



Application for Renewal of a Public Charter School

**Submitted to the Massachusetts Department of Elementary
and Secondary Education on XXXXXX**

UP Academy Charter School of Dorchester
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| Name of School: UP Academy Charter School of Dorchester | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------|------------------|
| Type of Charter (Commonwealth or Horace Mann) | Horace Mann III | Location | Dorchester |
| Regional or Non-Regional? | Non-Regional | Districts in Region (if applicable) | n/a |
| Year Opened | 2013 | Year(s) Renewed (if applicable) | 2018 |
| Maximum Enrollment | 750 | Current Enrollment | 653 |
| Chartered Grade Span | PK-8 | Current Grade Span | PK-8 |
| # of Instructional Days per school year | 180 | Students on Waitlist | 45 |
| School Hours | 7:45am-3:30pm, Mon, Tues, Thurs, Fri 7:45am-12:30pm, Weds | Age of School | Entering Year 10 |
| Mission Statement: UP Academy Dorchester will ensure that its students acquire the knowledge, skills, and strength of character necessary to succeed on the path to college and to achieve their full potential. | | | |

Criterion 1: Mission and Key Design Elements

A. Mission and Key Design Elements

At UP Academy Dorchester we are on a mission. We do whatever it takes each and every day to ensure that our scholars gain the knowledge, skills and strength of character necessary to succeed on the path to college and beyond. We fulfill our mission by living the belief that all of our scholars can achieve at the highest levels,

taking collective responsibility to ensure their success, and constantly reflecting on how to improve our practice. To center this mission, UAD's leadership team collaboratively created a vision statement as inspired by our amazing staff. At UAD, the pursuit of joyful, rigorous, and inclusive learning ignites passion and unlocks boundless opportunities.

Our vision as a school aligns nicely with the UP Education Network, which is to transform schools in partnership with our families and communities. Students in our schools cultivate their sharp minds, share their kind hearts and explore their path and potential. UP graduates succeed on the path to college and pursue their passion.

As our team works diligently to achieve our mission and vision as a school and a network, we have several key design elements which we focus on to help our students cultivate their sharp minds, share their kind hearts, and explore their path and potential. Those areas are:

1. A high level of academic and behavioral expectations for all students
2. Rigorous, standards-based curriculum, instruction, and assessments
3. A wide-reaching network of supports
4. An obsession with regularly and effectively using data

1. A high level of academic and behavioral expectations for all students.

UAD knows that setting high academic expectations begins through supporting and developing amazing instruction. This work is critical to achieving equitable outcomes for students and for ensuring students continue to learn and grow. Delivering and supporting instruction has taken many forms during our second charter term as a result of the COVID-19 pandemic. While remote, and during periods with a limited number of staff members in the building, this was done through streamlining rigorous, standards based academic tasks through online platforms and by continuing to analyze student work and mastery. Through weekly professional development (both in-person and remote), coached intellectual prep protocols and structures, and individual coaching during and after lesson observations (both in-person and remote), we were able to continue developing teachers throughout periods of remote and hybrid learning. While in person, we have rigorous support structures for teachers to continue to push their practice.

We place equal importance on students' development of character strengths which are demonstrated through our TIGER values. We want our students to grow in their skills - i.e. what they are able to do, their knowledge - what they know, and their character - the kind of people they become. Throughout our second term we have leveraged a variety of critical strategies to support students in developing their character. We set a clear bar through core values that outline our character

education components, so students, families, and adults in the building are all aligned on what our values are.

Due to COVID-19, the implementation of these revised policies has included learning to consistently execute systems within a remote setting and in person. To further emphasize and support students in developing character strengths, our entire community strives to model desirable character in all we do. This means everything from ensuring our classrooms are warm and inviting spaces to providing a wide range of opportunities to celebrate students' achievements through showcases and concerts, to celebrations such as our Global Gourmet potluck, to virtual movie nights, to our end of year cookout, to cheerleading showcase, to science fair extravaganzas. For students to grow their character UAD needs to be an environment where students know what is expected of them, feel safe and welcomed by their community, and are equipped with the social emotional tools to continue to grow.

2. Rigorous, standards-based curriculum, instruction, and assessments

Please refer to Criterion 6 for details on curriculum, instruction and assessment

3. A wide-reaching network of supports for all students

Throughout our charter term UAD has been focused on providing a robust network of supports for all students. Beginning at arrival students enter the building to see the same smiling staff faces in duty locations; we believe that this is critical to ensuring that our students feel a level of predictability and routine from the first moment of the school day. In the elementary grades, students begin each day with a Morning Meeting. During this time, classrooms welcome each other to the community, build their teamwork through games and sharing activities, and set both academic and social-emotional goals. Several times throughout the week grades K2-4 meet for either Morning Motivation or Community Meeting out in the shared pod space.

Creating consistency and community is equally important for older UAD students. Throughout our charter term our middle school has had a daily advisory block, which has included time to check in/check out with a teacher or to participate in a social-emotional learning lesson. Advisory allows for smaller groups of approximately 10-12 students to build strong and trusting relationships with one adult, whom students and their families can rely on for communication and support all throughout the year. During advisory students have a safe space to explore issues that they are working through in their life as people or scholars Whether remote or in person, throughout our charter term we have provided many opportunities for students to participate in frequent joy events - even remotely. Across both elementary and middle school grades

we have time set aside daily in the schedule for students to target specific skills with which they need support (Skills Block or ALL (Additional Language and Literacy) Block in elementary school, and WIN Block in middle school). Groups are formed based on current need, not EL status or SWD status.

Whether supporting critical SEL work across grade levels or providing response support to our students, UAD's School Psychologists and Social Worker are a critical part of providing responsive supports to students. Equally critical are the team of teachers who work with our English Learners and students with disabilities. We also know that while having the right staff in place is key to supporting our students, it is equally important to invest in staff training and professional development. As a result, we have a dedicated member of our Leadership Team who is focused on coaching and supporting the work of our special education and student support staff, and moving into our fifth year we are excited to add additional capacity in this area with a Director of Multi-Lingual Learners joining our team to support our EL students.

4. An obsession with regularly and effectively using data:

The regular use of data is central to UAD's identity and critical to running an effective school. Throughout this charter term we have embedded reviewing and impactfully using data into our culture. This begins with our Leadership Team, who look at data dashboards on a weekly basis for both our elementary and middle school grades tracking academic, behavioral, and attendance data among other areas of focus.

In the 2021-2022 school year one of our biggest academic priorities has been building capacity to consistently execute and excellent data cycles. Through our established weekly cadence of data meetings, teachers are working with their instructional coach to review data - from unit and interim assessments to student work, to define what the bar is for truly mastering the tasks, where student strengths are, where the gaps are, and what the plan is to address those gaps. Each Wednesday, UAD students have an early dismissal day (both remote and in-person) in order to facilitate ongoing professional development and support for teachers. Agendas for this time are informed by review of academic and behavioral data, and in term this time can also be devoted to data analysis and action planning. Further, at least four times a year the school steps back for data days, which provide opportunities for deep analysis of student data and reteach planning.

B. Amendments

| Date | Amendment Requested | Approved? |
|------|-----------------------------|-----------|
| 2019 | Accountability Plan | Yes |
| 2020 | Management Contract | Yes |
| 2020 | Type A MOU | Yes |
| 2020 | Enrollment Policy | Yes |
| 2020 | Expulsion Policy | Yes |
| 2021 | Management Contract | Yes |
| 2022 | Schedule Amendment-180 Days | Yes |

Criterion 2: Access and Equity

A. Recruitment and Retention Plan

UAD has continued to hone our Recruitment and Retention Plan during each year of operation to adapt to the ever-changing Boston enrollment landscape. Through the fourth year of our second term, we have successfully implemented our Recruitment and Retention Plan. From providing translated materials, attending enrollment fairs, partnering with a wide depth and breadth of community organizations to share accessible applications and information, advertising on various social media platforms, billboards, and the MBTA, remaining open and flexible for tours and open houses, to pivoting to include more virtual strategies during the COVID pandemic, UAD been able to recruit and maintain a vibrant student population that is representative of the district. Our population of English Language Learners, African American, and Hispanic students have remained on par or above Boston Public School averages, well above state averages, and consistently above Gap Narrowing Targets throughout our charter term. Further, UAD is proud to consistently serve a population of High Needs and Low Income/Economically Disadvantaged students well above the state and district averages.

