



# **University Prep Charter High School**

## **2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Andrew Ayers, Principal, prepared this 2023-24 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)
Steve Barr	Chairperson	
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**Andrew Ayers has served as the Principal since July 1, 2019.**

## SCHOOL OVERVIEW

University Prep Charter High School (UPCHS) strives to develop and sustain a dynamic and collaborative school community in which learning outcomes for **all** students result in the attainment of a social-emotional and academic skill set that prepares students to excel in college and in their future careers. UPCHS was nationally recognized as a 2016 National Blue Ribbon School in the category of Exemplary High-Performing Schools.

### **Theory of Action**

At UPCHS, the theory of action is as follows:

- If teachers are knowledgeable about the Learning Standards, the outcomes that reflect high levels of learning, and if they participate in collaborative curriculum development and inquiry, then, teachers will be able to assess their own knowledge and skills against rigorous standards, and students will demonstrate higher levels of performance in their learning across the content areas.
- If students are knowledgeable about the content and skills needed to succeed in college, and if students are tracking their own progress and engaging in challenging learning activities that equip them with the skills necessary to persevere and grow their intelligence over time, then, students will be able to assess their own learning and demonstrate high levels of performance that indicate college readiness.
- If parents are knowledgeable about college readiness standards and partner with the school in supporting students to achieve at their highest level of ability, then, parents will be instrumental in successfully guiding students throughout their high school experience to attain the skills necessary for college and beyond.

### **The University Prep Charter High School Model**

UPCHS is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. Our model is grounded in the belief that the first keystone to increasing student outcomes is consistent and effective professional development. Our experience, supported by research in teacher leadership and professional learning communities indicates that teachers function best when they collaborate and make their practice public. Teachers at UPCHS are critical practitioners who share and reflect on their practice by using artifacts to support their learning. The existence of school-based professional learning communities that provide teachers with ongoing professional growth focused on effective classroom instruction, collaborative learning, and problem-solving drives instructional improvement. UPCHS embraces a site-based decision-making model in which teachers take full responsibility for the continual improvement of their practice and increase in student achievement.

The second keystone to increasing student achievement is the belief that students excel in a school culture that provides a personalized learning environment. The UPCHS model adheres to research that

demonstrates that students can grow their intelligence given the right supports and learning tasks that both challenge their thinking and build their perseverance. This research indicates that students learn best in a nurturing, supportive environment where they are challenged to develop critical thinking skills, but where they are also known and treated as individuals whose backgrounds are respected as teachers come to understand the whole child as a learner.

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

### **Key Design Elements**

Our key design elements provide the UPCHS path toward achieving this theory of action.

*A Shared Commitment to Academic Excellence* – The UPCHS community of stakeholders shares a commitment to academic excellence. We design and decide together. At UPCHS, we prioritize our commitment to teacher voice and agency through our community decision-making model of distributed leadership. Distributed leadership means instructional decision-making is shared and extended between administrators and faculty; and, that responsibility for excellence is held by those with expertise. Anchored in our unique partnership with the United Federation of Teachers, our model provides systemic, mission-aligned opportunities for teachers to share responsibilities and lead various initiatives. To sustain and extend the effectiveness of our practice, we collaborate on the design of professional development opportunities. We ensure professional development provides teachers with timely, relevant, and challenging content within structures inter-visitation, coaching, mentorship, small group leadership, etc.) created by and for teachers. We measure our shared commitment to excellence through multiple data points, including teacher turnover rate.

*Powerful Teaching and Learning* – The UPCHS instructional program delivers powerful teaching and learning throughout our community. To assess the power or impact of our teaching and learning we begin with an empirical foundation of data. Our administrators and faculty convene structured, data-rich meetings to benchmark performance and evaluate progress. Department team meetings, grade-level team meetings, and inquiry groups inform our instructional decision-making and shape our approach to ongoing schoolwide impact analysis. Two cornerstones of our work are Integrated Co-Teaching (ICT) and our Problem-Solving methodology. Our ICT model places two certified teachers (one general education, one special education) in a single classroom. The model increases the individual attention for students, reduces our teacher-to-student ratio, and leverages the skills of highly-trained special education teachers in building comprehensive and collaborative solutions for all learners. The model also allows students with IEPs to receive instruction from a content specialist rather than a special educator.

Other products of our collaboration include potent programmatic approaches such as, but not limited to:

- Freshman and sophomore composition class. Our instructional teams ascertained that incoming students would benefit from a standards-based, rigorous writing class centered on improving

reading comprehension, structured writing prowess, and general literacy skills. The course, taken once weekly, accelerates learning for new students who often join the UPCHS family facing hurdles of uneven, interrupted, or incomplete schooling.

- Block scheduling. The foundation of academic rigor is stamina. We encourage the development of powerful teaching and learning through scheduling double periods. Our approach permits teachers to build instructional depth and encourages students to make ongoing and meaningful inquiries and contributions within expanded lessons. The instructional depth of our seminar and project-based initiatives aligns with and prepares our students to meet and exceed NYS standards across the curriculum. Moreover, the scheduling encourages the formation of habits of mind that are transferable to co-curricular and extra-curricular activities.
- Advanced Placement courses. We currently offer AP instruction in Composition, Literature, Biology, Spanish, and Government as well as Calculus AB. We have recently added AP Pre-Calculus and AP Computer Science Principles. UPCHS faculty are committed to preparing our students for academic success in rigorous and demanding collegiate environments. To achieve this goal, we have thoughtfully developed courses aligned with the strong foundation provided by our traditional curriculum. We are currently looking to connect with Syracuse University to take advantage of their accreditation program to provide early college credits for high school students.

