



**University Preparatory
Charter School for Young Men**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Walter Larkin, Jr., CEO

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2021-22 Accountability Progress Report on behalf of the charter school's board of trustees:

| Trustee's Name | Board Position | |
|----------------|---|--|
| | Office (e.g. chair, treasurer, secretary) | Committees (e.g. finance, executive) |
| Edward Yansen | Chair | Finance; Board Development; Instructional Development and Data Support |
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Executive Team at University Preparatory Charter School for Young Men:

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

Tracy DelGrego has served as Principal of Instruction since November 1, 2018, through June 30 and as the Middle School Principal since July 1, 2019.

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

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

SCHOOL OVERVIEW

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

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

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

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

School-wide Accomplishments in the 2021-22 School Year

- **Introduced social studies program:** Building on our mission to “establish a culture that celebrates diversity,” we are committed to using a culturally relevant curriculum that provides our students with opportunities for critical thinking and meaningful reflection. Accordingly, we identified an opportunity to expand our social studies program in our third charter term to include a social justice component and introduced the PathStone Antiracist Curriculum Project in the 2021-22 school year. The PathStone Foundation is a non-profit

organization dedicated to promoting social justice and advocacy; we have previously worked with this group for our social-emotional learning (SEL) program. The organization's Antiracist Curriculum Project aims to educate students on the historical impact of structural racism and civil rights in Monroe County, where U Prep is located, as well as to examine the contemporary realities of racism in the Rochester community. The project is standards-aligned, student-centered, and based on case studies that can be used individually or in conjunction with additional curricular resources.

- **New math curriculum:** We introduced Reveal Math as our core math curriculum in the 2021-22 school year for all grades. During our research period, our goal was to find an aligned Grade 7-12 math curriculum, based in conceptual fluency with a culturally relevant component, to drive proficiency and provide vertical alignment across our grade span. Reveal Math offers strong online components, relevant lessons, and scaffolded differentiation, and it is adaptable across in-person and remote models. Each module of Reveal Math engages students with a mini-lesson grounded in a real-world example. We also introduced ALEKS in our third charter term as a supplement to Reveal Math. ALEKS is an adaptive, research-based program that provides students with individualized practice to target foundational skills in math.
- **Expanded dual credit offerings:** U Prep offers dual credit courses in culinary and machining through our Career and Technical Education (CTE) program; in addition, students are able to take courses at Monroe Community College (MCC) for dual credit. In 2021-22, students enrolled in dual credit courses in statistics and English at MCC. We are currently expanding our honors program: beginning in the 2022-23 school year, seniors will have the opportunity to take an honors course.
- **Adopted iReady assessment program:** We introduced iReady assessments for all grades in ELA and math to measure student achievement of grade-level standards. In the past, we used the NWEA assessment; we decided to shift to iReady due to its user-friendly data presentation and adaptive assessment capabilities. With iReady, we can accurately diagnose student understanding when they begin at U Prep and measure individual progress over time. Results from iReady also help us place students in Learning Labs, one of our main strategies for intervention in the middle school grades.
- **Expanded support for social-emotional learning (SEL):** We introduced a social worker in the 2021-22 school year to meet the increased SEL needs of our students due to COVID-19. In the past, we have contracted with the RCSD to provide a social worker to students, when necessary, per their IEP.
- **Increased number of texts students read:** In the 2021-22 school year, we introduced a read-aloud component in ELA Learning Labs to engage students and increase the number of texts our students read.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

| School Year | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------------|----|----|----|----|----|----|-------|
| 2017-18 | 36 | 70 | 82 | 68 | 59 | 57 | 372 |
| 2018-19 | 61 | 46 | 68 | 72 | 54 | 51 | 352 |
| 2019-20 | 56 | 83 | 65 | 73 | 55 | 54 | 386 |
| 2020-21 | 61 | 69 | 91 | 66 | 71 | 51 | 409 |
| 2021-22 | 53 | 74 | 85 | 90 | 61 | 69 | 432 |

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9th 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 30th of that year.

