPCHS met this measure.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	96	0	93	97
2015	2016-19	104	0	102	98
2016	2019-20	95	0	95	100

EVALUATION

UPCHS has exceeded this measure by 25 percentage points. 100% of students in the 2016 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. 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. 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.

ADDITIONAL EVIDENCE

Usually UPCHS students take the US History exam at the end of their third year. However because the June 2020 and August 2020 administrations of the Regents were cancelled due to the Covid-19 pandemic, the 2017 cohort has not had the opportunity to demonstrate proficiency in US History. However controlling for this factor, UPCHS cohorts have consistently met this measure.

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

Cohort Designation	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	113	2	93	94	105	98
2017			117	9	110	5
2018			109	4	105	1
2019					123	2

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS

UPCHS met this measure.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	96	0	93	97
2015	2016-19	104	0	103	99
2016	2019-20	95	0	95	100

EVALUATION

UPCHS has exceeded this measure by 25 percentage points. 100% of students in the 2016 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. 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. 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

95% of students in the 2017 cohort have already scored at least a 65 on the New York State Regents Global History exam by the end of their third year. 92% of students in the 2018 cohort have already 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	2017-18		2018-19		2019-20	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	113	88	93	98	95	100
2017			117	96	110	95
2018			109	0	105	92
2019					123	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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

ADDITIONAL EVIDENCE

N/A

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

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
2017-18	In good standing
2018-19	In good standing
2019-20	In good standing