We have also developed several other high-impact approaches for students. Faculty hold weekly office hours with students. At UPCHS, students use office hours to build rapport with faculty, probe deeply and build on knowledge acquired in class, seek clarification on open questions, and to strengthen bonds within and across the community. We run a Saturday Academy to provide additional academic support for students throughout the year. Our Summer Bridge program, like the composition class, is a formal structure to mitigate the challenges faced by our incoming students. In partnership with CUNY, we offer College Now courses to introduce our students to the expectations and routines of higher education, while earning academic credit. UPCHS students have achieved a 100% graduation rate and close to 100% college acceptance rate. Across our campus, we expect college enrollment and success. Our teams work internally, and with external partners, to broaden and illuminate the path for our students.

*Inclusive School Culture* – The integrity of the UPCHS learning community is rooted in our commitment to an inclusive school culture. We affirm “inclusion” as our shared point of departure, or beginning, in all communication and interactions within the community. Inclusion looks and feels like a thoughtful, principled commitment to practice and reinforces our core values by considering and respecting the true diversity (visible and invisible, spoken and unspoken) at UPCHS. Students work towards a set of four core values that keep them on course to be successful at the college of their choice and beyond. “The Core Four” are:

- Accepting Personal Responsibility: students see themselves as the primary cause of their outcomes and experiences
- Discovering Self-Motivation: students find purpose in their lives by discovering personally meaningful goals and dreams

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- **Mastering Self-Management:** students plan for and take purposeful actions in pursuit of their goals and dreams
- **Creating Positive Interdependence:** students build mutually supportive relationships that help them to achieve their goals and dreams – while helping others do the same

We conduct regular Town Hall meetings. These monthly gatherings are shared celebrations of success within our learning and service communities. We present honor roll certificates and attendance awards. Students also showcase their talents in the performing arts. We have built rich, layered support structures wherein four counselors provide support services and loop with our students to ensure stability and strengthen interpersonal connections.

*Student Leadership and Character Development* – Fulfilling the mission of UPCHS calls for administrators and faculty to embody and instill principles of student leadership and character development. We model our ideals through a daily advisory period wherein students receive explicit instruction on essential skills such as life management, college readiness, and reducing risk factors. We supplement this instruction by providing students with opportunities to lead and demonstrate character through student mentorship programs, student-employment opportunities, faculty-led clubs, and athletics. We have over 10 after-school clubs including the National Honor Society, UPCHS Pillars (Boys Club), Cooking Club, Student Government, Coding Club, and the Dance and Movement Club to name a few. Extensive athletics offerings include basketball and soccer (boys and girls), baseball (boys), softball (girls), volleyball (girls), flag football, Track and Field, and cheerleading. In addition to the opportunities to lead during the academic year, students can demonstrate their acquired skills as Summer Bridge Assistants who welcome and guide incoming students to the UPCHS community.

*Family and Community Involvement* – At UPCHS, our model of family and community involvement comprises five traditional methods of information sharing and collaborative decision-making: parent association meetings, back-to-school night, introduction to college night, enrollment meetings, and quarterly parent-teach conferences. Each of these structured events allows parents and families to be informed members of the school community. To ensure ongoing access to accurate and timely information, we deploy the PowerSchool school information platform and conduct seminars to train parents in using the platform, as well as e-mail.

### **Academic Support and Intervention**

The following are some of the intervention and support programs built into the UPCHS model:

- *Summer Bridge Program:* As the high school will be receiving its first group of 9th graders from the middle school, summer bridge will still continue but will be only 1 week long. The curriculum is interdisciplinary, drawing concepts from ELA, algebra, health, and character education through advisory. The curriculum serves to support incoming freshmen by stressing the values of preparation, self-assessment, stress management, healthy decision-making and leadership as a means of being successful. There will also be significant team-building and self-discovery activities.

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- *Freshman and Sophomore Composition Class:* This course is given to freshmen and sophomores to support the development of rigorous common core aligned writing skills that high school students are expected to master. Argumentative and expository writing are highlighted in this course. The two-year sequence should culminate in a research paper that leverages the skills necessary for college-level research writing.
- *Saturday Academy:* Students struggling in classes that end with Regents Exams are provided with extra support during Saturday classes that focus on teaching the essential skills and concepts needed to pass both the course and the State exam.
- *Advisory:* The advisory program is designed to be a 30-minute period in the middle of the school day aimed at supporting the academic progress and social-emotional development of the student. Typically, students meet with their advisors four times per week. The advisory curriculum focuses on developing academic skills, college and career awareness, social and emotional skills, and tracking individual academic progress.
- *Special Education and ELL Support:* UPCHS has a track record of working with ELL students, with a focus on building English fluency and writing skills. ENL services are usually provided by using a push-in model. The school also offers stand-alone ENL classes. The special education approach combines SETTS services with the ICT model, giving students personalized supports that are consistent with their IEPs in the least restrictive environment. In accordance with the service mandates in their IEPs, students with disabilities receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school's administration and faculty fully comply with all of the terms set forth in the IEP.
- *Faculty Office Hours:* All faculty hold office hours for at least one hour per week but frequently more during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- *Counseling:* The school model includes one school counselor per grade. Each counselor has a manageable caseload so that she can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The school counselors also facilitate professional development for the teachers to support the teachers in their efforts to understand the whole child, differentiate instructional practices for the diverse learners in their classrooms, and develop more effective classroom management skills. The school also has a college counselor who provides students with information on the college admissions and financial aid process. The college counselor communicates with students and families while assisting students with each step of the application, admissions, and financial aid processes.
- *Zero Period:* Zero period in the areas of mathematics and science will take place twice weekly before first period. Students will be selected and assigned this course based on past performance on Regents exams as well as classroom performance. This is a remedial effort. Classes will be taught but subject matter teachers as well as special educators.