Fourth-Year High School Accountability Cohorts

| Fourth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year | Number Leaving During the School Year | Number in Accountability Cohort as of June 30th |
|--------------------|---|--------------------|--|---------------------------------------|---|
| 2019-20 | 2016-17 | 2016 | 49 | 1 | 48 |
| 2020-21 | 2017-18 | 2017 | 53 | 1 | 52 |
| 2021-22 | 2018-19 | 2018 | 60 | 0 | 60 |

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including 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 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fourth Year (a) | Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|--------------------|---|--------------------|---|--|-----------------------------------|
| 2019-20 | 2016-17 | 2016 | 49 | 1 | 48 |
| 2020-21 | 2017-18 | 2017 | 53 | 1 | 52 |
| 2021-22 | 2018-19 | 2018 | 60 | 1 | 61 |

Fifth Year Total Cohort for Graduation

| Fifth Year Cohort | Year Entered 9 th Grade Anywhere | Cohort Designation | Number of Students Graduated or Still Enrolled on June 30 th of the Cohort’s Fifth Year (a) | Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b) | Total Graduation Cohort (a) + (b) |
|-------------------|---|--------------------|--|--|-----------------------------------|
| 2019-20 | 2015-16 | 2015 | 52 | 0 | 52 |
| 2020-21 | 2016-17 | 2016 | 49 | 2 | 51 |
| 2021-22 | 2017-18 | 2017 | 54 | 3 | 57 |

PROMOTION POLICY

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

U PREP GRADE PROMOTION POLICY (FROM FAMILY HANDBOOK)

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

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

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

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

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

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

Grade 10 Designation

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

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

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

Grade 11 Designation

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

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

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

Grade 12 Designation

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

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

8. Elective credit(s)

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

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

The school achieved this measure, promoting all students to the next grade. We offer opportunities for credit recovery throughout the high school years.

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 | 74 | 100% |
| 2021 | 84 | 100% |

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 University Preparatory Charter School for Young Men 2021-2022 Accountability Plan Progress Report

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 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

U Prep did not meet the accountability measure for Regents proficiency in the 2021-22 school year. In 2021-22, 48% of students passed or were exempt from at least three Regents exams. This was a decrease from the previous years. We believe that this decrease can be attributed to the following reasons: some students struggled with virtual learning, and student effort while taking the Regents fluctuated because students knew it was not required.

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 | 2019-20 | 72% |
| 2019 | 2020-21 | 2020-21 | 66% |
| 2020 | 2021-22 | 2021-22 | 48% |

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 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.¹

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

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

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RESULTS AND EVALUATION

In 2021-22, we met this goal, with 95% of students in the 2018 Cohort graduating in their fourth year. One of our most effective practices for ensuring that students graduate is the Grade Level Manager (GLM) structure. Each GLM is responsible for supporting the needs of students in their grade level and communicating with families.

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 | 52 | 49 | 94% |
| 2017 | 2020-21 | 57 | 45 | 79% |
| 2018 | 2021-22 | 61 | 58 | 95% |

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 | 54 | 52 | 96% |
| 2016 | 2020-21 | 51 | 48 | 94% |
| 2017 | 2021-22 | 57 | 48 | 84% |

ADDITIONAL EVIDENCE

University Prep typically exceeds the Absolute Measure of 75% graduation rate for both 4-year and 95% of 5-year cohorts. These results are attributed to University Prep's adherence to its Key Design Elements and the strategies implemented to ensure that these elements will consistently contribute to each student's success. Our students did struggle to stay motivated during the pandemic years so the graduation rates did dip.

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.

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RESULTS AND EVALUATION

U PREP achieved this measure and continues to have a higher four-year graduation rate than the local district. In 2021-22, 95 percent of our 2018 Cohort graduated after four years compared to their most recently released data in which 65% graduated after the same time period in 2020-21.

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 (Males) | Percent Graduating |
| 2016 | 2019-20 | 52 | 49 | 94% | 992 | 65% |
| 2017 | 2020-21 | 57 | 45 | 79% | 894 | 65% |
| 2018 | 2021-22 | 62 | 58 | 94% | | Pending |

ADDITIONAL EVIDENCE

U Prep consistently has higher graduation rates than the local district.

