



**University Preparatory
Charter School for Young
Men**

**2020-21 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Walter Larkin, Jr., CEO

1290 Lake Avenue

Rochester, NY 14613

585-672-1280

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The Executive Team prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office	Committees
Ed Yansen	Chair	Finance, Board Development, Instructional Development and Data Support
George Bovenzi	Vice President	Finance
Thomas Green	Treasurer	Finance, Community Engagement
Sharon Delly	Secretary	Community Engagement
Najmah Abdulmateen	Board Member	Instructional Development and Data Support
Denise Rainey	Board Member	Career and Technical Education
Wandah Gibbs	Board Member	Career and Technical Education
David Shakes	Board Member	Board Development, Career and Technical Education
Larry Ellison	Board Member	Board Development
Lynette Froula	Board Member	Community Engagement, Instructional Development and Data Support

Executive Team at University Preparatory Charter School for Young Men:

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

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

Kevin Klein assumed the position of Chief Academic Officer on July 1, 2019.

Suki Cintron assumed the position of Chief Operating Officer on March 1, 2019.

SCHOOL OVERVIEW

The mission of the University Preparatory Charter School for Young Men is to establish a culture that celebrates diversity and where all boys thrive academically and holistically. University Prep develops this culture through small classes, student empowerment, personalized attention from teachers and school staff, and a consistent focus on successful instructional outcomes. University Prep provides opportunities and experiences that balance the academic, social, physical, and creative development of young men. Consistent emphasis is placed on preparation for life after high school, a 100% graduation rate and all students being college or workplace ready.

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

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

UPREP began the year fully remote. All students were issued Chromebooks and assigned student level access. We designed a student schedule that would allow us to transition to hybrid or full session with little disruption. Monday-Thursday we operated a normal schedule. On Fridays we offered office hours to students that needed extra support. This continued until March, when we transitioned to a hybrid approach. Middle school students came the first week and high school students came next week. This pattern continued through the end of the school year.

UPREP supported students and families social, mental and emotional health by offering the following:

- advisement program that focuses on relationship building and supporting individual needs
- offering parental workshop on decision-making on career and college opportunities
- take home lunch program
- parental meetings with administration for support
- new food pantry
- parent teacher conferences
- positive incentive program for students

- maintaining similar classroom routines
- counselors working on educational plans with students and families
- opportunities for parents and students to reach out discreetly for support

University Prep also partner with Pathways to Peace in Rochester:

An increasing number of youth are resorting to violence because of personal disputes and involvement in gangs and drugs. The city recognizes a critical need to provide these youth with nonviolent alternatives. Pathways to Peace was initiated as part of a comprehensive effort to safeguard the lives of these youth, diffuse potentially violent situations, and help them get on a track to a better life. The PTP team reaches out into targeted neighborhoods to assess the needs of youth, network with all available resources and link at risk youth to appropriate services. Pathways to Peace offers prevention, intervention and direct monitoring of youth receiving the services needed to support their positive progress.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	7	8	9	10	11	12	Total
2016-17	66	69	63	64	52	73	387
2017-18	36	70	82	68	59	57	372
2018-19	61	46	68	72	54	51	352
2019-20	56	83	65	73	55	54	386
2020-21	61	69	91	66	71	51	409

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2018-19	2015-16	2015	50	0	50
2019-20	2016-17	2016	49	1	48
2020-21	2017-18	2017	53	1	52

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	51	0	50
2019-20	2016-17	2016	48	0	48
2020-21	2017-18	2017	53	4	57

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	49	0	49
2019-20	2015-16	2015	52	0	52
2020-21	2016-17	2016	49	2	51

PROMOTION POLICY

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

University Preparatory School for Young Men Student: Board of Trustees Policy Manual

Adopted: July 15, 2014 Revised: July 24, 2017

Purpose of Policy: This Policy describes the requirements for student Grade 8 Designation, Grade 9 Designation, Grade 10 Designation, Grade 11 Designation, and Grade 12 Designation.