Additional practices of the UPCHS model are as follows:

- College-preparatory curriculum

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

### **Extensive Professional Development**

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

- The administrative team provides Professional Development sessions on the Danielson Rubric to support teachers in the construction of their Professional Development Plans and their ability to give their colleagues constructive feedback.
- The Principal, Assistant Principals, and lead teachers present Professional Development in the areas of argumentative writing and modeling to support teachers' lesson studies and development of learning units or math performance tasks.
- Professional development sessions are also dedicated to supporting teachers in the design of Common Core-aligned lessons.
- The Danielson Rubric is used for teachers to self-assess and for informal observations during teacher inter-visitations.

Each teacher is responsible for a professional portfolio. They have three choices for this portfolio. The first option includes collecting the resources they have created that show evidence of implementation of professional development. The second requires them to use their inquiry training and complete a full cycle of inquiry. The final option asks teachers to present a unit of study that includes the following: standards, assessments, resources, essential questions, and student work. For each of these, they reflect upon the impact of their practice and receive feedback from both peers and administrators.

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## School Demographics

In the 2023-24 school year, UPCHS served a total of 433 students in grades 9-12. Of the total student body served during the school year, 57.968% (251) were Hispanic, 41.57% (180) Black, and 0.462% (2) were Middle Eastern. In addition, 92.84% (402) of students were living in poverty, 15.01% (65) had a disability, and 6.7% (29) were English Language Learners.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22										108	109	115	99	431
2022-23										126	113	92	109	428
2023-24										126	122	94	84	426

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	99	2	97
2022-23	2019-20	2019	109	3	106
2023-24	2020-21	2020	85	0	85

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school

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year they first enter the 9<sup>th</sup> grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	97	0	97
2022-23	2019-20	2019	106	0	106
2023-24	2020-21	2020	84	0	84

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	0	0	0
2022-23	2018-19	2018	0	0	0
2023-24	2019-20	2019	0	0	0

### PROMOTION POLICY

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

### GOAL 1: HIGH SCHOOL GRADUATION

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

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### Graduation Goal Measure 1 - Leading Indicator

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

#### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	118	94.1%
2023	122	92.6%

### Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second-year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

#### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	92	90.2%
2021	2022-23	103	89.3%
2022	2023-24	118	80.5%

### Graduation Goal Measures 3 & 4 - Absolute

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

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

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## Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	97	97	100
2019	2022-23	106	106	100
2020	2023-24	84	83	98.8

## 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
2017	2021-22	0	N/A	N/A
2018	2022-23	0	N/A	N/A
2019	2023-24	0	N/A	N/A

### Graduation Goal Measure 5 - Comparative Measure

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

## Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District<sup>2</sup>

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	97	97	100	1,725	73
2019	2022-23	106	106	100	1,657	74
2020	2023-24	84	83	98.8%	1,651	71

### Graduation Goal Measure 6 - Absolute Measure

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

<sup>1</sup> These data reflect August graduation rates.

<sup>2</sup> 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

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### Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

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

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

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

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22	0	N/A
2019	2022-23	0	N/A
2020	2023-24	0	N/A

## SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

UPCHS achieved all of the five applicable graduation goals below.

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.	YES
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.	YES
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES

<sup>3</sup> 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.

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Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
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.	YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

### EVALUATION OF THE GRADUATION GOAL

For the first Leading Indicator (Measure 1), UPCHS exceeded the benchmark by 18.5 percentage points, with 94.1% of UPCHS's 2022 cohort students and 92.6% of the 2023 cohort earning the number of credits in the 2023-24 school year required to be promoted to the next grade. To accomplish this, the school structures its course loads so that all 9<sup>th</sup> Graders take 15 credits and 10<sup>th</sup> graders take at least 12 credits to increase the likelihood that they will graduate within four years.

For the second Leading Indicator (Measure 2), UPCHS surpassed this benchmark by 5.5 points, with 80.5% of students in the 2022 Total Graduation Cohort who were exempted from or passed three or more Regents examinations required for graduation by the end of their second year. UPCHS also met this measure in 2021-22 and 2022-23 with small decreases in the past two school years as students continued to deal with learning loss resulting from the pandemic. 90.2% of students in the 2020 cohort met this requirement, and 89.3% of students in the 2021 cohort met this requirement.