Despite this success, there are still areas for continued improvement in our Recruitment and Retention namely, in our recruitment and retention of Students with Disabilities, where we have been slightly below the district averages and Gap Narrowing Targets for much of our charter term, despite robust plans of outreach with materials highlighting that we provide supports for all students across an array of platforms. It is critical to the mission of UAD that we continue to enroll a diverse and representative

student population, which is why we will continue to evaluate and refine our Retention and Recruitment plans to ensure successful implementation moving forward.

B. Availability of specialized programs and services

Our widely shared recruitment materials advertise that we have special education, English as a second language programming, and a wide range of supports for all our students. We ensure that our recruitment events feature staff members who can speak with deep expertise on our programming, and that our applications and recruitment materials are translated into Spanish, Vietnamese, Cape Verdean, Chinese, and Haitian Creole. On our website and our internal intranet there are also a number of documents available, including the UP Approach to Special Education and UAD Special Education Handbook as well as the UP Approach to Teaching MLL and UAD MLL Programming Manual. Our Student Family Handbook also has a section covering the special education referral process. All of these documents can be found on our [website](#). We also ensure information about our school is accessible to all. There is a translate button on the school's website header which provides options to immediately translate the website into the user's selected language. This feature translates into over a hundred languages.

C. Attrition and stability rates

UAD's overall attrition rates have remained well below the third quartile throughout the school's second charter term. This is also true of various subgroups, including our Special Education, High Needs, Low Income, and English Learner populations. We believe that retaining our students is an important part of building our community. As a result, we have invested in building a strong school community in a number of ways, which has contributed to maintaining positive attrition rates throughout both our first and second charter term. This includes employing full time staff members whose primary focus is in fostering community connections and spearheading ongoing outreach and touchpoints with families, in building out our Social Emotional Learning work, in leveraging communication systems such as Class Dojo, and in maintaining structures such as the expectation of bi-weekly teacher calls to families. It is important to name that despite attrition rates below the Third-Quartile, we have felt the impact of the COVID-19 pandemic on our overall attrition numbers in the past two years, particularly in the fourth year of our charter term, when virtual learning was no longer an option for families, and our attrition rate reached 13.9% - the highest in our history.

With changes in school leadership and structure in the earlier part of our second charter term, UAD's stability rates saw some variance, which is reflected in data available from the first three years of the term. While the rate for the 2018-2019 year was slightly lower than previous years, at 82.1%, the 2019-2020 stability rate of 75.2% reflected the impact

of the major transitions to our leadership and structure the year before, and in many ways should be viewed as delayed attrition. A closer look at the data shows that well over half of the students who left in that year left during August and early to mid-September - almost all of whom reported for only 1-3 days. This overall drop in stability rate was reflected in stability rate drops to the majority of UAD's sub-groups. This stabilization trend continued into the next year, with the rate of the 2020-2021 school year at 88%. This is above the first quartile of comparison schools, and with stability rates for subgroups including High Needs, Low Income, ELLs, also remaining above the first quartile during this period, in addition to almost all racial and ethnic groups. This is despite the impact of COVID-19 on Boston's overall enrollment and stability, as families have left the city at an accelerated rate. As UAD looks ahead to the fifth year of the charter term, and another year with the same leadership and organizational structure, our internal data suggests that the stability rate of our charter term's second year is an outlier, not the norm.

D. Suspension, emergency removal, and expulsion data

During this charter term, UAD has done a tremendous amount of work to make data-informed shifts to our approach to student climate, culture, and behavior management, and the data shows the impact of these actions in our exclusion rates.

| | SY 21-22* | SY 20-21 | SY 19-20 | SY 18-19 |
|------------|------------------|-----------------|-----------------|-----------------|
| OSS | | 0 | 6.0 | 10.5 |
| ISS | | 0 | 2.8 | 6.1 |

Total percentage of students suspended

***Not final for 2021-2022.**

In the 2019-2020 school year, UAD saw one of its lowest suspension rates yet at 6%. The 2020-2021 school year is excluded from analysis because the majority of students only attended remote school. However, internal data suggests that the school is on track to continue its work of significantly lowering suspension rates for the 2021-2022 school year and have seen a 54% reduction on our suspension numbers from 2019-2020 and a 69% reduction from 2018-2019, with the lowest overall rate since the start of our charter term.

In collaboration with staff, our leadership team has worked to align our approach to increase predictability and consistency for our students, as we know that is at the core of a trauma-informed approach. In order for us to successfully follow through on this approach, we have worked to build staff skill in classroom management and relationship building so that they have more tools to support behavior management at

the MTSS Tier 1 level and also at the Tier 2 and 3 level, given the needs of our community--which was massively impacted by the pandemic. We use professional development, data analysis, and coaching to build skill here. This has had a positive impact on suspension and exclusion numbers. Improved systems for sharing work with students and families during exclusions were also updated during the 2019-2020 school year.

During the 2020-2021 school year we saw big drops in our exclusion numbers given that we were remote and hybrid for the entire year. The current school year, 2021-2022, saw a return to five days of in-person learning. UAD took several steps to reduce the use of in and out of school suspension rates especially as we--like so many other schools nationwide--saw spikes in maladaptive behaviors as students (and staff) readjusted to in person learning. The COVID-19 school closures significantly lessened the number of students in the building, however the UAD leadership and culture teams, alongside UP Network, carefully revised the practices and policies used for discipline.

First, the school continued to participate in DESE's Rethinking Discipline Professional Learning Network. Through this PLN, the school created action plans to reduce exclusions and participated in sessions to learn from experts and other schools in the network about what they are doing to reduce exclusions. UAD school leaders have continued working with DESE to learn more about best practices and to collaboratively create the 2021-2022 action plan.

Second, the school implemented and has continued to use a number of practices for students who had received many days of suspension, or for students who were being considered for multi-day suspensions. This includes more logical consequences for behavior and alternatives to exclusion, such as research reports to help students learn about the impact of their actions or community service to support the school.

Third, the school revised its MTSS (Multi-Tiered System of Supports) system. Specifically, the school created new owners of each tier of the system, ensuring those in lead roles had a strong understanding of the process and their role. The Tier 2 leads executed a new "check-in, check-out" system, which leveraged individual student trackers and aimed to log their progress to specific goals set with Tier 2 leads.

Finally, we have aligned our code of conduct to the BPS code of conduct and are thought-partnering with BPS on a regular basis to decrease the number of exclusions and also develop alternative and progressive ways to implement restorative practices.

There is still room for major improvement, in both overall exclusion numbers and in our disaggregated populations that need further focus. In particular, we need to continue focusing on our SWD subgroup in order to eliminate disproportionality in exclusions. We have taken several steps to address this. We have hired a BCBA (Board Certified Behavior Analyst) to support in identifying functions of behavior and creating support plans to help students meet high expectations and build skill to remain in class and access their education. Additionally, we have created a protocol for identifying when a student with a disability might benefit from an IEP team reconvene, even if it is before the annual meeting time, so that we can come together as school staff and parents/guardians to identify additional support needed to help the child be successful.

E. Equal Access to Opportunities

At UAD we are deeply committed to closing the opportunity gap. This starts by having strong inputs. Our curriculum is rigorous in most content areas and has been chosen with a lens towards rigor and equity, and teachers are preparing regularly. One of our main focus areas during the latter part of our second charter term has been ensuring we are also consistently using evidence of student learning as our anchor to make instructional decisions that move all students to mastery. We have been engaged in a multi-year priority to ensure that we are providing our instructional leaders and teachers with the tools, professional development, and evaluative and logistical support to move students to proficiency and ensure our students with exceptional learning needs are not getting left behind.

UAD is a place where all students –regardless of SWD or ELL status–have access to all the opportunities our school provides. This includes providing opportunities for socializing with their General Education peers at lunch by scheduling students in our most restrictive substantially-separate classrooms to join their classmates at lunch and in encore classes such as gym. We can't purport to be a school that strives for social justice and the eradication of social inequality if we permit our most vulnerable students to be isolated.

This also includes our ELLs. In our elementary grades our newcomers are included in classrooms with their general education peers as they all learn language together. Similarly, our middle school newcomers are completely included in the general education content, with push in support provided in each subject based on need. Nearly 50% of our students speak a language that is not English at home with their parents. This is one of the many reasons why we host global potlucks, and make translations easily accessible to our students and families--inclusion and opportunity matters. Further, we want our students to see themselves reflected in their teachers, and

have prioritized improving upon our hiring processes through that lens. This focus is showing results, with 51% of our 2021-2022 hires identifying as people of color.