Target Population: The target populations for this policy are students, parents, administrators, and school leadership.

Policy Description:

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

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

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

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

- Student will be promoted to the next grade
 - Student must attend a four-week summer program focusing on literacy and math
 - Student must demonstrate some growth at the end of the program to be promoted to the next grade level
 - Student and parent will attend a pre-summer school meeting to go over expectations and possible outcomes
 - If that growth is not evident, grade retention will be a serious option for that student.
- Final decision will be made by the President and Principal.

Grade 10 Designation

A student must have earned 6 ½ credits (minimum) toward graduation. Credits must include:

1. (1 Credit) Integrated Algebra (Regents)
2. (1 Credit) Living Environment (Regents)
3. (2 Credits) Global I/II (Regents) or (1 Credit) Global (Local)
4. (1 Credit) English I (Local)
5. (.5 Credit) Physical Education (Local)
6. (1 Credit) Spanish I or II (As applicable)

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

Grade 11 Designation

A student must have earned 13 credits (minimum) toward graduation. Credits must include:

1. (1 Credit) Geometry (Regents)
2. (1 Credit) Earth Science (Regents)
3. (2 Credits) Global II – If applicable (Regents)
4. (1 Credit) English II (Local)
5. (1 Credit) U.S. History – If applicable (Regents)
6. (.5 Credit) Physical Education (Local)
7. (1 Credit) Elective Credit(s) (Local)

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

Grade 12 Designation

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

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

Instruments of Implementation

This policy shall be posted on the School's website and distributed to students, parents, and employees.

Policy Review

The Board of Trustees shall annually review the Policy in conjunction with school leadership. The annual review of policies will take place at the annual meeting of the Board of Trustees.

Recommended changes to the Policy will be presented to and approved by the Board of Trustees.

We did not adjust our policy due to the COVID-19 Closure and remote learning. We only added exemptions to Regents exams to align with the established NYSED guidelines.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

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

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

100% of students in Cohorts 2019 and 2020 were promoted. While 51% of the students in cohort 2019 and 35% of the students in 2020 Cohort earned fewer than 5 credits in 2020-21, they were promoted. University Prep does not retain students by grade level. Rather, we promote students to the next grade and provide credit recovery classes within their elective schedule to better prepare them for the retaking of failed exams as soon as possible. This approach has proven to be less discouraging to students and promotes higher percentages of students passing Regents exams within shorter periods of time.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	65	100%
2020	88	100%

ADDITIONAL EVIDENCE

This past year was difficult on all of us, especially students. Although the circumstances were taken into consideration, our scholars did need to attend regularly either virtually or in-person and complete the required coursework to earn credits as always. Credit recovery programs and proactive intervention programs have proven to be successful.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

University Prep students in the 2019 cohort met this measure, having 76 percent of students earn credit for at least three Regents exams by the end of their second year in the cohort.

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)
2017	2018-19	54	56%
2018	2019-20	72	98%
2019	2020-21	66	76%

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

¹ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

UPREP achieved this measure having 79 percent of students in the 2017 Total Cohort graduate after four years. The fifth year 2016 graduation cohort fell just short of the measures having 94% graduated after four years. There are also three students that entered high school in 2018 and graduated early after three years.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	50	96%
2016	2019-20	52	94%
2017	2020-21	57	79%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	73	97%
2015	2019-20	54	96%
2016	2020-21	51	94%

ADDITIONAL EVIDENCE

University Prep typically exceeds the Absolute Measure of 75% graduation rate for both 4-year and 95% of 5-year cohorts. These results are attributed to University Prep’s adherence to its Key Design Elements and the strategies implemented to ensure that these elements will consistently contribute to each student’s success. Unfortunately, this past year was challenging for some of our scholars, and we plan to reengage as many of these students as possible, so they stay the course and stay motivated to graduate in 2022.