For the first Absolute Goal (Measure 3), UPCHS exceeded this measure by 23.8 percentage points for students in the fourth-year high school Total Graduation Cohort with a 98.8% graduation rate. We credit this accomplishment, in large part, to our low ratio of students per school counselors and the diligence and dedication of our entire staff who support students through quality instruction as well as increased instructional time and extensive office hours. We also encourage our students to take Regents exams early and often.

For the second Absolute Goal (Measure 4), there were no fifth-year students in this Graduation Cohort.

For the Comparative Goal (Measure 5), we exceeded NYC CSD 7 by 27.8 percentage points.

For the last Absolute Goal (Measure 6), no UPCHS students in the 2020 Cohort took an approved pathway assessment, so we have marked this goal as Not Applicable.

### ADDITIONAL CONTEXT AND EVIDENCE

The overall percentage of students in the first- and second-year high school Total Graduation Cohorts who earned at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year decreased slightly overall from 2022-23. For the first-year cohort, the percentage decreased from 96.6% to 92.6%, a gain of four percentage points. For the second-year cohort, there was an increase from 89.3% to 94.1%, a gain of 4.8 percentage points. As another comparison measure, UPCHS

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met Measure 2 in all of the past three years, with slight decreases from 2021-22 to 2022-23 and from 2022-23 to 2023-24 as students continued to deal with learning loss resulting from the pandemic. 90.2% of students in the 2020 cohort passed or were exempted from three or more Regents examinations in 2021-22, and 89.3% of students in the 2021 cohort met this requirement in 2022-23 compared to 80.5% for the 2022 cohort in the past school year.

At least 98% of UPCHS students have graduated after four years in each of the last seven cohorts, exceeding both benchmarks substantially. 100% of students in the 2019 Cohort graduated after four years. All students in the 2018 Graduation cohort except one graduated after four years, and 100% of students in the 2017 Cohort graduated after four years. All but one student in the 2016 Graduation cohort graduated after four years. All students in the 2015 Graduation cohort graduated after four years. All but one student in the 2014 Graduation cohort graduated after four years.

For the comparison to CSD 7 over time, we have met this measure year after year, exceeding CSD 7 by at least 26 percentage points in each of the last four years.

### ACTION PLAN

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

In Math and Science, we have added additional remedial instruction for the lowest performing students during zero period. We have made strategic staffing changes in math, science, and ELA. We have also launched the use of ParentSquare app to facilitate regular two-way communication with families in their home language. This parent involvement will add additional accountability for students and families for progress monitoring.

## GOAL 2: COLLEGE PREPARATION

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

### BACKGROUND

Over the past few years, UPCHS students have achieved graduation rates of 98% -100% and college acceptance rates close to 100%. Across our campus, we expect college enrollment and success.

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

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

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

Courses have included:

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

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

### College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

### Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Pass an AP exam*	32	21	65.6%
CCR benchmark on SAT	81	29	35.8%
Regents Diploma with Advanced Designation	84	21	25%
Overall	84	40	47.6%

### College Preparation Goal Measure 2 - Absolute

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year<sup>5</sup>

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	97	91	93.8
2019	2022-23	106	100	TBD
2020	2023-24	84	78	92.9

## SUMMARY OF THE COLLEGE PREPARATION GOAL

The school met one of the two goals for College Preparation that can be measured at this time. We are making progress toward meeting this overall Accountability Measure.

Type	Measure	Outcome
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<sup>5</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	No
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.	Yes

### EVALUATION OF THE COLLEGE PREPARATION GOAL

Of the 84 graduates in UPCHS's 2020 Cohort, 47.6% demonstrated college preparation by at least one indicator:

- 32 graduates took at least one Advanced Placement ("AP") exam in English Language, English Literature, US Government, Biology, or Spanish Language as well as Calculus AB; 21 of these graduates earned a score of 3 or higher on at least one AP exam, although not all scores have been received to date.
- 81 graduates took the SAT; 29 of these graduates achieved the college and career readiness benchmark (currently scoring at least 480 on the SAT Reading and Writing section and at least 530 on the SAT Math section).
- Of 84 graduates, 21 earned a Regents diploma with advanced designation.

The school has defined matriculation as having paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course. The school surveys students to gather matriculation information. At this point, 92.9% have matriculated into a college or university.

### ADDITIONAL CONTEXT AND EVIDENCE

Of the three indicators used by UPCHS to measure College Preparedness outlined in Measure 1 above, scores for the 2020 cohort increased for two and decreased for one compared to the 2019 cohort. The percentage of students passing at least one AP exam at a level 3 or higher increased from 29.5% to 65.6%. The percentage of students reaching the CCR benchmark on the SAT increased from 8.7% to 35.8%. The percentage of students receiving a Regents Diploma with Advanced Designation decreased from 43.5% to 25%.

UPCHS has consistently met the matriculation measure over the past three years, with a slight decrease of less than one percentage point from the 2018 Cohort to the 2020 Cohort. We do not have reliable data for the 2019 Cohort at this time.