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates 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 cancelled 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

Unable to Assess: Although our students do utilize the 4+1 Pathways option, most do not set out to do so making it difficult to gauge progress toward this accountability measure. The students sit for

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several Regents exams and if the 4+1 pathway to graduation is needed in senior year, it is an option we utilize.

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

| Cohort Designation | School Year | Number in Cohort | Percent Passing a Pathway Exam |
|--------------------|-------------|------------------|--------------------------------|
| 2018 | 2021-22 | 62 | 58 |

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The 2021-22 graduation rate was 95% after a 4-year graduation rate that dropped below 80% in 2020-21 due to it being a difficult year with scheduling and staying focused on school. With our return to typical school, our scholars got back on track as we supported them in completing the tasks necessary to move on to the next phase of their education and adult lives.

Some of the 2017 cohort students did persevere for a fifth year of in person school to achieve the diploma, increasing the graduation rate 84%.

Our first and second year students did not earn credits at a rate that is consistent with past years. Although we promote students and work on credit recovery, we are tracking these students early on to ensure they have the opportunity to graduate on time. However, greater than 75% of students in their second year in high school have passed or been exempted from at least three Regents exams.

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

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

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| | | |
|-------------|--|------------------|
| Absolute | Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate. | Not Met |
| 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. | Met |
| Absolute | Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year. | Unable to Assess |

ACTION PLAN

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

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

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

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;

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- 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

Based on the math outlined in the table, U PREP did not achieve this measure having 26 percent of the graduates demonstrate their preparation for college with an approved indicator. It is not appropriate for us to count the number who attempted to earn a Regents Diploma with Advance Designation or high SAT scores as they all would like to earn those things but are not specifically attempting to via a process as they would with a college level course. U PREP does have students who take entry level courses in a partnership with Monroe Community College but paused during COVID. In 2022-23, students have the option to take Statistics Math 160 and English 101 College Composition.

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 |
|--|---|-------------------------------|--|
| Regents Diploma with Adv Designation | 58 | 14 | 24% |
| College & Career Readiness Scores on SAT | 6 | 1 | 17% |
| Overall | 58 | 15 | 26% |

ADDITIONAL EVIDENCE

Going forward, we have students back in the college level courses that were paused during COVID.

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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 results below indicate that U PREP did not meet this measure based on the National Student Clearinghouse. Although 64 percent planned to attend a 2 or 4-year college, only 15% were still enrolled after one year. Other graduates have chosen trade school or enlisting in the military.

81% of our Class of 2022 graduates have been accepted into 2 and 4 year colleges.

Matriculation Rate of Graduates by Year

| Cohort | Graduation Year | Number of Graduates (a) | Number Enrolled in 2 or 4-year Program in Following Year (b) | Matriculation Rate =[(b)/(a)]*100 |
|--------|-----------------|----------------------------|---|--------------------------------------|
| 2016 | 2019-20 | 52 | 33 | 63% |
| 2017 | 2020-21 | 45 | 29 Confirmed Accepted | 15% |
| 2018 | 2021-22 | 48 | (38) | (81% Accepted) |

SUMMARY OF THE COLLEGE PREPARATION GOAL

Although the two college prep measures we can evaluate in 2021-22 were not achieved, U PREP has programs in place to support our scholars to ensure college readiness and/or find the placement after graduation that is the right fit for them. We are working to develop our alumni network to keep in touch with our graduates.

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

ACTION PLAN

We have identified that in order to prepare students for college, we will increase the number of advanced Regents and dual-credit courses for students when they enter high school. To support growth in this area, seventh grade students at U Prep will begin taking Algebra and Living Environment beginning in the 2022-23 school year. We are also offering dual enrollment with Monroe Community College in ELA, math, and career and technical education (CTE) in 2022-23. We have a dual enrollment officer who will oversee these changes.