Criterion 3: Compliance

UAD had its onsite visit for Tiered Focused Monitoring for Group B standards during the 2019-2020 school year. The school developed, and the Department approved, its Corrective Action Plan. The school completed its corrective action in March 2021. UAD is in the self-assessment phase of the Tiered Focus Monitoring process for Group A standards. The onsite visit will take place during the fifth year of our charter term.

In addition, UAD's feedback from our first charter renewal noted that the school was out of compliance with requirements regarding teacher licensure, with two staff members missing waivers. We work to support staff with their MTEL and PALs preparation, as well as with the waiver process, starting our support in the previous spring. In the fourth year of our second charter term, all uncertified staff members are properly waived or on an emergency license except three. Two of the three have waivers pending due a later start in the school year, the third has completed all the requirements and has been held up by a paperwork issue.

Criterion 4: Dissemination

| Criterion 4: Dissemination Year | Best Practice Shared | Vehicle for Dissemination | Who at the school was involved with the dissemination efforts? | With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts) | Result of Dissemination |
|--------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 2018-2019 2019-2020 2020-2021 2021-2022 | School Design & Replication: School Visits | School tour, classroom observations – including in substantially separate and inclusion classrooms, Q&A with School Leaders | Principals, Directors of Operations, Deans of Curriculum and Instruction, Culture team members, teachers | Organizations hosted included: <ul style="list-style-type: none"> ● All Boston and Lawrence UP schools ● Various Boston charter schools including Edward Brooke and Boston Prep ● Teach for America ● Achievement First ● SchoolWorks | Varied by organization |
| 2018-2019 2019-2020 2020-2021 2021-2022 | Sharing Operational and Instructional Best Practices | UPEN Summit – Annual network wide conference highlighting best practices from across the district, featuring presentations from various UAD representatives on a range of academic & ops topics | Principal, Director of Operations, Teachers | Full staffs of: <ul style="list-style-type: none"> ● UP Academy Boston ● UP Academy Dorchester ● UP Academy Holland ● UP Academy Kennedy (18-19) ● UP Academy Leonard ● UP Academy Oliver ● UP Education Network ● Various community and external partners | Varied by participant |

| Criterion 4: Dissemination Year | Best Practice Shared | Vehicle for Dissemination | Who at the school was involved with the dissemination efforts? | With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts) | Result of Dissemination |
|------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| 2018-2019 | Data and Technology: | Participation in various conferences and cohorts including DeansList Conference and Boston Data Network | Special Projects Coordinator - UAD, Managing Director of Strategy and Analytics | Conference Attendees <ul style="list-style-type: none"> • District and charter leaders from: Massachusetts, Chicago, KIPP, Connecticut, New York, New Jersey, Washington DC • Boston Data Network including charters Cambridge, City on a Hill, Excel, and KIPP | Session Materials, Agenda, Varied by participant |
| 2020-2021 | Sharing Resources & Programs: Operational Best Practice | Created partnership with Verizon to distribute internet hot spots to families | Chief Operating Officer and Managing Director of Operations Boston, Operations Staff | <ul style="list-style-type: none"> • Disseminated practice and tools to support partnership with BPS, DESE, and Mass Charter Association. | Families accessed wireless hotspots for remote learning during COVID pandemic |
| 2020-2021 | Equitable Instruction Unbound ED: | Unbound Ed training and learning cohort focused on developing capacity | Deans of Curriculum and Instruction, Network staff | Participants included educators from other UP network schools, and from many districts across MA, | Varied by participant |

| Criterion 4: Dissemination Year | Best Practice Shared | Vehicle for Dissemination | Who at the school was involved with the dissemination efforts? | With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts) | Result of Dissemination |
|------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| | Conference and Cohort | to lead to increase equity in instructional practices | including Chief Equity Officer and Chief of Schools | including Waltham and Sommerville districts. | |
| 2020-2021 | Instruction and Operations: Best Practice Sharing | Shared best practices from UAD on responding to and accelerating student learning as well as general ops best practices during COVID | Chief Operating Officer and Chief of Schools | Chicago based orgs including: Distinctive Schools, Chicago International Charter Schools, and CIVITAS Education Partners | Varied by participant |
| 2019-2020 2020-2021 2021-2022 | School Climate and Culture: Working Group | Social Emotional and Restorative Supports | UAD SEL Leads Manager of SEL - UPEN | Social Emotional Working group discussing best practices and approaches comprised of various SEL staff leads from across the network | Varied by participant |
| 2021-2022 | School Climate and Culture | Participated in Q&A panel with students from Boston Prep on | Chief Operating Officer shared | Students and Staff members from Boston Prep. | Varied by participant |

| Criterion 4: Dissemination Year | Best Practice Shared | Vehicle for Dissemination | Who at the school was involved with the dissemination efforts? | With whom did the school disseminate its best practices? (Highlight partners and locations, including school districts) | Result of Dissemination |
|------------------------------------------------|----------------------------------|----------------------------------------------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| | | how to make High School more welcoming | best practices from UAD | | |
| 2019-2020 2020-2021 2021-2022 | Curriculum and Instruction | Participation in NavList Cohort | Dean of Curriculum and Instruction | Participated in monthly Achievement First Nav Lit coaching sessions with various schools from across the country | Varied by participant |

Criterion 5: Student Performance

During the charter term UAD has demonstrated slow but steady progress in student academic achievement, particularly given the context of interruptions to student learning due to the COVID-19 pandemic. In particular, during the 2021-2022 school year, we saw promising progress and growth in non-statewide assessments. This correlates with the strategic focus our school has placed on identifying and rolling out strong core curricula, and prioritizing intellectual preparation of teachers to be able to execute excellent lessons that are standards-aligned and meet the bar for rigor.

A. Assessment Tools

We use a robust suite of assessment tools to measure student achievement both formatively and summatively, as outlined in Criterion 6's overview of assessment and program evaluation. We plan out the various assessment tools, testing windows, analysis deadlines deliberately, and get clear with all stakeholders on the purpose of each assessment. Please see the table below for the tools UAD uses for content and grade level assessment.

| Grade Level | Literacy/ELA | Math | Science | History | Other Assessments |
|--------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------|------------------------------|--------------------------|
| K1 | PALs Assessment; Curriculum-based assessments from Learning Without Tears | Curriculum-based assessments | N/A | N/A | DIAL Universal Screener |
| K2-2 | EL Skills Screener (phonics); Curriculum-based assessments from EL | Curriculum-based assessments | N/A | N/A | N/A |
| 3-4 | EL Skills Screener (phonics); Curriculum-based assessments; NWEA MAP; ANET | Curriculum-based assessments; NWEA MAP; ANET | N/A | N/A | N/A |
| 5-8 | NavLit Curriculum-based assessments; NWEA MAP; ANET | Illustrative Math Curriculum-based assessments; NWEA MAP; ANET | OpenSciEd curriculum-based assessments | Curriculum-based assessments | N/A |

B. Performance Summary

Below, please find a summary of student performance trends on MCAS over time:

| % M+E | ELA | | | Math | | |
|-------|------|------|------|------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| Grade | | | | | | |
| 3 | 22 | 22 | 24 | 38 | 27 | 17 |
| 4 | 22 | 30 | 28 | 28 | 40 | 34 |
| 5 | 20 | 33 | 33 | 14 | 12 | 21 |
| 6 | 22 | 40 | 30 | 15 | 22 | 14 |
| 7 | 28 | 19 | 21 | 14 | 8 | 10 |
| 8 | 37 | 24 | 14 | 29 | 22 | 16 |

| SGP | ELA | | | Math | | |
|-------|------|------|------|------|------|------|
| | 2017 | 2018 | 2019 | 2017 | 2018 | 2019 |
| Grade | | | | | | |
| 3 | n/a | n/a | n/a | n/a | n/a | n/a |
| 4 | 18.5 | 42.0 | 44.7 | 26.0 | 43.8 | 55.6 |
| 5 | 29.5 | 44.1 | 50.5 | 14.0 | 29.0 | 27.3 |
| 6 | 36.0 | 60.4 | 47.5 | 21.0 | 50.3 | 30.8 |
| 7 | 33.0 | 38.3 | 42.6 | 28.0 | 36.9 | 39.1 |
| 8 | 49.0 | 37.5 | 40.2 | 35.0 | 38.6 | 50.3 |

As you can see from the above chart, this is a place where we need to improve and deliver better results for students. The absence of accountability data in 2020 and 2021 is something we are looking forward to getting back to. Our schools, along with many other schools and districts, had very disappointing MCAS results in 2021. We are looking forward to building our improvement in the years to come.