### ACTION PLAN

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

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- One Assistant Principal with expertise in intellectual engagement focuses on instruction and professional learning, with the aim of having students move beyond compliance to instead grapple with challenging material to prepare for college
- Double ELA instruction time for 9<sup>th</sup> and 10<sup>th</sup> Grade students and double math instruction time for 9<sup>th</sup> Grade students
- Continuing independent reading, with the support of a literacy specialist, 4 days per week
- Enrolling more students in College Now classes starting in the 10<sup>th</sup> grade
- Offering a college readiness workshop for 10<sup>th</sup> Graders that stresses the goal of meeting college readiness benchmarks
- SAT prep course for all 11<sup>th</sup> Grade students
- Administering Regents-aligned diagnostic and benchmark examinations to determine and address gaps in understanding in ELA and Math
- UPCHS now offers the ACT examination.
- UPCHS will continue to offer robust support to all students, including:
  - English as a New Language programming helps students with English Language acquisition. Our ENL coordinator also works with teachers in a coaching capacity to help general education teachers develop strategies for reaching students who have diverse needs – particularly those who are learning the English language.
- We provide supplemental instruction to targeted students in ELA and Math who have come close to obtaining college readiness benchmark scores on NYS Regents exams. Students in this category will be encouraged to sit for the math and/or ELA Regents again after receiving more support in the appropriate content area.
- UPCHS will also continue with the core programs that set students up for academic success in high school and college:
- A renewed focus on Understanding by Design has transformed unity planning and pushed the school to pivot unit assessment towards performance-based and project-based tasks for deeper assessment of concepts.
- The opening of our middle school has pushed us to ensure tight vertical alignment across the grades.
- The school will begin offering a coding class to help students prepare for today's tech careers.
- UPCHS will continue the leadership course called Peer Group Connection, now in its third year. In this program, 12<sup>th</sup> Grade students participate in a year-long leadership class to build facilitation and communication skills. The 12<sup>th</sup> Grade students in turn teach 9<sup>th</sup> Grade students once a week, which will help create connections between students and build a culture of responsibility and interdependence across the school. The program has demonstrated an increased sense of school connectedness, increased motivation, increased preparedness for college and career, and increased goal-setting and decision-making skills.

## GOAL 3: ENGLISH LANGUAGE ARTS

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of English Language Arts.

### BACKGROUND

UPCHS has long offered double blocks of instruction in ELA to students in both 9<sup>th</sup> and 10<sup>th</sup> grade. One course is focused on the development of argumentative and expository writing skills and the other is a traditional ELA class, which emphasizes literature, poetry, and informational texts. Independent Reading is stressed in ELA classes in grades 9 through 11, and significant time and emphasis is placed on helping the students to develop as critical readers. Texts within the independent library range from contemporary to classic and are of various skill levels and genres. Using Lexile information gleaned from the STAR assessment, students select texts at appropriate levels. Time is built in daily for this reading.

The ELA department collectively adopts a unified stance on writing. For every English course, a portion of the grade is allotted to writing pieces. These writing projects encourage students to view writing as a process. Students write a major paper that is assessed as a finished product while drafts are also counted toward the final grade to honor the writing process.

The 9th Grade English course covers various genres and skills associated with the study of English literature and language. A diverse selection of short stories and books are chosen for students to read. The course heavily focuses on the development of the students' reading skills and their ability to communicate effectively in their writing. Lastly, informational texts are included in this course to make connections between the 9th Grade ELA curriculum and Global History.

The 10th grade ELA course focuses on the idea of alienation and students read a variety of texts around that theme including *Night*, by Elie Weisel; as well as poetry, non-fiction texts, and short stories. The course draws deeper on the students' analytical skills by exposing them to the NYS English Regents part 3 task. This task has students read an excerpt, identify the central idea, and elaborate and interpret applying literary terms. Instruction is that encouraged them to make literary connections among the various books they have read over the 2 years. It also attempts to make connections with the Global History curriculum in grade 10 through its selection of novels and non-fiction texts that support a deeper understanding of the historical context and setting of the literature.

The 11th Grade ELA course connects themes in the English Language Arts in an interdisciplinary approach while preparing students for the Regents Exam. The 11th Grade ELA course focuses on language development as well as the development of analytical and critical thinking skills. Students read a variety of texts around that theme including *The Great Gatsby* by F. Scott Fitzgerald, *Hamlet* by William Shakespeare, and *Death of a Salesman* by Arthur Miller along with analyzing other supplemental stories. Because students are being prepared to take the ELA Regents exam, the class focuses more on the application of skills acquired over the course of the previous two years.

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The 12th Grade ELA course continues to explore literary themes through a focus on novels, short stories, and poetry. Students read texts including *To Kill a Mockingbird* by Harper Lee, *The Pearl* by John Steinbeck, *The Help* by Kathryn Stockett, and *Spoon River Anthology* by Edgar Lee Masters. As students prepare for college, there is a major focus on the development of papers where students create a thesis and justify it through explained evidence within the text. Students are required to complete a research paper in the second half of the course after being exposed to a variety of issues and concepts. We offer two Advanced Placement ELA courses, AP English Literature, and AP English Composition, for advanced learners.

To remediate the students with the largest need for literacy work, for the next charter term, the learning specialists and ELA department will use Just Words, from Wilson.

