



## **University Prep Charter High School**

# **2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrea d’Amato, Executive Director, prepared this 2021-22 Accountability Progress Report on behalf of the school’s Board of Trustees:

| Trustee’s Name   | Board Position                            |                                      |
|------------------|---|--------------------------------------|
|                  | Office (e.g. chair, treasurer, secretary) | Committees (e.g. finance, executive) |
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**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 as well as Calculus AB. 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, probe deeply and build on knowledge acquired in class, 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 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 allows 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 first year students 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 first year students 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.
- Zero Period: Zero period in the areas of mathematics and science will take place twice weekly before first period. Students will be selected and assigned this course based on past performance on Regents exams as well as classroom performance. This is a remedial effort. Classes will be taught but subject matter teachers as well as special educators.

Additional practices of the UPCHS model are as follows:

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

## Extensive Professional Development

Professional development for teachers and school-site leaders is a critical component of UPCHS school model and program. Reflective practice occurs in an environment where there is collaboration, the 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 provides 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 2021-22 school year, UPCHS served a total of 450 students in grades 9-12 at year-end. Of the total student body enrolled on BEDS Day, 63.6% (274) were Hispanic, 34.1% (147) Black, 0.5% (2) Asian, 0.2% (1) Multi-racial; 0.2% (1) Native American; and 1.4% (6) White. 93% of students were living in poverty, 18% had a disability, and 8% were English Language Learners.

## ENROLLMENT SUMMARY

The table below provides the school’s BEDS Day enrollment each year since 2017-18.

| School Enrollment by Grade Level and School Year |   |   |   |   |   |   |   |   |   |     |     |     |     |       |
|--|---|---|---|---|---|---|---|---|---|-----|-----|-----|-----|-------|
| School Year                                      | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9   | 10  | 11  | 12  | Total |
| 2017-18  |   |   |   |   |   |   |   |   |   | 113 | 106 | 115 | 99  | 433   |
| 2018-19  |   |   |   |   |   |   |   |   |   | 114 | 113 | 99  | 107 | 433   |
| 2019-20  |   |   |   |   |   |   |   |   |   | 127 | 111 | 112 | 97  | 447   |
| 2020-21  |   |   |   |   |   |   |   |   |   | 115 | 133 | 103 | 107 | 458   |
| 2021-22  |   |   |   |   |   |   |   |   |   | 108 | 109 | 115 | 99  | 431   |

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 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 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30 <sup>th</sup> |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2019-20            | 2016-17                                     | 2016               | 95   | 0                                     | 95  |
| 2020-21            | 2017-18                                     | 2017               | 107  | 1                                     | 106   |
| 2021-22            | 2018-19                                     | 2018               | 99   | 2                                     | 97  |

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including 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.

Fourth Year Total Cohort for Graduation

| Fourth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort’s Fourth Year (a) | Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|-----------------------------------|
| 2019-20            | 2016-17                                     | 2016               | 95  | 0  | 95                                |
| 2020-21            | 2017-18                                     | 2017               | 106   | 0  | 106                               |
| 2021-22            | 2018-19                                     | 2018               | 97  | 0  | 97                                |

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## Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 <sup>th</sup> Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a) | Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|-----------------------------------|
| 2019-20           | 2015-16                                     | 2015               | 0  | 0  | 0                                 |
| 2020-21           | 2016-17                                     | 2016               | 0  | 0  | 0                                 |
| 2021-22           | 2017-18                                     | 2017               | 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.

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

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

### Goal 1: Leading Indicator

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

## METHOD

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

## RESULTS AND EVALUATION

UPCHS has exceeded this benchmark by 17 percentage points, with 92.4% of UPCHS's 2020 cohort students and 91.6% of the 2021 cohort earning the number of credits in the 2021-22 school year required to be promoted to the next grade.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2021-22

| Cohort Designation | Number in Cohort during 2021-22 | Percent promoted |
|--------------------|---------------------------------|------------------|
| 2020               | 92                              | 92.4             |
| 2021               | 95                              | 91.6             |

### ADDITIONAL EVIDENCE

The school structures its course loads so that all 9<sup>th</sup> Graders take 15 credits and 10<sup>th</sup> graders take at least 12 credits to increase the likelihood that they will graduate within four years.