While we know our results can and will improve, there are bright spots that we can learn and grow from as a result of our interim results. You can see two examples below.

First, we take MAP assessments in grades 3-8 as a predictor of MCAS scores and benchmark against performance nationally. See the tables below for student growth on the winter assessment in 2021-22.

| | MAP Math CGP | MAP ELA CGP |
|-----------|--------------|-------------|
| 2nd Grade | 52 | 51 |
| 3rd Grade | 59 | 52 |
| 4th Grade | 62 | 45 |
| 5th Grade | 42 | 36 |
| 6th Grade | 31 | 41 |
| 7th Grade | 43 | 59 |

| | | |
|-----------|----|----|
| 8th Grade | 53 | 20 |
| Overall | 50 | 44 |

CGP is Conditional Growth Percentile, and indicates the average student's growth from the fall MAP assessment to the winter MAP assessment, relative to peers nationally. Results show continued sustained work is needed to mitigate this, but promising early signs in elementary grades. This is particularly true in Math, where student growth on average was in the 52nd, 59th, and 62nd percentiles (vs. students nationally) for grades 2-4 respectively.

Second, UP Academy Dorchester uses Achievement First curriculum for middle school ELA and participates in AF's NavLit assessment and professional development program. It is a competitive, nationally recognized program with high performing peer charter across the country.

The table below shows NavLit (ELA) assessments results at UAD on the winter test over the past three years.

| | Winter 2020 NavLit Proficiency | Winter 2021 NavLit Proficiency | Winter 2022 NavLit Proficiency | Change |
|-----------|--------------------------------------|--------------------------------------|--------------------------------------|------------|
| 5th Grade | 35% | 31% | 44% | +9 points |
| 6th Grade | 35% | 37% | 46% | +11 points |
| 7th Grade | 35% | 44% | 48% | +13 points |
| 8th Grade | 34% | 36% | 42% | +8 points |

2021-22 has been a challenging year nationally as students returned to in person instruction with significant content gaps from the past year while often manifesting behavioral challenges as well. This was true for UAD as well. In the next section, you will see our steps to improve this achievement.

C. Steps to improve academic achievement

The curriculum at UP Academy Dorchester is highly-rated and rigorous. Additionally, we invested heavily in codifying and systematizing the way that we prepare for instruction and how we respond to student data. Daily, teachers meet in teaching teams to deeply prepare for lessons; they determine exemplars, critical moments to peak thinking, and use their data to determine misconceptions and students in need

of support. On a weekly basis, at minimum, teachers gather in teams once again to analyze student work in order to determine levels of mastery and how instruction needs to be modified in order to increase learning. Taken together, these systems and routines help to ensure that teachers measure lessons success through student mastery.

Over the course of our charter term, UAD has continued to innovate our MTSS (Multi-Tiered System of Supports) framework. Each tier of the system has a clear owner, and we restructured the recommendation process so that more students were getting flagged for MTSS. We worked in this current school year 21-22 to add additional interventions to our menus for Tier 2 and Tier 3 supports, which we definitely saw make a difference particularly with reading and math intervention. We also were able to shift to having our mental health team take on Tier 2 behavioral interventions by leading CICO (Check-In Check-Out) as an intervention to help with individualized goal setting.

UAD always wants to ensure we have the staff we need to support the wide range of needs of our students. As a result, we have a robust team of staff members focused on supporting student mental health and wellness. Whether supporting critical Social Emotional Learning work across grade levels or providing response support to our students, UAD's three social workers and our BCBA are a critical part of providing responsive supports to students. Equally critical are the team of teachers who work with our English Learners and students with disabilities. We also know that while having the right staff in place is key to supporting our students, it is equally important to invest in staff training and professional development. As a result, we have a dedicated member of our Leadership Team who is focused on coaching and supporting the work of our special education and student support staff. Next year, in SY22-23, we will have a dedicated Director of Literacy and Director of Multi-Lingual Learners; both of these team members will work with the Dean of Special Education to create a clear vision for improving academic achievement for all students and subgroups.

Criterion 6: Program Delivery

A. Curriculum

UP Academy Dorchester believes that rigorous, standards-aligned curriculum is about equity. As such, they chose a common curriculum for most subjects that is rigorous and engages students in meaningful, grade-level content. All math teachers use Illustrative Mathematics (IM) for core instruction, a curriculum that is very highly rated by EdReports (see ratings [here](#)). All literacy teachers in grades 5-8 instruct using Nav Lit, a curriculum from the Achievement First Network, that while not rated by EdReports, aligns completely with the shifts demanded by the Common Core. For science in grades 5-8 teachers use

OpenSciEd, a highly rated and immersive science curriculum. DESE has created a report discussing the strengths and benefits of OpenSciEd, which can be found [here](#). While there is more autonomy in curriculum selection for history, all teachers emphasize learning through reading and making meaning of primary sources, discussion and writing. UP Academy Dorchester has applied to be a part of history pilot through DESE. In elementary literacy teachers use EL. This curriculum is highly rated by EdReports and aligns to the science of reading (the report can be found [here](#)). The curriculum is reviewed annually to ensure it still aligns with the rigorous bar UP Academy Dorchester has for instructional materials. We also have the same curriculum across large spans of grades for each subject to ensure vertical alignment. In these ways, and in the ways described earlier in the paragraph, our curriculum aligns with the Charter School Performance Criteria.

B. Instruction

UP Academy Dorchester has several systems, structures and practices to ensure that instruction is high quality. First, the school has a large focus on development. All teachers are coached individually at least every other week on something that is specific to their development. Second, the entire staff engages in professional development once weekly. This development primarily focuses on instructional practices that are either proactively selected given their tie to strategic priorities, or selected based on trends the leadership team observes during walkthroughs. In addition, content teams intellectually prepare for their lessons at least twice weekly and one of those times is coached by their Dean of Curriculum and Instruction. On top of this, the school engages staff in needs-based practice clinics and extra coaching as is needed. To ensure all of these practices are moving student learning, the staff examines student work weekly on Fridays. During this time they look at level of mastery and plan for responsive instruction to increase student learning on key standards. All of these practices help to create a shared vision for instructional excellence that is based on best practices. On top of this, walk throughs are conducted using an equity lens and instructional quality lens. Specifically, while in rooms we assess if there are patterns of bias in teacher practice (such as consequence frequency, who is getting called on). At the same time, we use instructional rubrics to rate practices. In these ways we are able to ensure our practices are anti-racist and create environments conducive to learning, aligned with the Charter School Performance Criteria.

C. Assessment and Program Evaluation

The school has a robust assessment plan for both interim and less frequent assessments, as well as regular and curricularly aligned assessments. The assessments used, the type and purpose and who they are used for are outlined below:

- **ANet Math (Grades 3-8):** An interim assessment used to assess mastery of grade level standards over time - how well students retained the information from the curriculum when an assessment is not immediately following instruction. The information

gleaned from this assessment allows us to make multi-week action plans and revise instructional foci. It also informs our more frequent data analysis cycles. The assessment is aligned to the scope and sequence of the curriculum so it's a strong complement to our instruction.