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

UPREP achieved this measure and continues to have a higher four-year graduation rate than the local district. In 2020-21, 79 percent of our 2017 Cohort graduated after four years compared to their most recently released data in which 66% graduated after the same time period in 2019-20.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	50	96%	2086	63%
2016	2019-20	52	94%	1984	66%
2017	2020-21	57	79%	Pending	

ADDITIONAL EVIDENCE

For the past three years, the University Prep 5-year graduation rate has been at least 94% whereas the Rochester City School District has been below 70%.

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

2020-21 was a difficult year for all of us and while many of our rising seniors kept their eye on the prize, quite a few struggled staying focused on school when they could only attend every other week if they chose to do so. Common obstacles to success proved to be attendance, online learning, isolation and necessary employment. While we offered one on one staff assistance and mentorship, not all students took advantage of the programs offered. In a typical year, our four-year graduation rate is in the mid-90 percent, this year it was slightly below 80 percent. It is anticipated that many

of the students will persevere for a fifth year of in person school to work toward achieving the diploma.

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

Although some of our numbers were down in 2020-21, University Prep continues to graduate young men at higher rates than the local Rochester City School District after both four and five years.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Did Not Meet
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.	Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Did Not Meet
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	NA

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

GOAL 2: COLLEGE PREPARATION

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

In addition to providing opportunities for our scholars to prepare for a successful college experience academically, we provide support through the transition after graduation. UPREP counselors assist each student by offering individualized support throughout the college application and acceptance process. UPREP offers students opportunities to visit local colleges and universities, in addition to hosting an annual college fair. College recruiters visit regularly to observe students and our school community.

In addition to aiding in preparing for and attending college, UPREP offers resources to our students so they can make the choices that are right for them while in high school and beyond. University Prep has partnerships with the following organizations that provide services from which our young men can take advantage:

ROCHESTER EDUCATIONAL OPPORTUNITY CENTER (REOC): The Rochester Educational Opportunity Center will deliver comprehensive, community-based academic and workforce development programs and provide support services leading to enhanced employment opportunities, access to further education, personal growth and development.

PROFOUND GENTLEMEN: Profound Gentlemen engages current and aspiring male educators of color by placing them in small communities called, Impact Cohorts. By building a community of male educators of color who provide a profound additional impact for boys of color, our vision is to retain educators who dismantle the cradle to prison pipeline by creating a cradle to career pipeline of boys of color.

ENCOMPASS Resources for Learning: EnCompass provides academic, wraparound Navigation, and capacity-building services to 1,900 students and their families in the City of Rochester, and Monroe, Livingston, and Ontario Counties. EnCompass develops and delivers innovative academic services for 3,000 students annually with services matched to each student's unique learning style. Through purposeful partnerships we meet the needs of diverse learners, link and enhance student's gains in achievement, promote higher quality solutions to social and academic challenges, and provide systematic assistance and support to students.

RIT CENTER FOR URBAN ENTREPRENEURSHIP: The Center for Urban Entrepreneurship (CUE) will help reshape the regional economy and build wealth within the urban community by being the central resource for urban entrepreneurial programs and research. We envision a vibrant Rochester community where anyone with the passion to create a business or social venture has the opportunity to reach his or her entrepreneurial goals.

DOVE COMMIT TO C.A.R.E. NOW: Dove Men+Care and the National Basketball Players Association (NBPA) are committed to changing the way Black men are seen and treated in our society. Join us and Commit To C.A.R.E. (Care About Racial Equity) Now.

Champion Academy: The Champion Academy Extreme Mentoring & Empowerment Initiative provides teens in poverty with the critical support, consistency, and accountability necessary to overcome barriers and reach their fullest potential.

Isaac Training and Education Center (ITEC) is one of the country's premier mechanical trades training and education centers. Located in Rochester, NY, ITEC raises awareness and promotes workforce development for skilled trades careers.

Goal 2: Absolute Measure

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

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

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

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

RESULTS AND EVALUATION

UPREP did not achieve this measure having 46 percent of the graduates demonstrate their preparation for college with an approved indicator. It is not appropriate for us to count the number who attempted to earn a Regents Diploma with Advance Designation or high SAT scores as they all would like to earn those things but are not specifically attempting to via a process as they would with a college level course. UPREP does have students who take entry level courses at Monroe Community College.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents Diploma with Adv Designation		15	
College & Career Readiness Scores on SAT		1	
Overall	45	16	46%

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The results below indicate that UPREP did not meet this measure based on student surveys in the spring. Although 64 percent plan to attend a 2 or 4-year college, that number may go up as the pandemic restrictions ease. Many students do not want to pay to attend college to attend virtually or have decided a gap year is right for them. Other graduates have chosen trade school or enlisting in the military.

Matriculation Rate of Graduates by Year

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2015	2018-19	49	38	78%
2016	2019-20	52	33	63%
2017	2020-21	45	29 Confirmed Accepted	64%

ADDITIONAL EVIDENCE

We are working to develop our alumni network to keep in touch with our graduates.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Although the two college prep measures we can evaluate in 2020-21 were not achieved, UPREP has programs in place to support our scholars to ensure college readiness and/or find the placement after graduation that is the right fit for them.

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

ACTION PLAN

University Prep continues to provide programming and supports for our scholars throughout high school, but especially as seniors with assistance every step of the way to deciding what's next for them after graduation. We look forward to building on the following systems upon our full return to school which will include campus visits, college fairs and application assistance.

- Experienced counselors continue to develop our alumni network by creating processes to following up with graduates;
- the CTE program affords more students opportunities; rigor has become a major focus of all high school instructional programs in alignment with Common Core Learning Standards;
- instructional time has been devoted to meeting the higher-level thinking reflected on the PSAT and SAT exams;
- Students are encouraged to retake Regents courses and exams to earn higher scores and meet aspirational performance measures.
- CTE for all 10-12 grade, honors courses beginning in 8th grade, dual credit offerings with MCC, summer of opportunity
- Honors classes offered to help increase the rigor of teaching and learning.
- Online Credit Recovery software

- 1:1/family transcript/four year plan review meetings.
- College fairs, including one hosted by UPREP
- Students participate in a prep course at MCC
- Guest speakers to discuss careers
- Visits by college coaches who discussed acceptance/NCAA-Clearinghouse requirements

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

The English Language Arts curriculum at University Preparatory Charter School for Young Men is designed to ensure that students become fully literate and able to read, write, and speak well in accordance the NYS Common Core Standards. The school's English Language Arts curriculum is closely aligned to the New York State English Language Arts Standards and the Common Core State Standards (CCSS). New York State ELA Curriculum Modules are used as a resource for lesson planning and instruction.

The ELA curriculum also considers the CCSS and the principles of constructivism as a guide to the planning and implementation of instruction. Using project-based learning, inquiry projects, and extended learning opportunities, students are provided access to multiple experiences that allow students to rehearse these skills across all core content areas. These experiences are embedded into daily lessons during the workshop periods where students are working in a variety of groupings to ask questions, explore, investigate and construct knowledge and share discoveries. Also, daily lessons include closure and extended learning activities where students apply learning. Teachers are also invited to offer students opportunities beyond the classroom. In the past, some of these events engaged students in field studies to local museums (Rochester Science Museum), involved students in Rochester history and geography projects, took students to evening performances at local theaters to see plays of books read in class (*To Kill a Mockingbird*), and allowed them to experience special presentations by experts in a field of study (example: birds of prey exhibit and presentation followed by owl pellet science experiment), or the Vietnam Memorial at Highland Park after reading, *The Things They Carried*. Guest speakers from the community have presented experiential anecdotes: Vietnam veterans, Holocaust survivors and local entrepreneurs. In addition to motivating students to think and learn, these educational experiences are expected to increase literacy proficiency through integrated tasks which require reading and/or writing practice.

Past student performance outcomes on the New York State English Language Arts Common Core Assessments for grades 7 and 8 have demanded the highest degree of commitment for improving literacy proficiency rates, especially with the challenge of testing that occurs within a few months to one year of entry into University Prep. With this in mind, University Prep continues to seek methods for accelerating middle school performance. With an intense focus on implementing strategies to increase the achievement rate of middle school students, University Prep administrators and teachers worked as a team to review and monitor existing practices and to determine informed means for improvement.

Our Middle School Academic Leader is responsible for providing grade 7 and 8 instructional leadership including setting team and individual academic vision and goals that align with organization vision, mission, values, and goals; supporting instructional improvement by observing, coaching, modeling for, and teaching staff; overseeing the administration of multiple forms of assessments, to measure and improve teaching and learning; supporting the team in

using student and staff performance data to drive improved teaching and learning; and overseeing and implementing systems that reinforce positive character, behavior, and organizational values. UPREP plans to continue offering the following initiatives:

- Reduced Class Size
- After school tutoring
- Strategic Assignment of Staff in Key Areas
- Intensive Support through Ongoing Feedback and Coaching for All Teachers
- Diagnostic Reading Assessments
- Benchmark/Interim Assessments
- Implementation of a culturally relevant reading program
- Data Analysis and Use to Inform Instruction
- Portfolio Assessment
- Literacy-based Professional Development
- Extended Learning Opportunities for Students on Saturday

METHOD

UPREP Middle School ELA classes relied on unit tests and teacher created final exams to gauge progress in 2020-21 as we worked through the hybrid learning model. 2020-21 marked a transition year away from NWEA Map assessments as we will be implementing the i-Ready program going forward.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally Created Assessments and Projects

RESULTS AND EVALUATION

University Prep did not collect norm-referenced summative data in 2020-21.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Students in our middle school grades, which include 7-9 continued through our ELA programming and instruction through our hybrid model and completed projects, assignments and unite tests as appropriate.

ACTION PLAN

As mentioned, University Prep will be rolling out the i-Ready assessments in 2021-22 to really understand where our young scholars perform and what reading domains require intervention. We are excited to dig into the reports on growth for each individual student, within classrooms and across the entire grade and school. The following represents our continued initiatives in ELA programming that we had to pivot to provide within our hybrid model, but will continue as pillars of our grade 7-9 ELA instruction:

1. Reduced Class Size in all core content areas of 15-17
2. Learning Lab Model with embedded instruction from an ELA or literacy trained teacher
3. Reading Intervention program that encourages daily reading and embeds choice along with self-monitoring of progress. Lab teachers collaborate with ELA teachers to provide fluid support of skill acquisition and monitoring of power goals

4. Increase student access to culturally relevant text which are recommended for boys.
5. MS Principal continues to build our grade 7-9 ELA program with autonomy around instructional practice, curriculum development and student progress monitoring. Grade 9 students have a soft transition to high school, remaining part of the middle school core content class structure while being a part of high school for electives, lunch and advisement. This allows them to continue to develop their basic reading, writing and comprehension skills to a level required for success in our high school courses and eventually at the college level.
6. Vertical Teacher Teams will continue to meet monthly to review student performance and build a plan for individualized instructional strategies
7. Student-Centered Learning Environment that shifts the focus from the teaching to the learning by encouraging active student participation in which they monitor their own thinking. Teachers continue to practice the following:
 - a. Engagement strategies that include alternative strategies to demonstrate learning
 - b. Use of open-ended questioning techniques and other methods to deepen thought, understanding and relevance of topics
 - c. Encourage student collaboration and group projects

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

UPREP did not achieve this measure having 39 percent of students in the four year accountability cohort score at level 4 on the NYS ELA Regents.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort²

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)
2015	2018-19	50	0	42	84%
2016	2019-20	52	0	18	35%
2017	2020-21	52	24	11	39%

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	59	17%	54	38%	52	39%
2018	72	9.2%	72	32%	69	0%
2019			66	27%	66	11%
2020					88	--

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

UPREP achieved this high school ELA measure having 92% pass the Regents exam after four years in high school.