### HIGH SCHOOL ELA

#### High School ELA Measure 1 - Absolute

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

#### METHOD

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.<sup>6</sup>

Percent Scoring at Least Level 4 on Regents English Common Core Exam  
by Fourth Year Accountability Cohort<sup>7</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
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<sup>6</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>7</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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			Valid Score (b)		
2018	2021-22	97	97	97*	<b>100*</b>
2019	2022-23	106	22	35	41.67
2020	2023-24	84	0	52	61.9%

\* All exemptions

### High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

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.

### 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)
2018	2021-22	97	97	97*	<b>100*</b>
2019	2022-23	106	22	66	78.6
2020	2023-24	84	0	78	92.9

### High School ELA Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### High School ELA Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 7 - Growth

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

## METHOD

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

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	38	0	38*	100* (Exemptions)
2019	2022-23	51	5	11	23.9
2020	2023-24	N/A*	N/A*	N/A*	N/A*

### High School ELA Measure 8 - Growth

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

### METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	38	0	38	100*
2019	2022-23	51	5	30	65.2
2020	2023-24	N/A*	N/A*	N/A*	N/A*

\*We are unable to assess the growth of students not proficient on the 8<sup>th</sup> Grade NYS ELA exam as the 2020 Cohort of students did not take the 2020 state exams due to the COVID-19 pandemic.

### ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Choose an item.

Not Applicable

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

UPCHS has met one of the two High School English Language Arts Goals that can be measured at this time.

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.	No
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.	Yes
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF HIGH SCHOOL ELA GOAL

For the first Absolute Goal (Measure 1), 61.9% of the 2020 Cohort scored a Level 4 or higher on the English Regents exam, missing the goal of 65% by 3.1 percentage points. This represents a substantial increase from the 2019 Cohort at 41.67%. However, this data also shows that student achievement in ELA is still impacted by pandemic-related learning loss. Prior to the pandemic, UPCHS demonstrated consistently strong performance against this benchmark as evidenced by the 2018 cohort (68.6%) and 2017 (72%).

For the second Absolute Goal (Measure 2), 92.9% of the 2020 cohort scored a Level 3 or higher on the Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort, exceeding the goal by 12.9 percentage points.

For the Growth Goals (Measures 7 and 8), we are unable to determine the percentage of students not proficient on the 8<sup>th</sup> Grade ELA exams who scored a Level 3 or 4 on the Regents Exam in English Language Arts (Common Core) by their fourth year. These students were in 8<sup>th</sup> Grade in 2020, and New York State ELA exams were canceled that year due to the pandemic.

### ADDITIONAL CONTEXT AND EVIDENCE

For the first Absolute Goal (Measure 1), 61.9% of the 2020 Cohort scored a Level 4 or higher or were exempted from the English Regents exam, missing the goal of 65% by 3.1 percentage points. This is an increase of 20.2 percentage points from the 2019 cohort in 2022-23. Comparisons to the 2018 cohort cannot be made due to exemptions.

For the second Absolute Goal (Measure 2), 92.9% of the 2020 Cohort scored a Level 3 or higher or were exempted from the English Regents exam, surpassing the goal of 80% by 12.9 percentage points. This is an increase of 14.3 percentage points from the 2019 cohort in 2022-23. Comparisons to the 2018 cohort cannot be made due to exemptions.

### ACTION PLAN

In the 2024-2025 school year, UPCHS will continue to focus on literacy support. All classes will focus on reading and writing for content acquisition and demonstrating mastery. This will be supported in part by Overdrive, a digital reading software UPCHS is introducing this fall.

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

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

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

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

### GOAL 4: MATHEMATICS

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

#### BACKGROUND

The mathematics curriculum at UPCHS is based on New York's Common Core Learning Standards. The school aims to fashion a mathematics course of study for the individual learner. Starting this past school year, all incoming freshmen take Common Core Algebra. The grade 9 course is a skills-based course aimed at helping students to develop a working knowledge of algebraic concepts so that the student can

apply the terms and skills in a geometry course and higher-level mathematics. The major outcome of this course is that students solve and graph linear and quadratic equations. There is a limited introduction to trigonometry, probability, and set theory. Major assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Common Core Algebra. Where appropriate, students move onto 10<sup>th</sup> Grade mathematics with a focus on Common Core Geometry. Students study Geometry as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in Common Core Algebra and previous years. Students study congruent segments and angles, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, surface area, and volume of solids. This course will use real-world/practical problems as well as reinforce skills and concepts developed in Common Core Algebra. Juniors take Algebra II/ Trigonometry and seniors take Pre-calculus. Students who passed the Algebra Regents in the 8th grade and took geometry in the 9th grade will qualify to take calculus their senior year of high school.”

We have additionally begun to utilize various technological platforms to support students in the 9th grade. These technological platforms include Delta Math and IXL. The benefits of these programs include leveled work, clear diagnostic data, prompt feedback, and suggestions for remediation.

UPCHS will continue its interventions to support learners who do not demonstrate proficiency in mathematics prior to 9th grade. Targeted students take algebra for a year and a half (as opposed to a year), which has already shown strong results in helping struggling learners to demonstrate proficiency in mathematics.

Our 10<sup>th</sup> Grade geometry course uses the best parts of Engage NY and supplements that work with department-made support. The department uses the content of the NYS Geometry Regents and NYS standards as the basis for making student content that meets them where they are.

## HIGH SCHOOL MATHEMATICS

### High School Math Measure 1 - Absolute

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

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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)
2018	2021-22	97	64	33	100*
2019	2022-23	106	3	8	7.5
2020	2023-24	84	0	2	2.4

#### High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

#### METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	97	64	33*	98
2019	2022-23	106	3	25	24.3
2020	2023-24	84	0	13	15.5

#### High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 7 - Growth

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

## METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	43	0	43*	100*
2019	2022-23	61	1	0	0
2020	2023-24	N/A*	N/A*	N/A*	N/A*

### High School Math Measure 8 - Growth

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

### METHOD

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	43	0	43*	100*
2019	2022-23	61	1	3	5
2020	2023-24	N/A*	N/A*	N/A*	N/A*

\*We are unable to assess the growth of students not proficient on the 8<sup>th</sup> Grade NYS ELA exam as the 2020 Cohort of students did not take the 2020 state exams due to the COVID-19 pandemic.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item.

Not Applicable

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### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

UPCHS did not meet either of the two Mathematics Goals that can be measured at this time.

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.	No
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.	No
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 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

### EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

For the first Absolute Goal (Measure 1), 2.4% of the 2020 Cohort scored a Level 4 or higher on a Regents Math exam, missing the goal of 65% by 62.6 percentage points. The school's decrease in this area from its performance in pre-pandemic reflects the learning loss experienced by our student population. Prior to the pandemic, UPCHS demonstrated significantly stronger performance against this benchmark as evidenced by the 2018 cohort (38%) and 2017 (42%).

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For the second Absolute Goal (Measure 2), 15.5% of the 2020 cohort scored a Level 3 or higher on a Regents Math Exam by the completion of their fourth year in the cohort. This percentage fell short of the goal by 64.5 percentage points. Given the tremendous impact of the pandemic and resulting school closures/remote instruction, we expected to see a decline in this area.

For the Growth Goals (Measures 7 and 8), we are unable to determine the percentage of students not proficient on the 8<sup>th</sup> Grade Math exams who scored a Level 3 or 4 on a Math Regents by their fourth year. These students were in 8<sup>th</sup> Grade in 2020, and New York State ELA exams were canceled that year due to the pandemic.

### ADDITIONAL CONTEXT AND EVIDENCE

For the first Absolute Goal (Measure 1), 2.4% of the 2020 Cohort scored a Level 4 or higher or were exempted from a Regents Math exam, missing the goal of 65% by 62.6 percentage points. This is a decrease of 5.1 percentage points from the 2019 cohort in 2022-23. Comparisons to the 2018 cohort cannot be made due to exemptions

For the second Absolute Goal (Measure 2), 15.5% of the 2020 Cohort scored a Level 3 or higher or were exempted from a Regents Math exam, missing the goal of 80% by 64.5 percentage points. This is a decrease of 8.8 percentage points from the 2019 cohort in 2022-23. Comparisons to the 2018 cohort cannot be made due to exemptions. Pre-pandemic student performance on the Math Regents exams were significantly higher as evidenced by the 2017 Cohort, in which 100% of students scored at least one Level 3 score on a Math Regents. This, again, points to the tremendous amount of learning loss our students experienced due to the pandemic.

### ACTION PLAN

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

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

UPCHS will also invest more deeply in remediation for students who are struggling in math to get them on-track earlier in their high school career. In 2017-18, UPCHS introduced “Algebra Enrichment”, a remedial algebra course for students who did not demonstrate proficiency in math on the 8<sup>th</sup> grade New York State assessment. The course is co-taught with a special education teacher to provide additional support to struggling learners. Starting in 2019-20, the school also began offering a course called “Numeracy”, which is a supplementary remediation course that covers basic algebraic concepts. Once students can develop their skills in algebraic operations, they will be prepared to access the more abstract mathematical concepts found in higher-level mathematics courses.

In the 2021-22 school year, UPCHS introduced a Statistics course and an AP Calculus course. In addition, we worked on a logical scope and sequence to better prepare our students for Algebra this year. UPCHS will also continue to use inventions to support learners who do not demonstrate proficiency in mathematics prior to 9<sup>th</sup> grade. Targeted students take algebra for a year and a half (as opposed to a year), which has shown strong results in helping struggling learners to demonstrate proficiency in mathematics. UPCHS will use the strategic inquiries initiative to develop additional strategies to support struggling learners.

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

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

### GOAL 5: SCIENCE

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

#### BACKGROUND

At UPCHS, students will continue to take at least three years of science. Living Environment covers ecology, cells, genetics, evolution, microorganisms, fungi, plants, invertebrates, chordates, and the human body. It includes a minimum of 1200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam. The determination to shift to a Living Environment course was motivated by factors including, but not limited to, increased rigor, and stronger alignment with chemistry and AP biology classes.

Students then progress to Chemistry, followed by either Forensic Science or AP Biology. Forty percent of our students are enrolled in AP Biology. UPCHS does not offer instruction in Physics. However, administrators and faculty may consider offering Physics and Calculus at some point during the next

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charter term. Such an offering would require some supplemental instruction, perhaps during a summer, to strengthen the student’s capacity to excel in both courses.

For the next charter term, the science department is introducing two new science courses. The first is Chemistry Foundations. This non-Regents course serves on one hand as a primer for students to excel in chemistry in their 11th grade year. On the other hand, it serves as a course to deepen the scientific inquiry skills they garner from Living Environment and hones those skills for either Physics or the other upper-level science courses.

The second science course we plan to introduce is Environmental physics. Less math-based than traditional physics, this will encourage students to think about how physics impacts the world around them, and how its rules and precepts play out in practice.

### HIGH SCHOOL SCIENCE

#### High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment and Chemistry Regents. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	97	0	97*	100*
2019	2022-23	106	26	17	21.25
2020	2023-24	84	11	7	9.6

#### High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

The Absolute Goal was not met. The Comparative Goal cannot be measured at this time.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Not Met
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

### EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

For the Absolute Goal, 9.6% of the 2020 Cohort passed a Regents Science exam with a score of 65 or higher, falling short of the target by 65.4 points. This percentage is a decrease from the 2019 Cohort in 2022-23 at 21.25%. Prior to the pandemic, UPCHS demonstrated significantly stronger performance against this benchmark as evidenced by the 2017 cohort (97%) and the 2016 cohort (100%). For the 2018 Cohort, all students were exempted from a Regent Science Exam, although 18 in total received a score of 65 or higher.

### ADDITIONAL CONTEXT AND EVIDENCE

Prior to the pandemic, UPCHS consistently exceeded this measure by a substantial margin. As referenced above, 97% of the 2017 cohort and 100% of students in the 2016 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort. 99% of students in the 2015 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort. 94% of students in the 2014 cohort scored at least a 65 on a Regents science exam by the completion of their fourth year in the cohort.

### ACTION PLAN

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

## GOAL 6: SOCIAL STUDIES

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

### BACKGROUND

At UPCHS, we employ a multifaceted approach to teaching social studies that is rooted in encouraging critical thinking, cultural understanding, and civic engagement among students. These schools recognize the importance of social studies education in shaping well-rounded individuals who are informed about their society and the world at large. One of the fundamental aspects of their approach is the incorporation of diverse perspectives and inclusive narratives within the curriculum. By exploring various cultures, historical events, and social movements, students gain a broader understanding of the interconnectedness of the global community, fostering empathy and respect for different cultures and backgrounds.

Students take Global History and Geography I in 9th grade and Global History and Geography in 10th grade, culminating in a Regents exam. In 11th grade, students take US History, and in 12th grade Civics and Economics. High-performing students also have the opportunity to take Advanced Placement Government and Politics in 12th grade. Students also choose between one of two social studies electives: Latin American Studies and Black Studies. In all courses, we emphasize active learning methodologies to make social studies classes engaging and interactive. They frequently employ methods such as debates, role-playing exercises, and group discussions, enabling students to actively participate in the learning process. Field trips to local historical sites, museums, and community organizations further enrich students' educational experiences, providing them with real-world contexts to connect theoretical knowledge with practical applications. By fostering a dynamic and participatory learning environment, UPCHS aims to equip students with the analytical skills, cultural awareness, and social consciousness necessary to navigate an increasingly complex and diverse society.

### Social Studies Measure 1 - Absolute

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

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

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

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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)
2018	2021-22	97	0	96*	100*
2019	2022-23	106	103	3	100
2020	2023-24	84	2	72	87.8

### Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### Social Studies Measure 3 - Absolute

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

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	97	97	97*	100*
2019	2022-23	106	106	0	0
2020	2023-24	84	0	78	92.9

### Social Studies Measure 4 - Comparative

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Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### SUMMARY OF THE SOCIAL STUDIES GOAL

The Absolute Goals for both US History and Global History have been met. The two Comparative Goals cannot be measured at this time.

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

### EVALUATION OF THE SOCIAL STUDIES GOAL

For the US History Absolute Goal, 87.8% of the 2020 Cohort passed the Regents exam with a score of 65 or higher, exceeding the target by 12.8 points.

For the Global History Absolute Goal, 92.9% of students in the 2020 Cohort passed the Regents exam with a score of 65 or higher, exceeding the target by 17.9 points.

### ADDITIONAL CONTEXT AND EVIDENCE

Performance on the U.S. History exams has been historically strong, excluding the 2018 and 2019 cohorts which were impacted by the pandemic. In the 2019 cohort, only two students took the U.S. History Regents exam, and only one of these students received a score of 65 or higher. The other students passed via an exemption. In the 2018 cohort, 96 students were exempted. Controlling for this factor, however, UPCHS cohorts have consistently met this measure. 100% of students in the 2017 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 98% of students in the 2016 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 97% of students in the 2015 cohort scored at least a 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort. 100% of students in the 2014 cohort and 94% of students in the 2013 cohort met this measure as well.

In the 2019 cohort, all students received a Global History exemption. 94% of students in the 2018 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 100% of students in the 2017 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2016 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 97% of students in the 2015 cohort scored at least a 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort. 99% of students in the 2014 cohort and 95% of students in the 2013 cohort met this measure.

### ACTION PLAN

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

## GOAL 7: ESSA

### ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	In Good Standing
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement

### ADDITIONAL CONTEXT AND EVIDENCE

UPCHS has been In Good Standing/Local Support and Improvement in each of the past three years.