- **ANet ELA (Grades 3-4):** An interim assessment used to assess mastery of grade level standards over time - how well students retained the information from the curriculum when an assessment is not immediately following instruction. The information gleaned from this assessment allows us to make multi-week action plans and revise instructional foci. It also informs our more frequent data analysis cycles. The assessment is aligned to the scope and sequence of the curriculum so it's a strong complement to our instruction.
- **NavLit Interim Assessments (Grades 5-8):** An interim assessment used to assess mastery of grade level standards over time - how well students retained the information from the curriculum when an assessment is not immediately following instruction. The information gleaned from this assessment allows us to make multi-week action plans and revise instructional foci. It also informs our more frequent data analysis cycles. The assessment is aligned to the scope and sequence of the curriculum so it's a strong complement to our instruction.
- **NWEA MAP - Math and ELA (Grades 2-8):** NWEA Map is given 3 times a year in order to see holistically how our students are predicted to perform on the state assessment and to examine which teachers are effectively growing students and how students are achieving in a nationally normed way. This assessment allows us to appropriately allocate resources and coaching in order to improve achievement in areas that are most needed.
- **Curriculum-Based Assessments (All grades and subjects):** Given our strong curriculum, we are invested in the aligned assessments. We administer these to the students at the cadences outlined in the curricula and use them to assess mastery and effectiveness of the content taught, and use them to inform revised instruction needed for students. The data gleaned from these assessments informs our regular action planning.
- **Skills Benchmark Assessments (Grades K-3)** - The curriculum stops at grade 2, but given the impact of COVID we assessed through third grade this year and will in the '22-'23 school year): This assessment is aligned with the EL curriculum. It is given three times a year to determine student phonics learning and levels. This information is then used to inform both the percent of the class that is on grade level and also the individualized instruction that students will receive.
- **DESSA (Grades K-8):** An SEL screener that provides individualized information on student behavioral and SEL needs, which is then used to screen students into interventions, as well as inform whole group SEL lessons. This is an assessment recognized by the WHO.

D. Supports for All Learners

UP Academy Dorchester has a structured MTSS process. The school uses the assessments outlined above to determine student performance relative to peers. After each interim/benchmark assessment student performance is examined relative to peers and grade level. They are then considered for MTSS tier 2 or 3. Once a student is determined to need tier 2 or 3 they are added to a roster and provided with interventions that match their need and specific goals are determined to track towards. Student progress is examined with the MTSS team every 6 weeks to determine if a student's interventions should be scaled up, down or adjusted. This takes place for both academics and behavior given that we have assessments for both aspects of a student's performance.

Criterion 7: Student Climate and Family Engagement

At UAD we have many structures in place to provide a safe, positive, healthy, culturally responsive, inclusive, and welcoming learning environment. We aim to foster authentic relationships with families and create joy in our school community with their partnership. Over the course of our charter we have continued to take and implement feedback from families as valued stakeholders.

Our families are incredibly important stakeholders at UAD. We work with them to ensure all UP Academy students cultivate their sharp minds, share their kind hearts, and explore their path and potential. Family and community members are welcome at UAD. Our school is an inclusive environment that celebrates the diversity of our students and the surrounding community. It is our responsibility to earn the trust of the families and communities that we serve. We have held many events throughout our second charter term that celebrate our families including Global Gourmet pot lucks, movie nights, barbecues, role model and student dances, and multi-cultural nights.

We formally meet with families at our monthly Parent Council meetings where we seek feedback on school activities, curriculum, Social Emotional learning, and to provide feedback to school administration. Our Parent Council continues to be an invaluable tool when making school decisions and we have seen significant growth in our council over the course of our charter term, especially with the addition of Zoom making meetings more accessible to families with scheduling challenges. Where we used to have 5-6 families who regularly attended, we now see an average of ~25 families at each gathering, with some events bringing close to 50 attendees.

From our founding, UAD has had high expectations for family communication from our staff. Staff maintain communication through regular calls, texts, emails and Class Dojo for

our elementary school students. Communication regularly includes academic, social and emotional, mental health, and behavior updates for our students. Middle school families also receive weekly TIGER reports that share all students' academic grades and behavior for the week. These are all sent to families in their home language and teachers will reach out to discuss with families any areas for praise or areas for improvement. We wholeheartedly believe that working with families is one of the most important aspects of our school.

We use a robust Social Emotional curriculum using the Open Circle curriculum for elementary school students and the Second Step Curriculum for middle school students. We intentionally develop social and emotional skills to increase every student's capacity to learn and succeed in school and in life. This means consciously utilizing everyday instruction and interactions to teach, model and equip our students with the knowledge and skills necessary to better understand themselves, navigate change and adversity, build constructive relationships, be kind and caring members of their communities, and make responsible decisions. We prioritize Social Emotional Learning at all grade levels and for all students through explicit evidence-based instruction and intervention and full integration with our core academic program and restorative school climate and discipline practices. We continuously develop our own social-emotional competence and expertise so that we are better able to embed SEL into every aspect of school life. We engage families and communities as partners to strengthen and reinforce our commitment to ongoing SEL and ensure every student feels supported and nurtured throughout this journey.

In addition to our social and emotional programs and culturally responsive classrooms, we also have many structures in place to provide a physically safe environment. As effective educational leaders, we develop and manage systems and structures, school operations, and resources to promote each student's academic success and well-being. Every decision we make and every interaction we have can improve and enhance the lives of our community. We have a responsibility to ensure the adults are equipped with the knowledge and skills necessary through a robust performance management system that is goal-driven and focused on continuous improvement. We protect our learning time from disruptions and distractions by ensuring our buildings are safe, aesthetically beautiful, and healthy learning environments. We are stewards of our resources, rely on and respect each other's roles and responsibilities to get excellent results, and hold each other accountable. One part of creating a safe school environment through the formation of a crisis response team, composed of key decision-making personnel in the school and meant to more seamlessly and effectively respond to emergency situations. When dealing with crisis response we use trauma informed practices to best guide in situations and staff that have been trained in crisis management and protocols. We use the app Crisis-Go to assist in communication with all staff members if there ever was a crisis situation in the school. Furthermore, all non-instructional times in the building are fully staffed to continue a safe

and structured environment. Whether it is staff greeting students with music and masks, basketball at recess, or chatting with families at dismissal, safety and joy are at the forefront of our minds.

Criterion 8: Capacity

A. School Systems and Leadership:

UP Academy Dorchester sustains a well-functioning organizational structure. The school's leadership and organizational structure have undergone some structural changes during our second charter term, as the school worked to identify what support structure was most impactful after expanding to include 6th-8th grade during the end of our first charter term.

Throughout our second term, the school has been co-led by a Principal and a Director of Operations (DOO), who divide their responsibilities and decision-making in a way that enables the Principal to remain focused on teacher effectiveness, school climate, and student achievement to the maximum extent possible. We started out the first year of the term with two Principals and two DOOs - with one pair of co-leaders focused on the elementary grades), the other set focused on the Middle School. After the first year of this model, the school shifted to have one DOO working across the entire school, with two Principals (one for Elementary and one for Middle) for the next two years, before moving back to the more traditional one Principal, one DOO model - a structure which will remain in place in the fifth year of our second term.

As we have made shifts to how our co-leaders support the school, we have also made some shifts to how the school's leadership team is structured to ensure an effectively managed school. Throughout our charter term, it has been a critical component of our model that all teachers receive dedicated coaching from Deans of Curriculum and Instruction (DCI). Throughout the charter term we have had a DCIs focused by grade band supporting our elementary students, with one focused on K1-1 and another on 2nd-4th grades. In the middle school we have maintained two DCI/AP roles throughout the charter term, with various subject matter coaching focuses dependent on staff need and co-leader expertise. The DCIs directly coach and manage teachers across the school, and they also play an essential role in developing effective professional development for all instructors in the school. In the first year of our second term we had two dedicated Deans of Students - one focused on elementary and another on middle, before moving to one Dean of Students supporting across the school. The Dean of Students oversees school climate, working to establish proactive strategies to enhance a culture of excellence as well as overseeing excellent implementation of the school's behavior systems

The school has gone through some transition in leadership, but for the last three years has sustained a steady presence in our Co-leader model. Ariella Silverstein-Tapp, our Principal, and Michaela Power, our Director of Operations have helped to bring these structures and systems together in a more sustainable way.

Something the school, Board, and UP Education network have all been focused on, especially in the last few years of the charter term, is improving processes for the recruitment, retention, and development of a school staff that is reflective of the population UP Academy Dorchester serves. This has meant continually digging into data on recruitment and retention, assessing pipelines for recruitment, and evaluating the way the school engages with current staff members. More recently, this has also included dedicated professional development for hiring managers, including Equity PD and Emotional Intelligence coaching with Noble Story. Now, the process for recruitment involves multiple touch points including interviews with school leaders. Interview panels at UP Academy Dorchester reflect a range of experiences and backgrounds in order to ensure a diversity of perspectives in selecting new hires. We have increased the diversity of our pipeline, and continue to set refined goals around the recruitment of diverse candidates.

B. Professional climate and standards for performance:

The school creates a professional working climate for all staff. At the center of the professional climate created for team members are four elements:

1. A Focus on Professional Growth
2. A Focus on Professional Collaboration
3. The Cohort Model
4. Opportunities for Feedback to School Leadership

Professional Growth. We focus relentlessly on improving our practice as educators, as evidenced by our investment in four DCI/Assistant Principals at the school, in addition to a Dean of Student Supports. The DCIs/AP focus the majority of their time on observing teachers and then provide action-oriented feedback to teachers to help them improve. Further, we work very hard to provide high-quality, instructionally-focused professional development throughout the school year. Every Wednesday we dismiss early to ensure all staff can attend mandatory, whole-school professional development sessions. In addition, there are a number of full school data and professional development days across the course of the year. We receive regular feedback that our teachers value these many learning opportunities.

Professional growth for UP Academy Dorchester staff does not and cannot stop at providing learning and supports around curriculum and instruction. It is also critical for staff to develop their cultural competencies around behavior systems, and to further to grow

capacity around examining and dismantling implicit biases. This work is critical to ensure the school is an environment where all students can be successful – and this work is challenging. Over the course of the charter term, UP Academy Dorchester has tried various approaches to building capacity around dismantling implicit biases and systemic inequalities, with varying degrees of impact. Over the course of the charter term, the school has engaged outside providers to come and provide professional development, distributed resources internally, and hosted more informal discussions. The school community knows there is still a lot of work to be done, and will continue this focus moving forward as we continue to support staff in this critical area.

Professional Collaboration. Teachers meet on a daily basis in teaching teams to prepare for lessons; this time is used to use data to determine student strengths, exemplars, misconceptions and students in need of support. On a weekly basis, at minimum, teachers gather in teams once again to analyze student work in order to determine levels of mastery and how instruction needs to be modified in order to increase learning. Additionally, staff come together each Wednesday for ongoing professional development, collaboration, and data review. Each of these structures create ample opportunity for professional collaboration.

The Cohort Model. The middle school utilizes what we now refer to as the “cohort model.” The cohort model, whereby all core content teachers are responsible for teaching a group of classrooms of students – typically two (which collectively, make up a ‘cohort’), creates important conditions that support the professional climate of the school. For example, each core content teacher teaches no more than ninety students, allowing them to get to know each individual student’s needs. Moreover, the cohort model creates important and extended times within each core content teacher’s schedule that enable them to complete important responsibilities (e.g., planning, grading, communicating with families) within the school day.

Opportunities for Feedback to School Leadership. The school has worked to create opportunities and channels to receive regular input from all staff members to help improve the school, including the professional climate. Weekly staff meetings provide an opportunity to deliver feedback in real time. In addition, a comprehensive staff survey is given to all team members twice a year across a range of topics. The school’s leadership team, in collaboration with team members from UP Education Network, rigorously reviews survey results and work to incorporate the feedback into their leadership and into the school. This has included schedule adjustments, future professional development schedules.

C. Contractual relationships

UP Academy Dorchester has a strong, collaborative relationship with UP Education Network. UP Education Network continues to provide a wide array of services to the school in line with the management contract that has been established. Broadly, the management organization provides services in the following areas:

- Talent, including but not limited to talent recruitment and talent management (e.g., supporting staff members with HR needs, supporting the school with its staff evaluation tool and system)
- Operations, including but not limited to direct management of the school's Director of Operations, facilities-related support, and data, enrollment, facilities, evaluation, and analytics support
- Finance, including but not limited to accounting, budget development, and budget management
- Academics, including but not limited to direct management of the school's Principal, specialized support in the areas of ESL and Special Education, and curriculum-focused support
- Public Affairs, including but not limited to supporting the relationship between the school and the district/state, development, political relations, and communications work.

UP Education Network implements a survey of the school's staff, including the Principal and Director of Operations, at least once per year to understand what value the school perceives from its service provision and what services can be improved. Moreover, the school's Board Chairperson regularly communicates with UP Education Network's CEO and various other members of the UP Education Network leadership team about the state of the school and about ways in which the management organization can improve its support and management of the school. The two parties intend to continue their relationship through the third term of the school's charter.

UP Academy Dorchester is honored to be a part of the Boston Public Schools system. The two parties have utilized a well-designed Memorandum of Understanding (MOU). The school's leaders, and team members of UP Education Network, have developed strong relationships with district personnel. These relationships have helped the school work through the unique challenge of operating as an autonomous charter school within the district public school system. For much of the term of the charter, representatives of the school and/or UP Education Network have met regularly with a key point person at Boston Public School to discuss any emerging challenges and to problem solve issues before they have escalated.

Criterion 9: Governance

The state of the UP Academy Dorchester Board of Trustees is strong. Over the course of UP Academy Dorchester's second charter term, the Board has continued to refine and

strengthen their approach to governance. As a result, the Board is strongly positioned to support UP Academy Dorchester in its third charter term.

The current Board is comprised of nine members, and has continued the commitment to diverse membership that also reflects the students and families UP Academy Dorchester serves. The board includes parent voices, educational leaders, members with a deep depth and breadth of financial and administrative knowledge, and members with close ties to the neighborhoods of families who are choosing to send their children to UAD.

The Board made exciting updates in 2018 in response to UAD's last renewal process, which included revising their bylaws and adjusting standing committees, and revitalizing internal evaluation processes. This work helped to further clarify roles and responsibilities with the board meeting a minimum of six times a year as a full group. During these meetings Board members regularly review a School Performance Framework dashboard, which provides updated data closely aligned to UP Academy Dorchester's overarching mission.

In order to support responsive and engaged oversight, the Board also has several standing committees which regularly meet over the course of each school year. The Board has a Finance Committee, responsible for supporting the financial health of UP Academy Dorchester and a Governance Committee, which focuses on identifying a robust pipeline for board membership and compliance with the board's legal responsibilities. There is a Hiring Committee which meets on an as needed basis to support Principal hiring. Then there are two school-based committees – one for UP Academy Boston and one for UP Academy Dorchester

Finally, committee meetings enhance the Board's ability to build an engaged and robust pipeline. In addition to full board members on committees, the Board has potential board candidates sit as Board Observers by serving as committee members. This process allows potential board members to learn more about the school and the various responsibilities of the Board, so that when they join the full board they are already familiar with what the role entails.

Criterion 10: Finance

UP Academy Dorchester takes a number of steps to ensure the school remains in good financial standing and has strong financial management practices.

UP Academy Dorchester, in partnership with its contracted education management organization UP Education Network, ensures a sound and stable financial condition via a Directors of Operation (DOO) at UP Academy Dorchester, whose responsibilities include the school's finances, as well as a dedicated finance team at UP Education Network. The finance team in collaboration with the DOO ensures that the school has established appropriate internal controls and financial policies, which include the timely recording of

all transactions, receipts, payroll, and other disbursements and the regular reconciliation of all key accounts. The DOO and finance team are also responsible for executing many financial procedures on behalf of the school, including: invoice processing and maintaining accurate financial records in the school's Quickbooks accounting system; coordinating payroll and salary reconciliations with BPS; monitoring and developing regular financial statements; monitoring procurement processes for compliance with Chapter 30B; procuring insurance; and coordinating the annual audit process. The DOO and finance team also respond to any finance public record requests, ensure adherence to open meeting law for Board Finance Committee meetings, and ensure materials are publicly posted as required.

Throughout the year, the finance team works closely with the DOO to manage to its budget and monitor financial health metrics by producing financial reports and meeting weekly with the school to address concerns; incorporate new information; partner on procurement, accounts payroll, and compensation management; and advise on financial management practices. In addition, the UP Academy Dorchester Board of Trustees and Finance Committee both review the school's financial statements at every meeting and are responsible for approving the school's budget every year.

Evidence of our success in maintaining a stable financial condition and operating in a financially sound and publicly accountable manner includes: 1) unqualified audit opinions for every year that UP Academy Dorchester has been in operation, which have always been submitted to DESE in a timely manner;) an active Finance Committee and Board of Trustees that provides strong oversight to UP Academy Dorchester's financial practices 3) ending the year above budgeted net income every year and 4) maintaining an average of 5.96 months of cash on hand during this current term of the charter (versus target of 4.0).*

*for cash operating expenses, or expenses we pay directly, which include all non-personnel expenses. Personnel expenses are paid by Boston Public Schools and funded by BPS weighted student funding, so they do not impact our cash on hand.

Plans for the Next Five Years

There are many things that we are proud of and pleased with around the performance of UP Academy Dorchester during this term. However, we are also aware that there is a gap between where our school is today and where it needs to be for us to be able to fulfill our vision for every single student who enrolls in our program. We are eager to capitalize on another 5 years to improve UP Academy Dorchester and truly make it a place where students cultivate their sharp minds, share their kind hearts, and explore their path and potential.

As our school's board, our school's leadership team, and our school's management organization (UP Education Network) have reflected on our school's performance, we believe there are a few key areas we can focus on that can help us move the school forward in the way we all believe will be best for students and families. By executing with fidelity in these areas, we know our vision can truly be achieved.

The three areas that we can and will focus on are:

1. **Cultivating Sharp Minds.** We will build on the foundation we have created in both Curriculum selection and Instruction delivery.
2. **Sharing Kind Hearts.** We will continue to expand our work on SEL for students and build towards a truly inclusive community.
3. **Exploring Path and Potential.** We will greatly increase the options available to students so they can truly explore what options will be available to them when they graduate from both High School and College

Cultivating Sharp Minds. Ensuring grade level work and researched based curriculum is in front of our students every day will be paramount. We have taken great strides to land on curriculum that is best in class for our students over the last several years:

- **5-8 ELA:** In our literacy curriculum (NAVLIT: Achievement First), students read, discuss and write about rigorous, high quality, culturally representative text. Instruction is student centered and focused on building student independence and a joy of reading.
- **K2-4 ELA:** Our ELA instruction (EL Education) provides students with rich background knowledge on a variety of topics and centers the student through a cooperative learning environment.
- **K2-8 Math:** Our math curriculum (Illustrative Math) emphasizes engagement with rich tasks, student thinking, and a balance of conceptual understanding, fluency, and application.
- **6-8 Science:** Our science curriculum (OpenSciEd) emphasizes authentic engagement with phenomena, student coherence, equitable science sense making, and three-dimensional learning

In addition to the curriculum, we also have focused on ensuring instruction through this curriculum is strong. We have focused on a priority at the school and network level of responding to student learning. We have become obsessed with what students learn and developed processes and systems to constantly know and understand more of what our kids are learning.

Through this practice, we will have a laser focus to make sure ALL kids are growing. We will prioritize reviewing the data through subgroups that include EL and SPED. ALL is important to our school and organization, and we will provide the required oversight to make that happen.

Sharing Kind Hearts. In our growth as an organization, we have shifted our approach to culture from a no excuses/zero tolerance, to a more Social Emotional Learning (SEL) and Restorative Discipline practice. As a result, we have seen considerable reductions to our exclusion numbers (referrals and suspensions) which has resulted in an increase in instructional time. We have also aligned to the BPS Code of Conduct Through this change, we have piloted and implemented many proactive SEL practices. Specifically, we have adopted a curriculum that we are executing on, determined a best practice way to measure progress and also created a team to help implement and monitor our work.

- Second Step as an SEL curriculum, DESSA (Devereux Student Strengths Assessment)
- Evaluates SEL competencies through benchmarking
- Helps plan instructional strategies for staff
- Documents strengths and areas of growth for all kids

Mental Health Team pushes into all aspects of SEL learning. The team consists of. Social workers (5), Psychologist (1), Board Certified Behavior Analyst (1), Applied Behavior Analyst (1), Dean of SEL (1), School adjustment counselor (1)

Exploring Path and Potential. At UP Academy Dorchester, we have always prioritized and created resources for our students to be informed and choose the best High School for them after they graduate from our school in 8th grade. We staff a High School Counselor and we have worked with an outside firm to develop a process to ensure our interaction with students allows them to explore the best options in the city. Additionally, we have enrichment programs on Friday afternoons where students can take classes that are focused more on experiential learning where students can learn about non-traditional subjects and content areas. However, there is more that we want to do in our next phase. We want to expose students to more opportunities and experiences that will help inform them of what they could be doing in college and beyond. By leveraging our Board and network staff, we can expose our students to industry experts and offer opportunities to our students to truly explore college and career opportunities for themselves.

We have made progress in this area, including setting up a Technology Advisory Board through the UP Education Network Board that will push the limits of access for our students. This past month, we were able to visit Rapid 7 with a number of students in our network to expose them to new industries. We also have shifted our Science curriculum to allow for more real-world applications that lend nicely to industry exploration. STEM will grow as a focus for us as we adapt to the world around us.

With these as our focus areas, both as a network and as a school, we will be meticulous in our goal setting practices and progress monitoring along the way. Defining success and measuring success in these areas is the only way we will be able to realize these endeavors. We are extremely excited and humbled to be given the opportunity to

continue to partner with our students and families to execute on our mission and vision as an organization.

APPENDIX A

ACCOUNTABILITY PLAN PERFORMANCE

Summarize the school's performance on its approved Accountability Plan for the charter term using the template below. An example of how to summarize the school's performance is provided. The table should include information the school reported in annual reports for 2018-19, 2019-20, 2020-21, and 2021-22. If a revised Accountability Plan has been approved, report on the most recently approved plan. Please submit this section in Microsoft Word format, not in PDF format.

If the school was not able to gather data for a particular measure due to the COVID-19 pandemic, please note that. In the example below, the school was not able to gather data related to the measure in 2019-20 or in 2020-21. The school's Summary of Review will note when measures were not met due to the pandemic, and this does not negatively impact a school's Accountability Plan performance for the charter term.

Faithfulness to Charter

| | Charter Term Performance | | | | Evidence |
|--|--------------------------|---|---|---|----------|
| | M (Met) | | | | |
| | NM (Not Met) | | | | |
| | 2 | 2 | 2 | 2 | |
| | 0 | 0 | 0 | 0 | |
| | 1 | 1 | 2 | 2 | |
| | 8 | 9 | 0 | 1 | |
| | - | - | - | - | |
| | 1 | 2 | 2 | 2 | |
| | 9 | 0 | 1 | 2 | |

Objective: The school will establish an environment in which students feel safe and supported.

| | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Measure: Each year, over 90% of students will report in the annual student survey that they feel safe and supported at school.</p> | NM | NM | NM | M | <p>2018-19: 87% of students reported that they felt safe and supported at school.</p> <p>2019-20: The survey was not administered due to the COVID-19 pandemic.</p> <p>2020-21: The survey was not administered due to the COVID-19 pandemic.</p> <p>2021-22: 92% of students reported that they felt safe and supported at school.</p> |
| <p>Objective: UP Academy Charter School of Dorchester will provide scholars with rigorous, standard-based curriculum, instruction and assessments. UP scholars will demonstrate the knowledge and skills necessary to succeed on the path to college. (KDE #2)</p> | | | | | |
| <p>Measure: UP Academy Dorchester students (grades K-8) will grow at least as much as the typical student in Math on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.</p> | NM | NA | NM | M | <p>2018-19: The average Fall-to-Spring student growth percentile for UP Academy Dorchester was 40 in Math</p> <p>2019-20: MAP results do not demonstrate a full school year due to COVID-19. The average Fall-to-Winter student growth percentile for UP Academy Dorchester was 41 in Math.</p> <p>2020-21: The average Winter-to-Winter student growth percentile for UP Academy Dorchester was 31 in Math.</p> <p>2021-22: The average Fall-to-Winter student growth percentile for UP Academy Dorchester was 50 in Math</p> |
| <p>Measure: UP Academy Dorchester students will grow at least as much as the typical student in ELA on NWEA MAP as measured by a school-wide MAP growth percentile of 50 or higher each year.</p> | NM | NA | NM | NM | <p>2018-19: The average Fall-to-Spring student growth percentile for UP Academy Dorchester was 36 in ELA</p> <p>2019-20: MAP results do not demonstrate a full school year due to COVID-19. The average Fall-to-Winter student growth percentile for UP Academy Dorchester was 37 in ELA.</p> <p>2020-21: MAP ELA was not taken during the school year.</p> <p>2021-22: The average Fall-to-Winter student growth percentile for UP Academy Dorchester was Avg 44 in ELA</p> |

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| <p>Measure: UP Academy Dorchester is in the top quartile of student growth for grades 4-8 in ELA on the statewide test every year among schools where 50% or more of students are economically disadvantaged.</p> | NM | NA | NM | | <p>2018-19: For grades 4-8, the top quartile of SGP in ELA for schools with 50% or more economically disadvantaged students starts at 49.8. UAD's ELA SGP was 45.6</p> <p>2019-20: MCAS not administered due to COVID-19</p> <p>2020-21: For grades 4-8, the top quartile of SGP in ELA for schools with 50% or more economically disadvantaged students starts at 36.4. UAD's ELA SGP was 21.9</p> <p>2021-22: Data not available until Sept 2022</p> |
| <p>Measure: UP Academy Dorchester is in the top quartile of student growth for grades 4-8 in Math on the statewide test every year among schools where 50% or more of students are economically disadvantaged.</p> | NM | NA | NM | | <p>2018-19: For grades 4-8, the top quartile of SGP in Math for schools with 50% or more economically disadvantaged students starts at 52.3. UAD's MATH SGP was 39.4</p> <p>2019-20: MCAS not administered due to COVID-19</p> <p>2020-21: For grades 4-8, the top quartile of SGP in Math for schools with 50% or more economically disadvantaged students starts at 28.7. UAD's MATH SGP was 24.1</p> <p>2021-22: Data not available until Sept 2022</p> |

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| <p>Measure: UP Academy Dorchester expands high quality science lessons to all students in grades K-4 on a weekly basis and grades 5-8 on a daily basis; teachers receive ongoing professional development on how to teach science in preparation for the MCAS</p> | M | M | PM | M | <p>2018-19: UP Academy Dorchester students in grades 5-8 received daily science and students in grades K-4 received weekly science, supported by ongoing professional development</p> <p>2019-20: K-4 students received weekly science lessons, and 5-8 students received daily instruction in science per UAD's 2019-2020 schedule. In addition, teachers received ongoing PD on science instruction.</p> <p>2020-21: Student schedules in K-4 did not have weekly science instruction, though science topics were taught through other subjects.</p> <p>Students in 5-8 received daily science instruction. Teachers received ongoing professional development across the course of the year in science instruction.</p> <p>2021-22: An additional science teacher was hired at the elementary level. The new adopted elementary curriculum had half the lessons on science topics, resulting in student receiving science lessons several times a week. Middle school students receive science lessons daily. Teachers for grades 6-8 received substantial support and professional development in implementing the new OpenSciEd curriculum.</p> |
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Objective: UP Academy Charter School of Dorchester will hold high behavioral and academic expectations and scholars will develop exceptional strength of character and grit necessary to achieve their full potential. (KDE #1)

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| <p>Measure: The UP Academy Dorchester average grade in core academic classes is 85% each year in middle school and in elementary school the average standards grade 3.0 out of 4.0</p> | PM | NA | NA | | <p>2018-19: The average grade for the middle school grades was 82 in core classes and the average standards grade was 2.6 in elementary school.</p> <p>2019-20: The average grade for the middle school grades was 78 in core classes. Students in elementary school did not receive standard scores for the year due to COVID-19.</p> <p>2020-21: The average grade for the middle school grades was 76% in core classes. Due to COVID, shifts were made to elementary grades so they were calculated as: 53% of students met or exceeded Math standards and 52% of students met or exceeded ELA standards. 47% of students approached or did not meet math standards, and 48% of students approached or did not meet ELA standards.</p> <p>2021-22: Data available in late June</p> |
| <p>Measure: Annually, 80% of UP Academy Dorchester middle school students will have an average TIGER score (based on a weekly report which tracks the alignment of a student's weekly effort with school values) of 70 or more, and 80% of elementary school students will maintain an average of 3 out of 4 on their TIGER reports.</p> | PM | PM | NA | | <p>2018-19: Elementary school TIGER score average was 3.3 out of 4, while 45% of middle school students had an average TIGER score over 70.</p> <p>2019-20: 44% of middle school students had an average TIGER (Remote Learning) score over 70. 80% of elementary school students had a TIGER (Remote Learning) score over 70.</p> <p>2020-21: Weekly points were not tracked on TIGER reports due to remote learning.</p> <p>2021-22: TBD (ready by late-June). Not being done at Elementary School</p> |
| <p>Measure: UP Academy Dorchester will have an annual attendance rate of 95%.</p> | PM | PM | PM | | <p>2018-19: The attendance rate for UP Academy Dorchester was 94.4% in the elementary school and 94.0% in the middle school.</p> <p>2019-20: The attendance rate for UP Academy Dorchester was 93.7%</p> <p>2020-21: 93% for the SY; 95% up through March 13</p> |

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| | | | | | 2021-22: Data will be available in late June |
| Objective: Obsession with data: UP Academy Charter School of Dorchester establishes a professional culture of data-driven reflection and feedback that results in a purposeful learning environment that is focused on student achievement. (KDE #4) | | | | | |
| Measure: 80% of teachers will demonstrate proficiency by being rated proficient or exemplary on their mid-year and their end of year teaching evaluation | M | NA | M | | 2018-19: 80.3% of teachers were rated proficient or exemplary at UP Academy Dorchester 2019-20: 67% of teachers were marked as proficient or exemplary on their mid-year evaluation, however, end of year evaluations could not be conducted due to stay at home orders 2020-21: 85% of teachers demonstrated proficiency by being rated proficient or exemplary on their mid-year and their end of year teaching evaluation 2021-22: |
| Measure: Teachers will engage in at least 4 regular "data days" that are focused on deeply understanding student data and develop action- oriented plans to respond to identified needs. This will include 90% of teachers implementing effective re-teaching plans for groups and individuals based on instructional walk-throughs from Principals and Assistant Principals. | M | M | M | M | 2018-19: UP Academy Dorchester held data days on 10/5, 11/6, 1/2, 2/1 and 3/15, during which 90% of teachers implemented re-teaching plans when relevant 2019-20: UP Academy Dorchester held data days on 9/27, 11/5, 1/6, and 3/6, during which 90% of teachers implemented re-teaching plans when relevant 2020-21: Teachers engaged in 6 data days during the 20-21 school year and delivered re-teaching plans as observed by school and network staff. 2021-22: Teachers engaged in more than 4 data days during the 21-22 school year. All teachers were required to submit re-teaching plans when relevant. |
| Objective: UP Education Network establishes a firm and robust network of support for students, families, and staff (KDE #3) | | | | | |

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| <p>Measure: UP Dorchester's commitment to supporting faculty will be reflected by retaining at least 75% of teachers each year, excluding teachers who move for reasons unrelated to work.</p> | PM | M | M | | <p>2018-19: UP Academy Dorchester has retained 68% of staff who earned a recommitment letter.</p> <p>2019-20: At March recommitment, 35 out of the 45 teachers offered recommitment letters, or 78% signed on to continue.</p> <p>2020-21: At the end of the school year, 82% of teachers were retained.</p> <p>2021-22:</p> |
| <p>Measure: UP Dorchester will fully implement a Social Emotional Learning curriculum in all classrooms each year, including researched-based circle where students come together to work through a Social Emotional Learning curriculum at least four times a week and other restorative practices, such as focusing behavior management more on relationship repairing and building instead of punishment.</p> | PM | PM | M | M | <p>2018-19: UP Academy Dorchester launched Open Circle at the elementary school grades, which was fully implemented. At the middle school level, UP Academy Dorchester piloted the Compass model for Valor Collegiate Academies, which was partially implemented</p> <p>2019-20: 100 % of teachers implement the chosen SEL curriculum (Open Circle or Second Step) with integrity at least 2x/week. 100% of teachers and staff report in surveys that themselves and students use OC/Second Step language throughout the day "sometimes" or "often"</p> <p>2020-21: 100 % of teachers implement the chosen SEL curriculum (Open Circle or Second Step) with integrity daily in grades K1-8. All staff received PD across the year covering SEL topics including Self-efficacy strategies for the classroom, and trauma informed practice PD.</p> <p>2021-22: 100% if teachers implement the chose SEL curriculum (Open Circle or Second Step) with integrity daily (all full-length school days) in grades K1-8</p> |

APPENDIX D
ADDITIONAL INFORMATION

Board of Trustees Turnover

Using the Board of Trustees Turnover table below list the number of board members joining and leaving the board in each school year of the current charter period.

| School Year | Total Membership | Members Joining | Members Departing |
|--------------------|-------------------------|------------------------|--------------------------|
| 2018-19 | 11 | 2 | 1 |
| 2019-20 | 10 | 0 | 1 |
| 2020-21 | 9 | 3 | 4 |
| 2021-22 | 9 | 0 | 0 |

*Add rows as necessary