We are also hiring a transition specialist in the 2022-23 school year. We were able to create this position through funding provided to the school by the American Rescue Plan grant through the 2023-24 school year. The transition specialist will help us understand the factors that determine whether U Prep students persist through college. Based on these findings, we will continuously adjust the support we offer to students pre- and post-graduation. The transition specialist will manage a database of student/alumni contacts and demographic information to maintain outreach and recordkeeping.

The transition specialist will also oversee the implementation of portfolio protocols for Grades 9-12 in the 2022-23 school year, which we are launching as a component of our college readiness approach. Starting in ninth grade, students will begin adding select assignments to their portfolios that showcase their skills, interests, and accomplishments. We designed the portfolio requirements so that students will be able to use these compilations as a resource when applying for jobs, colleges, and scholarships. For example, beginning in ninth grade each student will create a resume and activities/awards information sheet that is then updated each year. Students will select academic work to put in their portfolios, accompanied by an individual rationale sheet for each sample of work.

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

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

In ELA, U Prep uses the American Reading Company Core Program (ARC Core) for Grades 7-9 to prepare students for credit-bearing courses in high school. ARC Core is a standards-aligned, research-based program that provides a comprehensive and culturally relevant literacy curriculum. Differentiation is integrated into ARC Core, giving all teachers built-in tools for reading remediation. ARC Core recommends culturally responsive grade-level texts that teachers can use during core instruction or the read-aloud portion of Learning Lab, our intervention class. Teachers participate in PD training with ARC Core twice a year.

In Grades 10-12, we use a teacher-created curriculum aligned to the New York State Learning Standards.

In all U Prep courses, teachers include daily ELA goals targeting vocabulary or comprehension development.

Recognizing that our students need additional time to reach grade level before progressing to our highly rigorous high school program, we offer Learning Lab for all seventh and eighth grade students as an intervention strategy in math and ELA. Learning Labs in ELA are grouped homogeneously by reading level, allowing teachers to work on literacy skills with the entire class in addition to providing individual support. Students work toward their “power goals” during the Learning Lab, which are set at the beginning of the year. Our Learning Lab courses are aligned to the general education ELA sections; for example, when students study figurative language in their general ELA class, they begin their Learning Lab section that week by finding an interesting word in their independent reading and sharing that finding with the class. Beginning in the 2021-22 school year, we introduced a read-aloud component in the Learning Labs to engage students and ultimately increase the number of texts our students read.

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

We use the iReady assessment, teacher-created grade-level common assessments, and the Independent Reading Level assessment from ARC Core to measure student progress in ELA.

MIDDLE SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 7 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ² | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|--------------|----------------|
| | | IEP | ELL | Absent | Other reason | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | 56 | | | | 2 | 58 |
| 8 | 69 | | | | 2 | 71 |
| All | 125 | 0 | 0 | 0 | 4 | 129 |

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 9% of all students and 9 % of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment.

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2021-22 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 7 | 9% | 56 | 8% | 49 |
| 8 | 9% | 69 | 9% | 67 |
| All | 9% | 125 | 9% | 116 |

Goal 3: Absolute Measure

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

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

Goal 3: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS AND EVALUATION

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021-22 State English Language Arts Exam Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 7 | 8% | 49 | | |
| 8 | 9% | 67 | | |
| All | 9% | 116 | | |

ADDITIONAL EVIDENCE

Pending Statewide Score Release

Goal 3: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

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

Goal 3: Growth Measure

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

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

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

I-READY READING

| 2021-22 i-Ready ELA Assessment End of Year Results | | | | | |
|--|---------------------------|--------|--------|---------|------|
| Measure | Subgroup | Target | Tested | Results | Met? |
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students 7th Grade | 100% | 53 | 118% | Yes |
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students 8th Grade | 100% | 62 | 100% | Yes |

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Overall, 9 percent of students enrolled in at least their second year achieved proficiency on the NYS ELA exam in 2021-22. Although we did not achieve the absolute measure’s target of 75%, our students are settling back in after a tumultuous and unpredictable period of learning during the pandemic. We look forward to putting the NYS scores in context in comparison to the district and NYS upon release of the statewide results.

We are pleased that growth was demonstrated on the internal assessments and iReady end of year administrations.

ACTION PLAN

In 2022-23 and beyond, we will continue prioritizing academic rigor in lessons. Specifically, we have identified the following areas of focus for instruction in 2022-23. Our school-wide instructional areas of focus for ELA include:

- Grounding lessons in the NYSLS and using complex grade-level texts as evidenced by lesson plans, observation of classroom instruction, and samples of student work;
- Writing will reflect the “RACE” acronym for supporting analysis of complex text by citing evidence and reasoning as evidenced by student work;
- Teachers will receive regular feedback on their use of grade-level complex text, text-based questioning, and writing scaffolds to ensure students are exposed to grade-level text and are working toward proficiency of grade level standards;
- Teachers will receive regular feedback on the use of complex text as the center of instruction; including text-based questions, scaffolds, and writing from evidence so teachers are prepared to teach to the rigor of the grade level standards; and

- Teachers will be expected to plan lessons and units that provide students with scaffolded opportunities to read, unpack, discuss, and respond to complex text so that they can move closer to grade level ELA proficiency.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered 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

U PREP did not achieve this measure having no students in the four year accountability cohort score at level 4 on the NYS ELA Regents. It should be noted that the vast majority of the 2018 Cohort was exempt from taking the exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴

| 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 | 52 | 0 | 18 | 35% |
| 2017 | 2020-21 | 52 | 24 | 11 | 39% |

⁴ Based on the highest score for each student on the English Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | | |
|------|---------|----|----|---|---|
| 2018 | 2021-22 | 61 | 57 | 0 | 0 |
|------|---------|----|----|---|---|

ADDITIONAL EVIDENCE

Although most students pass the NYS ELA Regents in high school, increasing the score with which they do so is something we are still addressing with a combination of rigor in the classroom and creating the mindset in our students that we should all do our best every time, rather than just trying to pass to get credit.

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 | 72 | 32% | 69 | 0% | 60 | – |
| 2019 | 66 | 27% | 66 | 11% | 59 | 12% |
| 2020 | | | 88 | -- | 74 | 13% |
| 2021 | | | | | 84 | 1% |

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

U PREP did not achieve this high school ELA measure, having 25% pass the Regents exam after four years in high school, but only 4 took the exam without Exemption.

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 | 52 | 10 | 47 | 89% |
| 2017 | 2020-21 | 52 | 24 | 27 | 92% |
| 2018 | 2021-22 | 60 | 57 | 1 | 23% |

ADDITIONAL EVIDENCE

As demonstrated in the table below, students in the upcoming cohorts have displayed higher percent passing rates on the ELA Regents.

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 | 72 | 63% | 69 | 1% | 60 | 23% |
| 2019 | 66 | – | 66 | 41% | 59 | 34% |
| 2020 | | | 88 | – | 74 | 47% |
| 2021 | | | | | 84 | 4% |

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.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Unable to assess: Of the 21 students who did not score at proficiency in 2017-18 as 8th graders at U PREP, all 21 were exempt from taking the ELA Regents exam due to the pandemic.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017 | 2020-21 | 26 | 12 | 2 | 14% |
| 2018 | 2021-22 | 21 | 21 | – | – |

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Unable to assess: Of the 21 students who did not score at proficiency in 2017-18 as 8th graders at U PREP, all 21 were exempt from taking the ELA Regents exam due to the pandemic.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2017 | 2020-21 | 26 | 12 | 14 | 100% |
| 2018 | 2021-22 | 21 | 21 | – | – |

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As previously noted, most of our U PREP scholars are not scoring at Level 4 on the NYS ELA Regents exam. However, in a typical year most pass the Regents with a 65. The graduating class of 2022 has experienced most of their high school years during the pandemic. Almost all are exempt from many of the Regents exams that are required for graduation. It is difficult to accurately measure the outcome of the high school absolute measure 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. | Unable to Assess (Exemptions) |
| 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. | Unable to Assess (Exemptions) |
| Absolute | Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | N/A |
| Comparative | Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. | N/A |
| Growth | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Unable to Assess (Exemptions) |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort. | Unable to Assess (Exemptions) |

ACTION PLAN

In the 2022-23 school year, we are expanding our dual-credit course offerings to include honors courses at Monroe Community College (MCC). Please refer to the ELA Action Plan described previously for additional strategies we are using in 2022-23.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

We introduced Reveal Math as our core math curriculum in the 2021-22 school year for all grades. Reveal Math offers strong online components, relevant lessons, and scaffolded differentiation, and it is adaptable across in-person and remote models. Reveal Math also provides vertical alignment across our grade span. Each module of Reveal Math engages students with a mini-lesson grounded in a real-world example.

We also use ALEKS as a supplement to Reveal Math. ALEKS is an adaptive, research-based program that provides students with individualized practice to target foundational skills in math. During class, students use ALEKS for scaffolded remediation and acceleration; teachers can also assign extra work on ALEKS for accelerated students as well as those struggling to master core concepts. All students who are performing below grade level complete between 75 and 150 minutes of math intervention weekly using ALEKS.

U Prep offers two transitional math courses for students who are not ready to advance to Geometry or Algebra 2. These classes, Essentials to Geometry and Transition Algebra, give students the opportunity to earn math credit while reviewing core concepts that will enable their success in Geometry or Algebra 2. This model allows Geometry and Algebra 2 teachers to focus on teaching course content without reteaching ideas from previous math levels. Importantly, the refined course progression does not hold students back from completing Geometry and Algebra 2, but instead prepares them for success in these courses.

To monitor student progress in math, we use assessments from Reveal Math, iReady, and teacher-created grade-level common assessments.

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 7 through 8 grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ⁵ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|--------------|----------------|
| | | IEP | ELL | Absent | Other reason | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | 58 | | | | 0 | 58 |
| 8 | 0 | | | | 71 | 71 |
| All | 58 | 0 | 0 | 0 | 0 | 129 |

RESULTS AND EVALUATION

U PREP did meet this absolute measure in grade 7 math. 7% of all students and 8% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessments. Grade 8 did not sit for the NYS math exam, but all took the Algebra 1 Regents instead. 21 percent of all the students who took the math Regents passed with a 65 or higher.

⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2021-22 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

| Grades | All Students | | Enrolled in at least their Second Year | |
|--------|--------------------|---------------|--|---------------|
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 7 | 7% | 58 | 8% | 49 |
| 8 | | | | |
| All | 7% | 58 | 8% | 49 |

ADDITIONAL EVIDENCE

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

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

Goal 4: Absolute Measure

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

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

Goal 4: Comparative Measure

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

METHOD

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

RESULTS AND EVALUATION

The New York State Education Department released the NYS Mathematics scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at or Above Proficiency | | | |
|-------|---|------------------|-----------------------|------------------|
| | Charter School Students In At Least 2 nd Year | | All District Students | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | 8% | 49 | | |
| 8 | | | | |
| All | 8% | 49 | | |

ADDITIONAL EVIDENCE

Pending Statewide Score Release

Goal 4: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Goal 4: Growth Measure

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

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

INTERNAL EXAM RESULTS

During 2021-22, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

I-READY MATH

2021-22 i-Ready Math Assessment End of Year Results

| Measure | Subgroup | Target | Tested | Results | Met? |
|--|---------------------------|--------|--------|---------|------|
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students 7th Grade | 100% | 56 | 93% | No |
| Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%. | All students 8th Grade | 100% | 61 | 44% | No |

SUMMARY OF THE MIDDLE SCHOOL MATHEMATICS GOAL

The middle school students typically enroll at U Prep having below grade level reading and math skills. The grade 7-8 math state exams scores reflect that. U Prep works to get the skills up to grade level and have these young men graduate in 4 or 5 years. Most do graduate and have a plan for their future. After the constant break in routines during pandemic learning, our MS students are playing catch up even more this year.

| Type | Measure | Outcome |
|----------|--|---------|
| Absolute | Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8. | Not Met |

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| | | |
|-------------|--|----------------------------------|
| Absolute | Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system. | N/A |
| Comparative | Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison. | Unable to Assess (Exemptions) |
| Comparative | Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. | N/A |
| Growth | Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. | N/A |

ACTION PLAN

Our school-wide instructional areas of focus for math include:

- Teachers will be supported to facilitate math discussions that require students to carry cognitive lift;
- Teachers will receive in-depth professional development focused on the Reveal math curriculum implementation so that teachers are prepared to plan units that include math discussion and require students to carry the cognitive lift; and
- Teachers will be expected to plan lessons and units that provide students with opportunities for math discourse and carrying the cognitive lift during instruction.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The 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

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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

This measure was not achieved in 2021-22 as 7 percent achieved a level 4 on a math Regents.

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 | 52 | 3 | 1 | 2% |
| 2017 | 2020-21 | 52 | 17 | 2 | 6% |
| 2018 | 2021-22 | 60 | 19 | 3 | 7% |

ADDITIONAL EVIDENCE

Although the vast majority of U PREP scholars pass a math Regents prior to graduation, we are still working to increase rigor to improve student mastery level and improve the heights of success on exam scores.

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 | 72 | 4 | 69 | 4% | 60 | 7% |
| 2019 | 66 | -- | 66 | 0 | 59 | 0 |
| 2020 | | | 88 | 0 | 74 | 0 |
| 2021 | | | | | 84 | 3% |

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.

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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.

RESULTS AND EVALUATION

University Prep achieved this measure with 100% of all students in the 2018 Accountability Cohort passing a math Regents exam with a Level 3 (65 or better).

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 | 52 | 1 | 51 | 98% |
| 2017 | 2020-21 | 52 | 17 | 35 | 100% |
| 2018 | 2021-22 | 61 | 19 | 42 | 100% |

ADDITIONAL EVIDENCE

UPREP consistently has very high pass rates on this Regents exam.

Percent Achieving at Least Level 3 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 | 72 | 74 | 69 | 59% | 60 | 100% |
| 2019 | 66 | NA | 66 | 35% | 59 | 34% |
| 2020 | | | 88 | 2% | 74 | 33% |

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| | | | | | | |
|------|--|--|--|--|----|-----|
| 2021 | | | | | 84 | 22% |
|------|--|--|--|--|----|-----|

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 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

Unable to Assess: All the students in 8th grade math in 2017-18 sat for the NYS Algebra 1 Regents exam instead of the NYS Grade 8 Math Exam. Of the five students who did not pass the Regents, all of them received an exemption in math because of the pandemic.

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

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 4 (c) | Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2016 | 2019-20 | 65 | 1 | 3 | 4.6% |
| 2017 | 2020-21 | 29 | 9 | 2 | 10% |
| 2018 | 2021-22 | 5 did not pass Alg 1 Regents | 5 | – | – |

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Unable to Assess

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁷

| Cohort Designation | Fourth Year | Number in Cohort not Proficient in 8 th Grade (a) | Number Exempted with No Valid Score (b) | Number Scoring at Least Level 3 (c) | Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b) |
|--------------------|-------------|--|---|-------------------------------------|--|
| 2016 | 2019-20 | 65 | 1 | 51 | 79% |
| 2017 | 2020-21 | 29 | 9 | 20 | 100% |

⁷ Based on the highest score for each student on the mathematics Regents exam

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| | | | | | |
|------|---------|-------------------------------------|---|---|---|
| 2018 | 2021-22 | 5 did not pass Algebra 1 Regents | 5 | – | – |
|------|---------|-------------------------------------|---|---|---|

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The UPREP 2018 Accountability Cohort students who were not exempt passed a math Regents in their four years in high school. The only 5 students who did not text proficient as 8th graders, were exempt from taking the math Regents so we are not able to look at that data.

| Type | Measure | Outcome |
|-------------|---|----------------------------------|
| Absolute | Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Did Not Meet |
| Absolute | Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Met |
| Absolute | Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations. | N/A |
| Comparative | Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations. | N/A |
| Comparative | Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. | N/A |
| Growth | Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | Unable to Assess (Exemptions) |
| Growth | Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently | Unable to Assess (Exemptions) |

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| | | |
|--|---|--|
| | scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. | |
|--|---|--|

ACTION PLAN

Please see the previously described math Action Plan.

GOAL 5: SCIENCE

Goal 5: Science

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

BACKGROUND

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

MIDDLE SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2022. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

U PREP did not meet this absolute measure on the Living Environment Regents taken by 8th grade students. 33% of all students at the school scored above a 65 on the Regents exam. Grade 8 did not sit for the NYS Science 8 exam.

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

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

Goal 5: Comparative Measure

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

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

SUMMARY OF THE MIDDLE SCHOOL SCIENCE GOAL

Although large numbers of our 8th grade students do not pass the science Regents exam, we value the importance of having the students take a Regents level course and exam. There are benefits to having them experience the course even though many arrive at U PREP with lagging skills in reading and organization. The middle school science absolute measure was not achieved.

ACTION PLAN

Please see the previously described Action Plans for more information on our plans in the 2022-23 school year.

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 each of the exams. 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.

RESULTS AND EVALUATION

University Prep achieved this measure with 98% of all students in the 2018 Accountability Cohort (not including Exemptions) passing a science Regents exam with a 65 or better.

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Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁸

| 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 | 52 | 16 | 36 | 100% |
| 2017 | 2020-21 | 52 | 20 | 32 | 91% |
| 2018 | 2021-22 | 61 | 15 | 45 | 98% |

ADDITIONAL EVIDENCE

UPREP graduating cohorts consistently achieve the above measure year to year. The 2019, 2020 and 2021 Accountability Cohorts are making progress toward this goal.

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 Level 3 | Number in Cohort | Percent Level 3 | Number in Cohort | Percent Level 3 |
| 2018 | 72 | 78 | 69 | 64% | 61 | 98% |
| 2019 | 66 | 76 | 66 | 6% | 59 | 8% 56E |
| 2020 | | | 88 | 5% | 74 | 0 |
| 2021 | | | | | 84 | 1% |

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

U Prep achieved the absolute measure in high school science, having 98% of those not exempt passing a Regents exam with at least a 65.

⁸ Based on the highest score for each student on any science Regents exam

ACTION PLAN

Please see the previously described Action Plans for more information on our plans in the 2022-23 school year.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

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

RESULTS

Because of the pandemic Regents exemptions in NYS, the 2018 Cohort did not take the U.S. History Regents.

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 | 52 | 3 | 49 | 94% |

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| | | | | | |
|------|---------|----|----|----|----|
| 2017 | 2020-21 | 52 | 52 | -- | -- |
| 2018 | 2021-22 | 61 | 61 | - | - |

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 | 77 | 95% | 69 | - | 61 | - |
| 2019 | 66 | N/A | 66 | - | 59 | - |
| 2020 | | | 88 | - | 74 | - |
| 2021 | | | | | 84 | - |

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

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

RESULTS & EVALUATION

The 2018 Accountability Cohort was granted an exemption from having to take the Global Studies Regents.

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 | 52 | 4 | 48 | 92% |
| 2017 | 2020-21 | 52 | 20 | 32 | 79% |
| 2018 | 2021-22 | 61 | 61 | – | – |

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 | 72 | 75% | 69 | -- | 60 | – |
| 2019 | 66 | NA | 66 | -- | 59 | – |
| 2020 | | | 88 | -- | 74 | – |
| 2021 | | | | | 84 | – |

Goal 6: Comparative Measure

Each year, the percentage 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.

SUMMARY OF THE HIGH SCHOOL SOCIAL STUDIES GOAL

We are unable to evaluate progress toward the social studies goal because most students received an exemption from sitting for the exams in U.S. History and Global Studies.

ACTION PLAN

Please see the previously described Action Plans for more information on our plans in the 2022-23 school year.

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

The school met this measure and remained in Good Standing in 2021-2022.

ADDITIONAL EVIDENCE

The school continues to be in good standing throughout this term.

Accountability Status by Year

| Year | Status |
|---------|---------------|
| 2019-20 | Good Standing |
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |