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)
2015	2018-19	53	0	45	85%
2016	2019-20	52	10	47	89%
2017	2020-21	52	24	27	92%

ADDITIONAL EVIDENCE

UPREP consistently achieves this metric year to year.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	NE	54	78	52	52%
2018	--	--	72	63	69	1%
2019			66	NE	66	41%
2020					88	--

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2017 Cohort not proficient in 8th grade who sat for the Regents exam and achieved at least Performance Level 4 with a comparison to previous years’ performance. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ADDITIONAL EVIDENCE

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

UPREP achieved this high school ELA measure having 100% of students who tested as below proficiency on the NYS ELA exam in 8th grade pass the ELA Regents exam after four years in high school. This demonstrates just how much remediation many of our scholars require and receive throughout their years at UPREP from MS to HS to graduation.

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

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As previously noted, the majority of our UPREP scholars are not scoring at Level 4 on the NYS ELA Regents exam. However, 92% did pass the Regents and many of those students entered UPREP testing below proficiency on the NYS 7-8 ELA exams. We continue to work toward increasing

academic performance through a variety of means. The goal is to bring all students to proficiency and beyond to excel on all Regents.

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

ACTION PLAN

In middle school we will continue:

- Smaller class size
- Embed vocabulary and reading comprehension goals into daily lesson plans
- Student exposure to Levels of Questioning Training
- Continued assessment of student performance data to determine areas of strength and weakness.

For all students we will provide:

- Student exposure to the format of test questions to increase familiarity and confidence.

- Common Assessments in core areas quarterly.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

BACKGROUND

University Prep mathematics curriculum and instruction is based on the NYS Common Core Learning Standards. Teachers plan to use one instructional framework across all grades and subjects, including mathematics. Math teachers refer to NYS Curriculum modules to guide lesson planning. University Prep has found that as mathematics become more challenging in the high school courses, struggling students require greater support to engage them in the classroom. With this understanding, University Prep has a Director of Mathematics, who has worked with University Prep students since its inception and who has proven to be successful at teaching math and managing classroom behavior. Reveal Math is used in grades 7-12, which is a McGraw Hill math program that allows for differentiation and data collection.

METHOD

As described previously, UPREP eliminated the use of the NWEA Map and plans to roll out the i-Ready in 2021-22. No nationally norm-referenced assessments were given in 2020-21.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Internally teacher created math unit tests and final.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Math instruction was delivered both in person and virtually for middle school students. Teachers worked hard to cover all topics and concepts, while adjusting for pacing differences. Teacher created math unit tests and finals were administered, but we do not have summary data to report.

ACTION PLAN

Back in the classroom full time in 2021-22, the Middle School UPREP math staff look forward to really digging into the Reveal Math materials and online intervention options to work on any learning loss that our scholars experienced during the past 18 months.

- We will be using I-Ready and Reveal math assessments to monitor MS growth.
- Continue Smaller class size
- Embed vocabulary and reading comprehension goals into daily lesson plans
- Student exposure to Levels of Questioning Training
- Continued assessment of student performance data to determine areas of strength and weakness.
- Application of identified needs to teaching to prepare students for success in high school science.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

This measure was not achieved in 2020-21 as 6 percent achieved a level 4 on a math Regents.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	50	0	4	8%
2016	2019-20	52	3	1	2%
2017	2020-21	52	17	2	6%

ADDITIONAL EVIDENCE

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	59	3	54	3	52	6%
2018	68	4	72	4	69	4%
2019			66	--	66	0
2020					88	0

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

University Prep achieved this measure with 100% of all students in the 2017 Accountability Cohort passing a math Regents exam with a Level 3 (65 or better).

