



**University Preparatory
Charter School for Young
Men**

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Walter Larkin, Jr., CEO

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
David Shakes	Trustee	Accountability/Cultural Relevance
Denise Rainey	1st Vice Chair	Career and Technical Education; Instructional Development and Data Support
Edward Yansen	Chair	Finance; Board Development; Instructional Development and Data Support; Executive
Gayle Harrison	Trustee	Community Engagement
George Bovenzi	Trustee	Finance
Larry Ellison	2nd Vice Chair	Policy/Development
Sharon Delly	Secretary	Instructional Development and Data Support
Wandah Gibbs	Trustee	Career and Technical Education

Executive Team at University Preparatory Charter School for Young Men:

Walter Larkin, Jr. assumed the position of Chief Executive Officer on April 1, 2019.

Latresha Fuller assumed the position of Chief Academic Officer in June 2022.

Cam Lewis, Ph.D assumed the role of Chief Operations Officer in October 2021.

SCHOOL OVERVIEW

U Prep’s mission is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. U Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. Our Key Design Elements distinguish U Prep as an innovative and viable educational option for Rochester families that improves achievement for young men using a student-centered, individualized approach to instruction. U Prep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparation for life after high school, a 100% graduation rate, and all students being college and workplace ready.

University Preparatory Charter School for Young Men first became an educational option in the Rochester community when it opened its doors in 2010. Since its inception, University Prep has made it its goal to graduate young men with the disposition and skills to be successful in college, career and as citizens of their communities. To meet this goal, University Prep understands the necessity of doing whatever it takes to advance its middle school students at their entry point to expedite the development of their social, emotional and academic skills in preparation for the rigor of high school and the requirements of a Regents diploma.

University Prep’s program is reflected in the ten Key Design Elements, which summarize the school’s model and serve as the cornerstones of its quality instructional program. These components distinguish the school’s model and embody the spirit of the charter movement in providing Rochester families with an innovative and viable educational option that improves student achievement for our young men. These core tenets have been carefully established to provide an educational program relevant to the diverse population the school serves and aligned to the New York State Next Generation Learning Standards.

All students participate in our college prep program, and we also believe that students benefit from career preparation and recognize that some students are interested in postsecondary options outside of the traditional college pathway. As part of our mission for all U Prep seniors to be college and workforce ready by graduation, we offer a CTE Center on campus where students in Grades 10-12 learn skills in culinary arts, machining, building trades, and informational technology (IT). CTE provides students with a pathway in one of these areas that culminates in a viable career option. Students in our CTE program graduate with the skills to either enter the workforce immediately or pursue postsecondary options, including certification or an apprenticeship, in their pathway. We established the CTE Center in our second charter term and have continued to improve the program in our third term to increase student engagement and expand the opportunities we offer.

School-wide Programming to Highlight in the 2022-23 School Year

- Utilizing two buildings this year, one for Grades 6-7 and another for Grades 8-12.
- **Social Studies program:** Building on our mission to “establish a culture that celebrates diversity,” we are committed to using a culturally relevant curriculum that provides our students with opportunities for critical thinking and meaningful reflection. Accordingly, we identified an opportunity to expand our social studies program in our third charter term to include a social justice component and introduced the PathStone Anti Racist Curriculum Project in the 2021-22 school year. The PathStone Foundation is a non-profit organization dedicated to promoting social justice and advocacy; we have previously worked with this group for our social-emotional learning (SEL) program. The organization’s Antiracist Curriculum Project aims to educate students on the historical impact of structural racism and civil rights in Monroe County, where U

Prep is located, as well as to examine the contemporary realities of racism in the Rochester community. The project is standards-aligned, student-centered, and based on case studies that can be used individually or in conjunction with additional curricular resources.

- **Expanded dual credit offerings:** U Prep offers dual credit courses in culinary and machining through our Career and Technical Education (CTE) program; in addition, students are able to take courses at Monroe Community College (MCC) for dual credit. We are currently expanding our honors program: beginning in the 2022-23 school year, seniors will have the opportunity to take an honors course.
- **Continue Utilizing iReady assessment program:** We introduced iReady assessments for all grades in ELA and math to measure student achievement of grade-level standards.

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
2020-21								61	69	91	66	71	51	409
2021-22								53	74	85	90	61	69	432
2022-23								55	64	70	82	78	65	414

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2022-23 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>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	53	1	52
2021-22	2018-19	2018	60	0	60
2022-23	2019-20	2019	58	1	57

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 school year they first enter the 9th grade anywhere. The 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to 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.

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	53	1	52
2021-22	2018-19	2018	60	1	61
2022-23	2019-20	2019	57	3	60

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	49	2	51
2021-22	2017-18	2017	54	3	57
2022-23	2018-19	2018	61	1	62

PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

U PREP GRADE PROMOTION POLICY (FROM FAMILY HANDBOOK)

Grade 7 to 8/Grade 8 to 9 Promotion: Includes the following:

At the end of Grade 7 and/or Grade 8 school year, a promotional meeting is held for each student and attended by:

- Principal, Meeting Chair
- Grade level core subject teacher(s)
- Instructional/grade level administrator
- RTI staff/Special Education Teacher

One of the following is the decision for each student at that grade level:

- Student will be promoted to the next grade
- Student must attend a four-week summer program focusing on literacy and math
- Student must demonstrate some growth at the end of the program to be promoted to the next grade level
- Student and parent will attend a pre-summer school meeting to go over expectations and possible outcomes

If that growth is not evident, grade retention will be a serious option for that student. Final decision will be made by the President and Principal.

Grade 10 Designation

A student must have earned 5 1/2 credits (minimum) toward graduation. Credits must include:

- (1 Credit) Integrated Algebra (Regents)
- (1 Credit) Living Environment (Regents)
- (1 Credits) Global I (Regents)
- (1 Credit) English I (Local)
- (.5 Credit) Physical Education (Local)
- (1 Credit) Spanish I or II (As Applicable)

Summer School is mandatory for credit recovery in all of the above core subjects.

Grade 11 Designation

A student must have earned 12 credits (minimum) toward graduation. Credits must include:

- (1 Credit) Geometry (Regents)
- (1 Credit) Earth Science (Regents)
- (1 Credits) Global II (Regents)
- (1 Credit) U.S. History – If applicable (Regents)
- (.5 Credit) Physical Education (Local)
- (1 Credit) Elective Credit(s) (Local)

Summer School is mandatory for credit recovery in all of the above core subjects.

Grade 12 Designation

A student must have earned 18 credits (minimum) toward graduation and must have a class schedule that will allow him to graduate in June of that school year. Grade 12 course offerings include the following options:

1. Physics/Chemistry as the third science course needed for graduation (Regents or Local)
2. Algebra 2/Trigonometry as the third math course needed for graduation (Regents or Local)
3. English III – with Regents (if applicable)
4. Participation in Government/Economics
5. .5 Physical Education Credit
6. Course recovery needed from previous years' Regents courses
7. College courses(s) offered on campus(es)
8. Elective credit(s)

GOAL 1: HIGH SCHOOL GRADUATION

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Students will meet New York standards for graduation and successfully complete the academic requirements of the School within four to five years after entering the ninth grade.

Graduation Goal Measure 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.

Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent Earning 5+ Credits
2021	85	95%
2022	63	95%

Graduation Goal Measure 2 - 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.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2023, the 2021 Cohort will have completed its second year.

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)
2019	2020-21		66%
2020	2021-22		48%
2021	2022-23	85	28%

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Graduation Goal Measures 3 & 4 - Absolute

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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	57	45	79%
2018	2021-22	61	58	95%
2019	2022-23	60	51	85%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	51	48	94%
2017	2021-22	57	48	84%
2018	2022-23	62	60	97%

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	51	48	94%	1804	71%
2018	2021-22	57	48	84%	1777	71%
2019	2022-23	60	51	85%		

¹ 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.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2021-22 results as a temporary placeholder for the district's 2022-23 results.

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Graduation Goal Measure 6 - 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.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	62	58
2019	2022-23	60 in Cohort	32 utilized Pathways: 5 Arts 18 CTE 9 Stem Science

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The 2022-23 graduation rate was 85% and our fifth-year graduation rate was 95%.

95% of our first- and second-year students did earn at least 5 credits to be promoted. Fewer than 75% of students in their second year in high school have passed or been exempted from at least three Regents exams.

University Prep continues to graduate young men at higher rates than the local Rochester City School District after both four and five years.

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

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	year will exceed that of the Total Graduation Cohort from the school district of comparison.	
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.	Unable to Assess

EVALUATION OF THE GRADUATION GOAL

Although our graduation rates are well above the goals, we did fall short on having students in the second-year pass at least 3 Regents exams. We do have quite a few students utilize the 4+1 pathway, but it is difficult to measure that because some students just utilize another Regents when necessary, rather than deciding to take an alternate exam.

ADDITIONAL CONTEXT AND EVIDENCE

To support a high graduation rate, we provide senior meetings for all twelfth-grade students with a counselor, administrator, and transition specialist. To further support seniors, we include parents, the coordinating administrator for special education, the student/family and community support director, and the dual enrollment officer as needed in these meetings, based on the circumstances of each individual student.

For students who were at risk of failing a course, we introduced a new quarterly cycle in 2022-23 in which teachers created recovery plans with opportunities for additional assignments or support that would allow students to progress toward passing the class. Finally, we also offered optional afterschool (M-Th) support for students who needed extra help.

Finally, to support all students with preparing for Regents exams, we offered two opportunities for Regents prep. In addition to after school options for extra support, in 2022-23, we extended our Friday schedule (normally a half-day for students) for five weeks between May and June. During this extended time, students had the option to participate in Regents prep.

ACTION PLAN

In 2022-23, we introduced Bright Thinker, an online credit recovery program. This program helped support students on the path to graduation. In 2022-23, students had the opportunity to work on credit recovery during lunch period/advisory (approximately 20-30 minutes daily). Recognizing the value of the credit recovery program, in 2023-24, we are introducing a daily dedicated period called “Academic Center” and hired a dedicated credit recovery teacher to lead the period. During the Academic Center period, students will have support while working on credit recovery. After the pilot year in 2023-24, we anticipate expanding the Academic Center to support other student needs beyond credit recovery.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will graduate from the School with the disposition to enter college or military service and will demonstrate the necessary skills to be successful.

We offer extensive support to students to help them gain admittance into college. These supports are also targeted at preparing students for success once they enter a postsecondary environment. The strategies we use include:

- **Test Preparation:** We contract with a program through the YMCA to offer all U Prep students free SAT test preparation. In addition, we offer the PSAT free of charge for all students. In the past, we have held the PSAT and SAT on Saturdays; beginning in 2021-22, these tests are held during the school day. This change has already led to increased participation, and we are hopeful that participation on these tests will continue to increase in the future.
- **College Choice:** U Prep students work with our guidance counselor to identify colleges and universities that align with their interests. We offer college visits to seniors monthly so that students can learn about the different options available after graduation; sophomores and juniors also participate in college visits several times throughout the year.
- **Dual Credit Courses:** U Prep offers dual credit courses in culinary and machining through our Career and Technical Education (CTE) program; in addition, students are able to take courses at Monroe Community College (MCC) for dual credit. In 2022-23, we expanded our course offering through MCC to add English 105 to our existing options of English 101 and Statistics. We expanded our honors program in the 2022-23 school year by adding the English IV Honors course.
- **Financial Literacy:** We offer a FAFSA workshop for U Prep families to assist them with the application for federal aid. In addition, we offer courses that prepare students for tangible skills such as paying bills, understanding mortgages, and time management. This education is critical to ensuring that students are not only able to succeed academically but are also capable of taking care of themselves holistically after graduation.
- **Increased Rigor:** To support increased rigor in, seventh grade students at U Prep began taking Algebra and Living Environment beginning in the 2022-23 school year.

We hired a transition specialist in the 2022-23 school year. We were able to create this position through funding provided to the school by the American Rescue Plan grant through the 2023-24 school year. The transition specialist helps us understand the factors that determine whether U Prep students persist through college. Based on these findings, we adjust the support we offer to students pre- and post-graduation.

The transition specialist led a pilot of portfolio protocols for Grades 9-12 in the 2022-23 school year, which we launched as a component of our college readiness approach. In the 2023-24 school year, we will fully implement the portfolio program. Starting in ninth grade, students will begin adding select assignments to their portfolios that showcase their skills, interests, and accomplishments. We designed the portfolio requirements so that students will be able to use these compilations as a resource when applying for jobs, colleges, and scholarships. For example, beginning in ninth grade each student will create a resume and activities/awards information sheet that is then updated each year. Students will

select academic work to put in their portfolios, accompanied by an individual rationale sheet for each sample of work. Portfolios also have a youth service learning component: in each year of high school, U Prep students will work toward fulfilling a required number of youth service learning hours (Grade 9: 12 hours; Grade 10: 16 hours; Grade 11: 16 hours; Grade 12: 20 hours). In their senior year, students will submit their completed portfolios as part of our graduation requirement. U Prep staff will evaluate these portfolios during individual exit interviews for graduating seniors. Students will graduate with final portfolios that include: a copy of their transcript, contact information for six staff members that can serve as a reference, three letters of recommendation, a list of activities and awards, a resume, a personal essay, and sample thank you and cover letters. We expect that implementing this portfolio protocol will increase student ownership of learning and enable students to better demonstrate their accomplishments and succeed after graduation.

College Preparation Goal Measure 1 - Absolute

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;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

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Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents Diploma with Adv Designation	51	4	8%
Monroe Community College Courses (College Composition or Statistics)	7	7	100%
College & Career Readiness Scores on SAT	1	0	0
Overall	51	7	14%

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

College Preparation Goal Measure 4 - Absolute

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

³ Schools use any method listed above, 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.

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Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2017	2020-21	45	29 Confirmed Accepted	15%
2018	2021-22	48	38	81% Accepted
2019	2022-23	50	40	80% Accepted

As part of our mission for all U Prep seniors to be college and workforce ready by graduation, we offer a CTE Center on campus where students in Grades 10-12 learn skills in culinary arts, machining, building trades, and informational technology (IT). CTE provides students with a pathway in one of these areas that culminates in a viable career option. Students in our CTE program graduate with the skills to either enter the workforce immediately or pursue postsecondary options, including certification or an apprenticeship, in their pathway. We established the CTE Center in our second charter term and have continued to improve the program in our third term to increase student engagement and expand the opportunities we offer.

CTE Highlights of 2023-24:

New Hires: We have hired a new Welding Instructor and new Building Maintenance Instructor for 2023-24.

New CTE Pathway: We are introducing a new pathway and certification for Welding (AWS) in 2023-24. This is in addition to the entry-level certification offered for building management (OSHA 10) and informational technology (CompTIA). In addition to culinary arts, we are adding building maintenance, informational technology, and welding to our dual enrollment program offered with Monroe Community College.

SUMMARY OF THE COLLEGE PREPARATION GOAL

We offer our students opportunities to investigate their interests in a college setting as well as going straight to the workforce. 14% demonstrated success in a college readiness indicator. 80% were accepted to a 2 or 4 year college. The remaining students did not apply and have plans to enter the workforce or the military. Those going to work have had the opportunity to utilize one of our CTE paths.

⁴ Schools should update and confirm data for Cohorts prior to 2022-23 and provide preliminary matriculation data for 2019 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

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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.	Not Met
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

ADDITIONAL CONTEXT AND EVIDENCE

As outlined above, we encourage our students to pursue the path that is best for them and UPrep prepares them by making college and CTE opportunities available.

Accomplishments of CTE graduates: six graduates went on to careers after graduation: two in culinary arts, two through ITEC's Golisano Construction Program, and two in cosmetology/barbering. In addition, four students earned a CTE endorsement for culinary arts.

ACTION PLAN

Refer to the updates to the CTE Programs outlined above.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will be proficient readers and writers of the English Language.

BACKGROUND

In ELA, U Prep uses the American Reading Company Core Program (ARC Core) for Grades 6-9 to prepare students for credit-bearing courses in high school. ARC Core is a standards-aligned, research-based program that provides a comprehensive and culturally relevant literacy curriculum. Differentiation is integrated into ARC Core, giving all teachers built-in tools for reading remediation. ARC Core recommends culturally responsive grade-level texts that teachers can use during core instruction or the read-aloud portion of Learning Lab, our intervention class. Teachers participate in PD training with ARC Core twice a year. In addition to ARC, we also introduced the I-Ready Instructional Program for grades 6-9. This program is adaptive, so it allows students to work on personalized learning plans.

In Grades 10-12, we use a teacher-created curriculum aligned to the New York State Learning Standards. In all U Prep courses, teachers include daily ELA goals targeting vocabulary or comprehension development.

To ensure that students are prepared for high school, our middle school schedule is organized to support grade-level growth. In sixth grade, we offer a double block for ELA and math, which allows time for both instruction and intervention.

In seventh and eighth grade, all students have a Learning Lab, an intervention strategy in math and ELA. Learning Labs in ELA are grouped homogeneously by reading level, allowing teachers to work on literacy skills with the entire class in addition to providing individual support. Students work toward their “power goals” during the Learning Lab, which are set at the beginning of the year. Our Learning Lab courses are aligned to the general education ELA sections; for example, when students study figurative language in their general ELA class, they begin their Learning Lab section that week by finding an interesting word in their independent reading and sharing that finding with the class. There is also a read-aloud component in the Learning Labs to engage students and ultimately increase the number of texts our students read.

While high school students do not have Learning Lab, we offer a literacy course for all ninth grade students to provide the opportunity to practice independent reading in school. During the course, ninth grade students read historical fiction to provide them with context for the issue-based essays required in the Grade 10 Global 2 class. Ninth grade literacy allows us to continue our emphasis on developing reading skills for all students.

We use the iReady assessment, teacher-created grade-level common assessments, and the Independent Reading Level assessment from ARC Core to measure student progress in ELA. In the 2022-23 school year, our schoolwide focus was the use of student data (particularly from the iReady assessment) to drive instruction and identify trends based on specific learning standards.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
7	54	0	1		0	0	1	56
8	70	1	1		0	0	2	74
All	124	1	2	0	0	0	3	130

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
7	54	6	11%			
8	70	11	16%	37	9	24%
All	124	17	14%	37	9	24%

ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

⁵ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

2022-23 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
7				
8	24%	37		
All	24%	37		

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the

⁶ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

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timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.⁷

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁸		Effect Size
		Actual	Predicted	
7	60.4	8.9	46.4	-1.94
8	78.4	8.7	43.4	-1.85
All	70.3	8.8	44.7	-1.89

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

SUMMARY OF THE ELA GOAL

The charter school did not meet the MS English Language Arts goals we are able to report on in 2022-23. The absolute measure was not met as less than 75 percent of 8th grade students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Based on the 2021-22 Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree based on its overall effect size. The school demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁸ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did meet this measure. Overall, 24% of 8th grade students enrolled in 2+ years demonstrated proficiency on the ELA assessment.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - Unable to Assess
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of -1.89.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.

ELA ACTION PLAN

In past years, Learning Lab was staffed by teachers of a range of subjects. In 2023-24, we are reorganizing our staffing for Learning Lab so that it will be staffed specifically by English or Social Studies teachers. Further, in 2023-24, our reading intervention consultant will be working with sixth and seventh grade students one-on-one and during the Learning Lab, to support acquisition of literacy skills needed to pass the Regents exams in seventh grade and beyond. The reading intervention consultant will also be coaching teachers to support high-impact ELA instruction.

In addition, in 2023-24 we are introducing the Personalized Instruction program from iReady as a strategy to increase ELA proficiency in Grades 6-9. iReady Personalized Instruction uses data from the iReady assessment to create a personalized path of engaging online lessons. Students will use iReady Personalized Instruction during Learning Lab.

We are also acquiring an assessment program published by Renaissance called DNA, which supports teachers in creating and administering standards-based assessments and which provides instant scoring, formative feedback, and interactive reporting.

In 2023-24, professional development will include the following areas of focus for ELA:

- We are partnering with Sarah Tantillo, Ed.D., LL, author of the Literacy Cookbook, for ongoing development. Tantillo will be working with both students and teachers, with a particular focus on middle school literacy. Our focus is really on literacy because we know that is part of the barrier to success.
- Anet will be working with our school to support the effective use of assessment data and effective math instructional strategies, such as cognitive rigor and increased student engagement.
- Led by our CAO, professional development will be focused on the use of common assessments to understand why our students are not meeting grade level expectations.
- Our observation and feedback cycle is also a critical method of providing teachers with professional development. In 2023-24, we will also be working with our leadership team to ensure that teachers are observed after receiving feedback to check for implementation of feedback.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

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.

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.⁹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁰

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)
2017	2020-21	52	24	11	39%
2018	2021-22	61	57	0	0
2019	2022-23	57	33	8	33%

High School ELA Measure 2 - 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.

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

⁹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹⁰ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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.

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the percent of the Accountability Cohort that achieved at least Performance Level 3 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)
2017	2020-21	52	24	27	92%
2018	2021-22	60	57	1	23%
2019	2022-23	57	33	24	100%

High School ELA Measure 3 - 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’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 4 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 5 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

High School ELA Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

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High School ELA Measure 7 - Growth

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

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.

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)
2017	2020-21	26	12	2	14%
2018	2021-22	21	21	–	–
2019	2022-23	24	0	1	4%

High School ELA Measure 8 - Growth

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.

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.

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)
2017	2020-21	26	12	14	100%
2018	2021-22	21	21	–	–
2019	2022-23	24	-	10	42%

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SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

With exemptions, 100% of the 2019 accountability cohort received credit for the ELA Regents. 42% of students who did not test at proficiency in 8th grade did so on the NYS ELA Regents by the fourth year in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of 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.	Not Met
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met

GOAL 4: MATHEMATICS

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

BACKGROUND

We introduced Reveal Math as our core math curriculum in the 2021-22 school year for all grades. During our research period, our goal was to find a math curriculum based in conceptual fluency with a culturally relevant component, to drive proficiency and provide vertical alignment across our grade span. Reveal Math offers strong online components, relevant lessons, and scaffolded differentiation, and it is adaptable across in-person and remote models. Each module of Reveal Math engages students with a mini-lesson grounded in a real-world example. We also introduced ALEKS in our third charter term as a supplement to Reveal Math. ALEKS is an adaptive, research-based program that provides students with individualized practice to target foundational skills in math.

In 2022-23, we introduced the Achievement Network Assessment for all grades to monitor our students' progress and make instructional decisions in real time.

The 2022-23 school year was the first year that students in seventh grade took the Algebra and Living Environment Regents exams.

With the shift to offering algebra in seventh grade, and our introduction of Grade 6 in 2023-24, we are working on providing sixth graders with the foundational skills they need to be successful in seventh grade. We will also continue to offer learning labs for math.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

***All 7th and 8th grade students took the Algebra 1 course and Regents exam.**

Performance on a Regents Math Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2021-22	Algebra 1	21%	70
7	2022-23	Algebra 1	22%	51
8	2022-23	Algebra 1	23%	70

Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Math Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
7	60.4	6.9	32.8	-1.35
8				
All	60.4	6.9	32.8	-1.35

Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady

SUMMARY OF THE MATHEMATICS GOAL

The charter school did not meet the mathematics measures we are able to report on in 2022-23. When evaluating the Algebra Regents that all MS students took, less than 75% passed. Based on the 2021-22 Comparative Performance Analysis, the school did not meet the 0.3 overall effect size. The regression analysis compares the school’s performance to that of demographically similar public schools statewide in terms of poverty. The school did demonstrate growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school’s aggregate PI on the state’s mathematics exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results and NYS Regents have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did not have greater than 75% pass the Algebra 1 Regents as 7th and 8th grade students. This was our first year having all MS students take Algebra.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - Unable to Assess: We do not have access to the district's 7-8th grade Algebra 1 scores as of yet.
3. Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did not meet this measure, having an effect size of -1.35.
4. The charter school demonstrated academic growth in 2022-23 based on interim assessments.

MATHEMATICS ACTION PLAN

In 2023-24, as with other subjects, we are focused on using common assessments to drive data-driven instruction in math. In addition, our focus on literacy will support math proficiency, as we have identified that literacy skills have been a barrier to accessing the advanced levels of math.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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.

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 a Regents exam in mathematics. 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.

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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)
2017	2020-21	52	17	2	6%
2018	2021-22	60	19	3	7%
2019	2022-23	57	36	1	5%

High School Math Measure 2 - 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.

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 a Regents Exam in mathematics. 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.

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)
2017	2020-21	52	17	35	100%
2018	2021-22	61	19	42	100%
2019	2022-23	57	36	21	100%

High School Math Measure 3 - Absolute

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.

The Institute does not require charters to report on this measure for 2022-23

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Math Measure 4 - Comparative

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

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 6 - 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.

The Institute does not require charters to report on this measure for 2022-23

High School Math Measure 7 - Growth

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.

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

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

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)
2017	2020-21	29	9	2	10%
2018	2021-22	5 did not pass Alg 1 Regents	5	–	–

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

2019	2022-23	N/A			
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High School Math Measure 8 - Growth

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.

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 mathematics requirement for graduation.

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)
2017	2020-21	29	9	20	100%
2018	2021-22	5 did not pass Algebra 1 Regents	5	–	–
2019	2022-23	N/A			

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the Covid exemptions, 100% of the 2019 accountability cohort received credit for passing a NYS math Regents exam. Because our students do not take the NYS math exam in 8th grade, we have difficulty speaking to the measures regarding students who did not score at 3 or 4 then.

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

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

	Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on 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.	Unable to Assess
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.	Unable to Assess

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

We look forward to reporting on our math accountability measures when the exemptions phase out.

ACTION PLAN

Refer to the MS math and schoolwide updates.

GOAL 5: SCIENCE

Goal 5: Science

Students will demonstrate competency in the understanding and application of scientific ideas, methodologies, and skills.

BACKGROUND

In science, we use teacher-created science curricula aligned to the Next Generation Learning Standards. We also use Labster as a supplementary resource for science. Labster is an online program that allows students to participate in simulated labs from their desks or homes while earning lab minutes that are counted toward their final science requirement. We introduced Labster in 2020 during remote learning and continue to use it as a resource given space limitations in the classroom.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Regents in Living Environment, instead of the NYS science 8 exam.

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

Not Applicable

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2021-22	Living Environment	33%	66
8	2022-23	Living Environment	32%	69

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SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school only tests 8th grade students utilizing the NYS Living Environment Regents. 32 percent of the students tested earned a score of 65 or above.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Unable to Assess
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

ACTION PLAN

In 2023-24, as with other subjects, we are focused on using common assessments to drive data-driven instruction in science. As a strategy to increase proficiency on the Science Regents exam, in the 2023-24 school year we introduced a science consultant to work with the science department on curriculum, coaching/mentoring teachers and providing instructional strategies and resources that support science instruction and the transition to Living Environment in seventh grade.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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 exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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)
2017	2020-21	52	20	32	91%
2018	2021-22	61	15	45	98%
2019	2022-23	57	52	5	100%

High School Science Measure 2 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

With exemptions, 100% of the 2019 accountability cohort received credit for a NYS science Regents.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Met
Comparative	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.	N/A

ACTION PLAN

Refer to previously outlined strategies going forward.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Students will demonstrate competency in the understanding and application of the recurring themes and skills that organize how social scientists explore, investigate, and construct meaning of and among historical and current themes.

BACKGROUND

Building on our mission to “establish a culture that celebrates diversity,” we are committed to using a culturally relevant curriculum that provides our students with opportunities for critical thinking and meaningful reflection. Accordingly, we identified an opportunity to expand our social studies program in our third charter term to include a social justice component and introduced the PathStone Antiracist Curriculum Project in the 2021-22 school year. The PathStone Foundation is a non-profit organization dedicated to promoting social justice and advocacy; we have previously worked with this group for our social-emotional learning (SEL) program. The organization’s Antiracist Curriculum Project aims to educate students on the historical impact of structural racism and civil rights in Monroe County, where U Prep is located, as well as to examine the contemporary realities of racism in the Rochester community. The project is standards-aligned, student-centered, and based on case studies that can be used individually or in conjunction with additional curricular resources.

Social Studies Measure 1 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	52	52	--	--
2018	2021-22	61	61	-	-
2019	2022-23	57	57	-	-

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Social Studies Measure 2 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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)
2017	2020-21	52	20	32	79%
2018	2021-22	61	61	-	-
2019	2022-23	57	57	-	-

Social Studies Measure 4 - Comparative

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.

The Institute does not require charters to report on this measure for 2022-23.

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SUMMARY OF THE SOCIAL STUDIES GOAL

Because of the pandemic Regents exemptions in NYS, the 2017,2018,2019 Cohort did not take the U.S. History Regents. The 2018 Accountability Cohort was granted an exemption from having to take the Global Studies Regents.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Unable to Assess
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Unable to Assess
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

ACTION PLAN

As noted in the ELA section, starting in 2023-24, our Learning Lab will be specifically staffed with either a social studies or English teacher. This will support students with their content-specific learning needs. In 2023-24, we will continue to focus on writing (e.g., short responses and essays). We identified that students did well on short responses on the US history regents in 2023. We have an intentional focus on the writing skills students need to be prepared for the regents exam as well as the test taking strategies (for example, start with the essay and then complete the multiple choice section). Our Social Studies Team Leader will be providing professional development to support the implementation of writing best practices across the department.

GOAL 7: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Partial Targeted Support and Improvement Schools

ADDITIONAL CONTEXT AND EVIDENCE

Three subgroups have been identified as TSI, Black/African American, Hispanic/Latino and Economically Disadvantaged.