#### Goal 1: Leading Indicator

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

### METHOD

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

**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 2022, the 2020 cohort will have completed its second year.**

### RESULTS AND EVALUATION

UPCHS surpassed this benchmark by 15.2 points. 90.2% of students in the 2020 Total Graduation Cohort were exempted from or passed three or more Regents examinations required for graduation by the end of their 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) |
|--------------------|-------------|------------------|---|
| 2018               | 2019-20     | 105              | 91%   |
| 2019               | 2020-21     | 119              | 95%   |
| 2020               | 2021-22     | 92               | 90.2%   |

## ADDITIONAL EVIDENCE

UPCHS has met this measure each of the past three years. 95% of students in the 2019 cohort passed or were exempted from three or more Regents examinations required for graduation by the end of their second year. In addition, 91% of students in the 2018 cohort were exempted from three or more Regents examinations required for graduation by the end of their second year.

### Goal 1: Absolute Measures

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

## METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2018 cohort and graduated four years later and those who entered as members of the 2017 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.<sup>1</sup>

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

## RESULTS AND EVALUATION

With a 100% graduation rate, UPCHS exceeded this measure by 25 percentage points for students in the fourth-year high school Total Graduation Cohort. There were no fifth-year students in this Graduation Cohort. 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 | Number who Graduated | Percent Graduating |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2016               | 2019-20     | 95               | 95                   | 100                |
| 2017               | 2020-21     | 106              | 105                  | 99.1               |
| 2018               | 2021-22     | 97               | 97                   | 100                |

### 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 |
|--------------------|-------------|------------------|----------------------|--------------------|
| 2015               | 2019-20     | 105              | 105                  | 100                |
| 2016               | 2020-21     | 95               | 95                   | 100                |
| 2017               | 2021-22     | 0                | N/A                  | N/A                |

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

**ADDITIONAL EVIDENCE**

At least 99% of UPCHS students have graduated after four years in each of the last six cohorts, exceeding both benchmarks substantially. All students in the 2017 Graduation cohort except one graduated after four years, and 100% of students in the 2016 Cohort graduated 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.

**Goal 1: Comparative Measure**

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

**METHOD**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. 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 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

**RESULTS AND EVALUATION**

Comparing our rate to the District for 2020-21, we exceeded CSD 7 by 27 percentage points.

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

| Cohort Designation | School Year | Charter School   |                      |                    | School District  |                    |
|--------------------|-------------|------------------|----------------------|--------------------|------------------|--------------------|
|                    |             | Number in Cohort | Number who Graduated | Percent Graduating | Number in Cohort | Percent Graduating |
| 2016               | 2019-20     | 95               | 95                   | 100                | 1798             | 69                 |
| 2017               | 2020-21     | 106              | 105                  | 99.1               | 1798             | 69                 |
| 2018               | 2021-22     | 97               | 97                   | 100                | 1,725            | 73                 |

**ADDITIONAL EVIDENCE**

UPCHS has met this measure year after year, exceeding CSD 7 by at least 27 percentage points in each of the last three years.

**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.

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### 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 below.

**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 students planning to take a pathway examination during those canceled 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.

#### Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

| Exam    | Number of Graduation Cohort Members Tested<br>(a) | Number Passing or Achieving Regents Equivalency<br>(b) | Percentage Passing<br>=[(b)/(a)]*100 |
|---------|---|--|--------------------------------------|
| N/A     | N/A   | N/A  | N/A                                  |
| N/A     | N/A   | N/A  | N/A                                  |
| N/A     | N/A   | N/A  | N/A                                  |
| Overall | N/A   | N/A  | N/A                                  |

#### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

| Cohort Designation | School Year | Number in Cohort | Percent Passing a Pathway Exam |
|--------------------|-------------|------------------|--------------------------------|
| 2016               | 2019-20     | 0                | N/A                            |
| 2017               | 2020-21     | 0                | N/A                            |
| 2018               | 2021-22     | 0                | N/A                            |

### ADDITIONAL CONTEXT AND EVIDENCE

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPCHS achieved five out of five applicable high school graduation goals.

| Type              | Measure  | Outcome  |
|-------------------|--|----------|
| Leading Indicator | Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.                                  | Achieved |
| Leading Indicator | Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.             | Achieved |
| Absolute          | Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.  | Achieved |
| Absolute          | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.   | Achieved |
| Comparative       | Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.                             | Achieved |
| Absolute          | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | N/A      |

ACTION PLAN

The school will continue to provide the levels of support in place for all students including counseling, office hours in every class, summer school for remediation, professional development around the transition to the Common Core Learning Standards, Saturday and after-school test prep sessions, and extended academic support for at-risk students. We will continue to promote a positive school culture, small class sizes, small student-to-teacher ratio, eight classes per year for all students, frequent parental communication, and an effective discipline system. We will continue with our Peer Group Connection program, which has demonstrated strong results in increasing positive relationships between students and good decision-making. Most importantly, we will continue to provide high-quality instruction daily at both the middle school and high school.

In Math and Science, we have added additional remedial instruction for the lowest performing students during zero period. We have made strategic staffing changes in math, science, and ELA. We have also launched the use of ParentSquare app to facilitate regular two-way communication

with families in their home language. This parent involvement will add additional accountability for students and families for progress monitoring.

## GOAL 2: COLLEGE PREPARATION

### GOAL 2: COLLEGE PREPARATION

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

Over the past few years, UPCHS students have achieved a 99% -100% graduation rates and close to 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.

Students 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          |

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

### 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.

### RESULTS AND EVALUATION

UPCHS's graduating students met this measure.

86.6% of the 97 graduates in UPCHS's 2018 Cohort demonstrated college preparation by at least one indicator:

- 43 graduates took at least one Advanced Placement ("AP") exam in English Language, English Literature, US Government, Biology, or Spanish Language as well as Calculus AB; 25 of these graduates earned a score of 3 or higher on at least one AP exam, although not all scores have been received to date.
- 94 graduates took the SAT; 18 of these graduates achieved the college and career readiness benchmark (currently scoring at least 480 on the SAT Reading and Writing section and at least 530 on the SAT Math section).
- Of 97 graduates, 82 earned a Regents diploma with advanced designation.

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## Percentage of the 2018 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*                          | 43  | 25                            | 25.8%  |
| CCR benchmark on SAT                      | 94  | 18                            | 18.6%  |
| Regents Diploma with Advanced Designation | 97  | 82                            | 84.5%  |
| Overall                                   | 97  | 84                            | 86.6%  |

### 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.

The Institute does not require charters to report on this measure for 2021-22.

### 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.

The Institute does not require charters to report on this measure for 2021-22.

### 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 2021-22 and provide preliminary matriculation data for 2018 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 2018 Cohort regarding their matriculation. 97.9% of graduates from the 2018 Cohort were accepted into college

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

or university, and we expect more than 75% of graduates will matriculate into a college or university this year.

Matriculation Rate of Graduates by Year

| Cohort | Graduation Year | Number of Graduates<br>(a) | Number Enrolled in 2 or 4-year Program in Following Year<br>(b) | Matriculation Rate<br>=[(b)/(a)]*100 |
|--------|-----------------|----------------------------|---|--------------------------------------|
| 2016   | 2019-20         | 95                         | 81  | 85.3                                 |
| 2017   | 2020-21         | 105                        | 97  | 92.4                                 |
| 2018   | 2021-22         | 97                         | TBD   | TBD                                  |

\*Matriculation data for the 2018 Cohort is still being compiled.

### ADDITIONAL CONTEXT AND EVIDENCE

UPCHS has met, or nearly met, this measure over the past three years. As of Fall 2020, 81 students from the 2016 cohort whom UPCHS has been in touch with have matriculated into a college or university in the 2020-21 school year. As of Fall 2021, 97 students in the 2017 cohort were enrolled in college courses, and 61 are still enrolled. The school's matriculation rate for both of these cohorts exceeded the goal of 75 percent.

### SUMMARY OF THE COLLEGE PREPARATION GOAL

UPCHS achieved one of the applicable college preparation goals, and is unable to fully assess the other at this time.

| 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. | Achieved         |
| Absolute    | Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.            | 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.                             | Unable to assess |

### ACTION PLAN

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

- One Assistant Principal with expertise in intellectual engagement focuses on instruction and professional learning, with the aim of having students move beyond compliance to instead grapple with challenging material to prepare for college
- Double ELA instruction time for 9<sup>th</sup> and 10<sup>th</sup> Grade students and double math instruction time for 9<sup>th</sup> Grade students

- Continuing independent reading, with the support of a literacy specialist, 4 days per week
- Enrolling more students in College Now classes starting in the 10<sup>th</sup> grade
- Offering a college readiness workshop for 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, 12<sup>th</sup> grade students participate in a year-long leadership class to build facilitation and communication skills. The 12<sup>th</sup> grade students in turn teach 9<sup>th</sup> grade students one a week, which will help create connections between students and building a culture of responsibility and interdependence across the school. The program has demonstrated an increased sense of school connectedness, increased motivation, increased preparedness for college and career, and increased goal-setting and decision-making skills.

### GOAL 3: ENGLISH LANGUAGE ARTS

#### HIGH SCHOOL ENGLISH LANGUAGE ARTS

##### **Goal 3: Absolute Measure**

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

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort 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.

### RESULTS AND EVALUATION

For the 2018 Cohort, all students were exempted from the Regents English Common Core Exam. Last year, UPCHS exceeded this benchmark by three percentage points. 68.6% of students in the 2017 Cohort scored at least a 4 on the Regents English Common Core Exam. UPCHS has demonstrated consistently strong performance against this benchmark for the past several years.

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>2</sup>

| 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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2016   | 2019-20     | 95                   | 0                                       | 68                                  | 72   |
| 2017   | 2020-21     | 106                  | 1                                       | 72                                  | 68.6   |
| 2018   | 2021-22     | 97                   | 97                                      | 97                                  | 100*   |

\* Exemptions

### ADDITIONAL EVIDENCE

Looking forward, over half of the 2019 Cohort has already met this benchmark. Of the 111 students enrolled in the 2019 cohort, 54% received a Level 4 or higher or were eligible for an exemption on the Regents in Exam in English Language Arts (Common Core).

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2019-20          |                 | 2020-21          |                 | 2021-22          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2018               | 105              | 0               | 100              | 99*             | 97               | 100*            |
| 2019               | 123              | 0               | 119              | 0               | 111              | 54**            |
| 2020               |                  |                 | 113              | 0               | 92               | 20.7            |
| 2021               |                  |                 |                  |                 | 95               | 0               |

<sup>2</sup> Based on the highest score for each student on the English Regents exam

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

\*Exemptions

\*\*Includes 23 exemptions

### 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort 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 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

All students in the 2018 cohort were exempted.

84.8% of students in the 2017 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. 99% of students in the 2016 Cohort, 97% of students in the 2015 Cohort, and 95% of students in the 2014 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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2016               | 2019-20     | 95                   | 0                                       | 94                                  | 99   |
| 2017               | 2020-21     | 106                  | 1                                       | 89                                  | 84.8   |
| 2018               | 2021-22     | 97                   | 97                                      | 97*                                 | 100*   |

\* Exemptions

# 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

## ADDITIONAL EVIDENCE

The 2019 Cohort is on the way to meeting this benchmark. Of the 111 students in the 2019 cohort, 54% 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)) or are exempt.

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2019-20          |                 | 2020-21          |                 | 2021-22          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2018               | 105              | 0               | 100              | 99*             | 97               | 100*            |
| 2019               | 123              | 0               | 119              | 0               | 111              | 54**            |
| 2020               |                  |                 | 113              | 0               | 92               | 20.7            |
| 2021               |                  |                 |                  |                 | 95               | 0               |

\*Exemptions

\*\*Includes 23 exemptions

### 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.

The Institute does not require charters to report on this measure for 2021-22.

### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### 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.

The Institute does not require charters to report on this measure for 2021-22.

### 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.

The Institute does not require charters to report on this measure for 2021-22.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal 3: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Of the 81 students in the 2018 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 38 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 100% were exempt and, therefore, fully met the Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2016               | 2019-20     | 51   | 0                                       | 32                                  | 63   |
| 2017               | 2020-21     | 41   | 0                                       | 18                                  | 44   |
| 2018               | 2021-22     | 38   | 0                                       | 38*                                 | 100*   |

\*Exemptions

### ADDITIONAL EVIDENCE

As all students in the 2018 Cohort received the exemption, UPCHS exceeded this measure in 2021-22. Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 41 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 44% fully met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> 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.

### Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

As all students in the 2018 Cohort received the exemption, UPCHS exceeded this measure in 2021-22. Of the 85 students in the 2017 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 41 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 66% partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 98% partially met Common Core Expectations on the Regents Exam in English Language Arts (Common Core) by their fourth year.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2016               | 2019-20     | 51   | 0                                       | 50                                  | 98   |
| 2017               | 2020-21     | 41   | 0                                       | 27                                  | 66   |
| 2018               | 2021-22     | 38   | 0                                       | 38                                  | 100*   |

\*Exemptions

### ADDITIONAL CONTEXT AND EVIDENCE

UPCHS has met this measure in four of the past four years, excluding the 2017 cohort in the 2020-21 school year. Of the 76 students in the 2016 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 51 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 98% partially met Common Core Expectations on the Regents Exam in English Language Arts (Common Core) by their fourth year. Of the 88 students in the 2015 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 70 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 97% 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 8<sup>th</sup> Grade NYS Exam score information, 59 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 92% at least partially met Common Core Expectation on the Regents Exam in English Language Arts (Common Core) by their fourth year.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has achieved two out of two applicable absolute measures and two of the applicable 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 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.       | Achieved |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Achieved |

ACTION PLAN

In the 2022-2023 school year, UPCHS will continue to 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.

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in English. The school will continue to

emphasize student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will continue to receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments. The school will also continue to utilize after-school and Saturday school instruction to provide remedial instruction as well as Regents prep.

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

- The school has implemented a formal strategic inquiries initiative for students outside the sphere of success. For seven different groups of students (mostly subject specific), teachers will engage in a participatory action research cycle to examine student work, research strategies, reflect, and assess the impact of the strategies. This process helps UPCHS build varied custom effective strategies for helping students succeed academically.
- 9<sup>th</sup> and 10<sup>th</sup> grade students take both an ELA and Composition class. The additional time allows the teachers to slow the pace of the courses, thereby accommodating the remedial needs of students, allowing for deeper probing of material, and developing more cross-content connections. We have added a Special Education Teacher to these classes to further support students requiring significant remediation.
- The school has invested in expanding classroom libraries and incorporated more independent reading into literacy.
- The school's English as a New Language course helps students with English Language acquisition. In comparison to the push-in support for ELL students we had done previously, this new course will allow for more intensive targeted English instruction. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.

We are also continuing programs to better support the emotional and physical needs of our high-poverty student population. UPCHS' school site has brought in a school-based health clinic with a full service doctor's office and support from social workers. The Peer Group Connection program in helping to build positive communication, interdependence, motivation, and responsibility. In addition, we have implemented a staff-wide diversity training series to help ensure staff are developing their abilities to be culturally responsive and sensitive to student needs.

## GOAL 4: MATHEMATICS

### HIGH SCHOOL MATHEMATICS

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

### RESULTS AND EVALUATION

Of the 97 students in the 2018 Cohort, 33 (34%) scored a Level 4 or 5, and 64 met the measure via exemptions. 38% of students in the 2017 cohort exceeded Common Core expectations with a score of 4 or above on a Regents Common Core math exam by their fourth year in the cohort.

UPCHS students aim to achieve a 70 or higher on the Regents Algebra I Common Core exam, which is the benchmark for college readiness for CUNY schools.<sup>4</sup> 79.4% of the 2018 Cohort met the CUNY college readiness requirement in mathematics, a decrease from 91% for the 2017 Cohort and 92% for the 2016 Cohort.

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) |
|--------|-------------|----------------------|---|-------------------------------------|--|
| 2016   | 2019-20     | 95                   | 0                                       | 40                                  | 42   |
| 2017   | 2020-21     | 106                  | 1                                       | 40                                  | 38   |
| 2018   | 2021-22     | 97                   | 0                                       | 97*                                 | 100*   |

\*Includes 64 exemptions

ADDITIONAL EVIDENCE

The 2018 and 2019 cohorts are making progress towards this measure. The number of Level 4 and 5 scores vs. exemptions comprising the total percentages are included below the chart. The 2020 Cohort has not taken any Regents exams due to COVID-19.

Percent Achieving at Least Level 4 by Cohort and Year

| Cohort Designation | 2019-20          |                 | 2020-21          |                 | 2021-22          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 | Number in Cohort | Percent Level 4 |
| 2018               | 105              | 34              | 100              | 91*             | 97               | 100****         |
| 2019               | 123              | 7               | 119              | 99**            | 111              | 98.2*****       |
| 2020               |                  |                 | 113              | 65***           | 92               | 95.7*****       |
| 2021               |                  |                 |                  |                 | 95               | 6.3*****        |

\*34 Level 4 or 5 scores and 57 exemptions

\*\*8 Level 4 or 5 scores and 100 exemptions

\*\*\*73 exemptions

\*\*\*\* 33 Level 4 or 5 scores and 44 exemptions

\*\*\*\*\* 8 Level 4 or 5 scores and 91 exemptions

\*\*\*\*\* 88 exemptions

\*\*\*\*\* 3 Level 4 or 5 scores and 3 exemptions

**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 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

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### RESULTS AND EVALUATION

UPCHS exceeded this measure by 11 percentage points for students receiving a Level 3, 4, or 5 score. Six additional students met the measure via exemptions.

UPCHS has also shown strong results in previous years. 98% of students in the 2017 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. 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. 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.

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) |
|--------------------|-------------|----------------------|---|-------------------------------------|--|
| 2016               | 2019-20     | 95                   | 0                                       | 95                                  | 100  |
| 2017               | 2020-21     | 106                  | 1                                       | 103                                 | 98   |
| 2018               | 2021-22     | 97                   | 0                                       | 97*                                 | 100  |

\*91 Level 3, 4 or 5 scores and 6 exemptions

### ADDITIONAL EVIDENCE

The 2019, 2020, and 2021 cohorts are making progress towards this measure. The number of Level 3, 4, and 5 scores vs. exemptions comprising the total percentages are included below the chart.

Percent Achieving at Least Level 3 by Cohort and Year

| Cohort Designation | 2019-20          |                 | 2020-21          |                 | 2021-2022        |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2018               | 105              | 89              | 100              | 99*             | 97               | 100****         |
| 2019               | 123              | 11              | 119              | 99**            | 111              | 99*****         |
| 2020               |                  |                 | 113              | 65***           | 92               | 96.7*****       |
| 2021               |                  |                 |                  |                 | 95               | 51.6*****       |

\*89 Level 3, 4, or 5 scores and 10 exemptions

\*\*13 Level 3, 4 or 5 scores and 105 exemptions

\*\*\*73 exemptions

\*\*\*\*91 Level 3, 4 or 5 scores and 6 exemptions

\*\*\*\*\* 22 Level 3, 4, or 5 scores and 88 exemptions

\*\*\*\*\* 8 Level 3, 4, or 5 scores and 80 exemptions

\*\*\*\*\*44 Level 3, 4 or 5 scores and 5 exemptions

### **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.

The Institute does not require charters to report on this measure for 2021-22.

### **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.

The Institute does not require charters to report on this measure for 2021-22.

### **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.

The Institute does not require charters to report on this measure for 2021-22.

### **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.

The Institute does not require charters to report on this measure for 2021-22.

### **Goal 4: Growth Measure**

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career 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**

Of the 72 students in the 2018 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Math Exam score information, 43 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 100% were exempt and, therefore, at least partially met the Common Core Expectation on a Regents mathematics exam by their fourth year.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2016               | 2019-20     | 48   | 0                                       | 14                                  | 29   |
| 2017               | 2020-21     | 47   | 1                                       | 9                                   | 20   |
| 2018               | 2021-22     | 43   | 0                                       | 43*                                 | 100*   |

\* 5 Level 4 scores and 38 exemptions

### ADDITIONAL EVIDENCE

As all students in the 2018 Cohort received the exemption, UPCHS exceeded this measure in 2021-22. Of the 68 students in the 2017 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 47 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 20% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 66 students in the 2016 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 29% fully met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

#### Goal 4: Growth Measure

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

### METHOD

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

### RESULTS AND EVALUATION

Of the 72 students in the 2018 Accountability cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Math Exam score information, 43 were not proficient on the 8<sup>th</sup> Grade NYS ELA Exam, and of these students, 100% were exempt and, therefore, fully met the Common Core Expectation on a Regents mathematics exam by their fourth year. A total of 40 students received a Level 3 or 4 score.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 <sup>th</sup> 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) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2016               | 2019-20     | 48   | 0                                       | 48                                  | 100  |
| 2017               | 2020-21     | 47   | 1                                       | 44                                  | 96   |
| 2018               | 2021-22     | 43   | 0                                       | 43*                                 | 100*   |

\* 40 Level 3 or 4 scores and 3 exemptions

### ADDITIONAL CONTEXT AND EVIDENCE

As all students in the 2018 Cohort received the exemption, UPCHS exceeded this measure in 2021-22. Of the 68 students in the 2017 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 47 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 96% partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year. Of the 66 students in the 2016 cohort for whom UPCHS has 8<sup>th</sup> Grade NYS Exam score information, 48 were not proficient on the 8<sup>th</sup> Grade NYS Math Exam, and of these students, 100% partially met Common Core Expectation on a Regents Exam in Mathematics by the completion of their fourth year.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

UPCHS has achieved two out of two applicable absolute measures and two of the applicable growth measures in Math.

| 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.          | 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      |

<sup>3</sup> Based on the highest score for each student on the mathematics Regents exam

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|             |   |          |
|-------------|---|----------|
| 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 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.       | Achieved |
| Growth      | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Achieved |

### ACTION PLAN

UPCHS will continue to focus on implementing the schoolwide strategies that were developed in response to the transition to the Common Core Standards in Mathematics. UPCHS has invested significantly in shifting its mathematics program to meet the New York State Common Core Learning Standards. The school altered its mathematics curriculum, beginning with Algebra I, and purchased additional Common Core-aligned materials to support student learning aligned to these standards. Math teachers receive targeted professional development that support their use and implementation of the new resources to ensure that their math lessons address the instructional shifts in math.

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

UPCHS will also invest more deeply in remediation for students who are struggling in math to get them on-track earlier in their high school career. In 2017-18, UPCHS introduced “Algebra Enrichment”, a remedial algebra course for students who did not demonstrate proficiency in math on the 8<sup>th</sup> grade New York State assessment. The course is co-taught with a special education teacher to provide additional support to struggling learners. Starting in 2019-20, the school 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 2021-22 school year, UPCHS is introducing a Statistics course and an AP Calculus course. In addition, we worked on a logical scope and sequence to better prepare our students for Algebra. UPCHS will also use continue inventions to support learners who do not demonstrate proficiency in mathematics prior to 9<sup>th</sup> grade. Targeted students take algebra for a year and a half (as opposed to a year), which has shown strong results in helping struggling learners to demonstrate proficiency in mathematics. UPCHS will use the strategic inquiries initiative to develop additional strategies to support struggling learners.

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

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

## GOAL 5: SCIENCE

### HIGH SCHOOL SCIENCE

#### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort 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 passing among the students who sat for the exam.**

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## RESULTS AND EVALUATION

For the 2018 Cohort, all students were exempted from a Regent Science Exam, although 18 in total received a score of 65 or higher. Last year, UPCHS exceeded this measure by 22 percentage points. 97% of students in the 2017 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 in the past four years. 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. 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.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>4</sup>

| 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2016               | 2019-20     | 95                   | 0                                       | 95                                    | 100   |
| 2017               | 2020-21     | 106                  | 0                                       | 103                                   | 97  |
| 2018               | 2021-22     | 97                   | 0                                       | 97*                                   | 100*  |

\* 18 scores of 65 or higher and 79 exemptions

## ADDITIONAL EVIDENCE

The 2019, 2020, and 2021 cohorts are making progress towards this measure. The number of scores of 65 and above vs. exemptions comprising the total percentages are included below the chart.

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

| Cohort Designation | 2019-20          |                 | 2020-21          |                 | 2021-22          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2018               | 105              | 98              | 100              | 100*            | 97               | 100****         |
| 2019               | 123              | 7               | 119              | 92**            | 111              | 97.3*****       |
| 2020               |                  |                 | 113              | 79***           | 92               | 92.4*****       |
| 2021               |                  |                 |                  |                 | 95               | 73.7*****       |

\*12 scores of 65 or higher and 88 exemptions

\*\*8 scores of 65 or higher and 102 exemptions

\*\*\*89 exemptions

\*\*\*\* 18 scores of 65 or higher and 79 exemptions

\*\*\*\*\* 10 scores of 65 or higher and 98 exemptions

\*\*\*\*\*6 scores of 65 or higher and 79 exemptions

\*\*\*\*\* 65 scores of 65 or higher and 5 exemptions

<sup>4</sup> Based on the highest score for each student on any science Regents exam

### 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.

The calculation of this measure is not required for 2021-22.

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Absolute Measure was met for Science in 2021-22, given the allowed exemptions for Regents exams that students in this cohort were unable to take due to the pandemic. The 2019, 2020, and 2021 cohorts are making strong progress toward meeting this goal in the coming years.

### ACTION PLAN

We have made strategic staffing changes in the science department which we believe will lead to higher performance in students. We have also hired a special education teacher who is fully dedicated to supporting SWDs in science class. We have also started a science foundations zero period for remedial support for student at risk of failing. We will continue to use powerschool to track achievement data on classroom level internal assessments. Students have taken and will continue to take final exams that assess the same material as the regents exams.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

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

### Goal 6: Absolute Measure

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

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**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 2018 Cohort 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**

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exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

### RESULTS

In the 2018 and 2017 cohorts, students received a US History exemption. UPCHS met this measure for the 2016 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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2016               | 2019-20     | 95                   | 0                                       | 95                                    | 100   |
| 2017               | 2020-21     | 106                  | 96                                      | 96*                                   | 90.6*   |
| 2018               | 2021-22     | 97                   | 0                                       | 96*                                   | 100*  |

\*Exemptions

### EVALUATION

In the 2018 cohort, only two students took the US History Regents exam, and only one of these students received a score of 65 or higher. The other students passed via an exemption. In the 2017 cohort, 96 students were exempted. UPCHS met this measure in previous years. 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. 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 recent administrations of the Regents were cancelled due to the Covid-19 pandemic, the 2017 and 2018 cohort has not had the opportunity to demonstrate proficiency in US History. 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 | 2019-20          |                 | 2020-21          |                 | 2021-22          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2018               | 105              | 1               | 100              | 100*            | 97               | 100*            |
| 2019               | 123              | 2               | 119              | 0               | 111              | 2.7             |
| 2020               |                  |                 | 113              | 0               | 92               | 0               |
| 2021               |                  |                 |                  |                 | 95               | 1.5             |

\*Exemptions

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### 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.

The Institute does not require charters to report on this measure for 2021-22.

### 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort 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 passing among the students who sat for the exam.**

## RESULTS

In the 2018 cohort, all students received a Global History exemption. UPCHS met this measure for the 2017, 2016, and 2015 Cohorts.

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) |
|--------------------|-------------|----------------------|---|---------------------------------------|---|
| 2016               | 2019-20     | 95                   | 0                                       | 95                                    | 100   |
| 2017               | 2020-21     | 106                  | 0                                       | 100                                   | 94  |
| 2018               | 2021-22     | 97                   |   | 97*                                   | 100*  |

\*Exemptions

## EVALUATION

In the 2018 and 2019 cohorts, all students received a Global History exemption. In addition, 95.7% of the 2020 cohort have already received a passing grade of 65 or higher on the exam.

UPCHS met this measure in prior years. 94% of students in the 2017 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the

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cohort. 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. 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.

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

| Cohort Designation | 2019-20          |                 | 2020-21          |                 | 2021-22          |                 |
|--------------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
|                    | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing | Number in Cohort | Percent Passing |
| 2018               | 105              | 92              | 100              | 94*             | 97               | 100***          |
| 2019               | 123              | 0               | 119              | 90**            | 111              | 100****         |
| 2020               |                  |                 | 113              | 0               | 92               | 95.7            |
| 2021               |                  |                 |                  |                 | 95               | 0               |

\*94 exemptions

\*\*107 exemptions

\*\*\*97 exemptions

\*\*\*\* 111 exemptions

### 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.

The Institute does not require charters to report on this measure for 2021-22.

### ACTION PLAN

Historically, we have high achievement on our history state exams. We anticipate that this will be continue to be the case in the future. We will continue to use PowerSchool to track achievement data on classroom-level internal assessments. Students have taken and will continue to take final exams that assess the same material as the regents exams.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [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           |
|---------|------------------|
| 2019-20 | In Good Standing |
| 2020-21 | In Good Standing |
| 2021-22 | In Good Standing |