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	51	0	51	100%
2016	2019-20	52	1	51	98%
2017	2020-21	52	17	35	100%

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	58	50	54	77	52	100%
2018	66	52	72	74	69	59%
2019			66	NA	66	35%
2020					88	2%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

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

METHOD

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

RESULTS AND EVALUATION

Although UPREP scholars did not perform at the rates needed to meet this measure, an increased percentage of students in the 2017 Accountability Cohort scored at level 4 over previous years. 10% of students who scored below proficiency in 8th grade scored at Level 4 prior to graduating high school.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	59	0	1	1.6%
2016	2019-20	65	1	3	4.6%
2017	2020-21	29	9	2	10%

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

UPREP achieved this math measure. 100% of students who tested below proficiency in 8th grade and took a math Regents in high school scored at level 3 or above.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	59	0	54	91%
2016	2019-20	65	1	51	79%
2017	2020-21	29	9	20	100%

ADDITIONAL EVIDENCE

100% achieving the above metric is a marked increase over past years.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

The vast majority UPREP 2017 Accountability Cohort students passed a math Regents in their four years in high school and those who performed below math proficiency in 8th grade ALL passed a math Regents during high school.

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

³ Based on the highest score for each student on the mathematics Regents exam

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

ACTION PLAN

The following will be in place in 2021-22 across academic areas:

- Student exposure to the format of test questions to increase familiarity and confidence.
- 8th grade students are accelerated in Algebra and Living Environment.
- Common Assessments in core areas quarterly.
- New rigorous curriculum in math at all grade levels.
- Transcript reviews with students and families.
- Targeted social and emotional support through social workers, counselors, and advisement program.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

Science curriculum, instruction and assessment are aligned to the NYS Learning standards and assessments. In addition to the school's ongoing professional development and classroom observations and coaching, science teachers meet monthly to address instructional strategies related to science classroom instruction and science labs. Teachers are provided whatever instructional and laboratory supplies needed to ensure optimal learning in the Sciences. We are adding in four science electives. 8th grade students are accelerated in science to take on the Living Environment course.

METHOD

Middle school science teachers administered internally developed unit assessments aligned to the New York State standards.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

UPREP teachers and students look forward to being back in school at full capacity with the ability to return to hands-on learning in science at all levels.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school did not administer any science Regents in 2021. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted

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

RESULTS AND EVALUATION

University Prep achieved this measure with 91% of all students in the 2017 Accountability Cohort passing a science Regents exam with a 65 or better.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort ⁴					
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)
2015	2018-19	53	0	53	100%
2016	2019-20	52	16	36	100%
2017	2020-21	52	20	32	91%

ADDITIONAL EVIDENCE

UPREP graduating cohorts consistently achieve the above measure year to year. The 2018, 2019 and 2020 Accountability Cohorts are making progress toward this goal.

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	62	54	81	52	74%
2018	66	59	72	78	69	64%
2019			66	76	66	6%
2020					88	5%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

⁴ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Because the US History Regents has not been administered in spring 2020 and 2021, our graduating students have not had an opportunity to sit for the exam. They did take the course and a teacher created final exam.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	53	0	53	100%
2016	2019-20	52	3	49	94%
2017	2020-21	52	52	--	--

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	30%	54	87%	52	N/A
2018	66	NA	77	95%	69	-
2019			66	N/A	66	-
2020					88	-

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

University Prep achieved this measure with 79% of all students in the 2017 Accountability Cohort who took the Global History Regents exam passed with a 65 or better.

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)
2015	2018-19	53	0	53	100%
2016	2019-20	52	4	48	92%
2017	2020-21	52	20	32	79%

EVALUATION

The Global History exam often proves a bit more difficult for our scholars because it covers many different areas around the world, many of which students are learning about for the first time. In addition, the Regents exam is given at the end of two years of content. Students are encouraged to take advantage of a variety of review options, both in person and online.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	63	39%	57	78%	52	79%
2018	66	NA	72	75%	69	--
2019			66	NA	66	--
2020					88	--

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

UPREP’s accountability status for 2020-21 is ultimately based on 2018-19 data:
Good Standing.

ADDITIONAL EVIDENCE

University Prep continues to be in good standing year after year.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing