

Annual Reports

2022-2023

July 29, 2022

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SCHOOL INFORMATION: UP ACADEMY BOSTON AND UP ACADEMY DORCHESTER

UP Academy Boston			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location (Municipality)	Boston, MA
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2011	Year(s) Renewed (if applicable)	2016,2021
Maximum Enrollment	540	Enrollment for 2022-23	213
Chartered Grade Span	6-8	Grade Span for 2022-23	6-8
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist for 2022-23	0
Number of Instructional Days during the 2022-23 School Year	180		
School Hours	Monday-Thursday: 7:35am – 3:00pm Friday: 7:35am – 1:00pm	Age of School in 2022-23	12th year
Mission Statement: UP Academy Boston 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.			

UP Academy Dorchester			
Type of Charter (Commonwealth or Horace Mann)	Horace Mann III	Location (Municipality)	Dorchester
Regional or Non-Regional	Non-Regional	Districts in Region (if applicable)	N/A
Year Opened	2013	Year(s) Renewed (if applicable)	NA
Maximum Enrollment	750	Enrollment for 2022-23	615
Chartered Grade Span	Pk-8	Grade Span for 2022-23	PK-8
Number of Instructional Days per School Year (as stated in the charter)	185	Students on Waitlist for 2022-23	34
Number of Instructional Days during the 2022-23 School Year	180		
School Hours	M, T, Thurs, Fri 7:45am – 3:00pm Wed: 7:45am – 12:30pm	Age of School in 2022-23	10th year
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.			

LETTER FROM THE CHAIR OF THE BOARD OF TRUSTEES

July 26, 2023

Dear Members of the Department of Elementary and Secondary Education,

In addition to the enclosed Annual Report for UP Academy Charter School of Boston and UP Academy Charter School of Dorchester, I wanted to share a few updates on behalf of our Board of Trustees and UP Education Network.

The 2022-2023 school year was one of continued growth for both UP Boston and UP Dorchester. We are very proud of the determination and dedication of our schools and teachers, and have seen many positive indicators of continued improvement. Our student and staff culture are at an all-time high and we continue to see evidence of this in our climate and retention data. However, we know there is much work to be done to continue improving our academic results.

As we look to the future, we are excited to build on the stable foundation we have created. Our school leaders are all returning to both schools. With consistency in leadership at the school level, we are encouraged to welcome Hillary Casson to take over as CEO of UP Education Network. Hillary brings tremendous knowledge of UP and a proven record of transformative results. After nearly 9 years at UP, first as a Dean of Curriculum and Instruction, then a Principal at UP Academy Holland, Managing Director of Schools, and now as our Chief Schools Officer, Hillary deeply understands our organization and sees where we can continue to improve and how. We are also excited to see Veronica Conforme, the previous CEO, transition to become a Board Member of UP Education Network and we welcome her continued partnership and Guidance.

Hillary will partner with both our Board and School Leaders to ensure we move forward our Academic performance and solidify our identity as schools that will welcome partnership in a meaningful way with parents, students and staff. We are very much looking forward to a successful 2023-2024 school year. UP Academy Boston and UP Academy Dorchester remain committed to creating exceptional learning environments in partnership with our families and communities, where students can cultivate their sharp minds, share their kind hearts, and explore their path and potential.

Amar Kumar

A handwritten signature in black ink, appearing to read 'Amar Kumar', with a stylized, cursive script.

Board Chair UP Academy Boston and UP Academy Dorchester

FAITHFULNESS TO CHARTER

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS UP BOSTON

Below are the key design elements for UP Academy Boston:

1. High level of academic and behavioral expectations in an atmosphere of enthusiasm and joy.
2. Rigorous, standards-based curriculum, instruction, and assessments.
3. Robust network of supports for students, family, and staff.

KDE 1: High level of academic and behavioral expectations in an atmosphere of enthusiasm and joy. In 2021-2022 our focus on the student experience led to a lot of positive results. Fewer students were excluded from school than in years past, we saw students able to regulate their emotions and stay in the classroom at much higher levels than past years. In addition, families and students were rating their satisfaction with the school as higher than in the past.

However, we also learned that we still had room to grow in creating an invested, joyful and focused culture of excellence. And, we learned that students were deeply affected socially by COVID, and that supporting our students in this way would take more than one year.

As such, the student experience remained a priority for the 2022-2023 year. Similar to the year prior, we continued to base our approach on research about human development and behavior. This year, rather than shedding old practices and revising approaches to behavior shaping and consequences, we focused on adding positive and affirming systems to promote community and pro-social behavior. For example, the staff instituted daily in-class celebrations connecting student behavior to school values, and developed a system by which students could turn their values points in for affirming rewards (i.e. lunch with the principal). To ensure that adults were able to lead on changes like these, leaders on staff received emotional intelligence coaching, allowing them to define their values and think about how they connect to tangible aspects of their work.

Quantitatively, we saw a positive impact as a result of these changes. For the second year in a row, referrals out of class decreased, and we saw suspensions stay flat. On the year end family survey, families were more satisfied than they had been in past years. We know that students are better able to learn when they feel safe, secure and affirmed and this priority further charted the path for that to take place at UP Academy Boston.

KDE 2: Rigorous, standards-based curriculum, instruction, and assessments. Utilizing high quality curricular materials is deeply rooted in UAB's commitment to give students access to high quality rigorous instruction and a classroom environment that cultivates productive struggle for students. UAB is entering its fifth year of utilizing high, quality, standards aligned

common curriculum in Math (Illustrative Math) and ELA (NavLit). In science, UAB implemented OpenSciEd (OSE) for the second year and students and teachers are deeply engaged in the inquiry, discovery driven approach to science. This past year, UAB history teachers participated in DESE's Investigating History pilot, executing a high quality, framework aligned, rigorous history curriculum for the first time. The Humanities Dean of Curriculum and Instruction supported the team to build skill around foundational preparation expectations, building thinking routines in class and building their instructional skill in executing the key inquiry routines of the curriculum. In the upcoming year, UAB will be partnering with BPS and Primary Source to continue the learning around implementing the curriculum and building knowledge around strong history pedagogy. UAB continues to use assessment to progress monitor, understand and respond to student need. In addition to exit tickets, classwork, and homework, UAD administered assessments in math and English through the NWEA MAP, ANet, and NavLit English assessments.

Alongside UAB's commitment to high quality curricular materials and assessment, as a school, UAB has prioritized the strong instructional systems and structures that support teachers in implementing the curriculum with integrity in a way that drives student outcomes. In the 2021-2022 year this looked like strengthening weekly data meetings and preparation structures such that teachers had an avenue and a strong process for looking at student work. While a focus on this structure helped improve teacher skill in data analysis, the weekly structure provided too slow for the pace of learning we knew our students were capable of. We know student learning improves fastest with feedback at the point of error so we needed a deeper connection and tighter look to classroom instruction. This helped lay the foundation for the academic priority work of the 2022-2023 school year, where UAB, along with the other schools in UP Education Network, focused deeply on improving teacher skill in regular and rapid response to student learning, both in planning time and in the classroom to drive student outcomes efficiently and effectively. The priority was executed through different "arc of learning", led by the school's instruction leaders who first developed and coached teachers to lay the foundational conditions for rigorous learning, ensured all students were engaged in thinking that was aligned in rigor with the objective, and finally supported teachers to give feedback that advances student learning throughout the course of the lesson. Teachers were then supported to use daily work to adjust the following days and used interim assessment days to step back, measure progress and adjust their instructional focus and mechanisms for feedback.

KDE 3: Robust network of supports for students, family, and staff. UP Boston continues to carefully and intentionally arrange its staffing to support the diverse population we serve. We have robust staffing to support our students' mental health, with multiple school social workers, a school psychologist and others working to provide support to students. UP has intentionally hired a dedicated Dean of Student Experience that helps lead and manage all supports for students around SEL

UP Academy Boston is similarly dedicated to providing robust supports for our Students with Disabilities, and Special Educators and Support Staff are an integral part of our school fabric.

We work tirelessly as a team to provide the structures and opportunities for Special Educators to collaborate with their General Education partners and receive similar PD to their colleagues and differentiated PD when it is necessary. These are just some of the technical moves our school has made to support a wide-reaching network of students. What we hope to continue to develop is the skills and best practices necessary to help all students--SWDs, ELLs, or otherwise--see growth and realize achievement.

UP Academy Boston also believes it is critical that our families have access to a wide range of supports from our school. With a dedicated Family and Community Manager, UAB works to include families in partnership in academic and non-academic ways. We welcome families at all times into the school for partnership. Additionally, we have family members on our Board.

Along with student and family supports, we continue to strongly believe that if we invest in the staff experience, our staff will be able to best support our students. Similar to the 2021-2022 school year, we continued staff resources for the 2022-2023 school year. Managers received targeted coaching from Noble Story on Emotional Intelligence and managing across lines of difference to support this effort. In partnership with UP Network we were able to provide free and immediate access to teletherapy through UWill, a leading mental health and wellness solution. We also ensured there were a number of opportunities for staff to build relationships – hosting opportunities like a staff basketball team and a number of social gatherings over the course of the year.

Amendments to the Charter for UP Academy Boston		
Date Submitted	Amendment Requested	Pending or Approved?
July 25th, 2022	Accountability Plan for UP Boston	<ul style="list-style-type: none"> Provisionally approved by DESE Approved by Board of Trustees Approved by Boston Teachers Union Pending approval from Boston School Committee

CRITERION 1: MISSION AND KEY DESIGN ELEMENTS UP DORCHESTER

Below are the key design elements for UP Academy Boston:

1. High level of academic and behavioral expectations for all students
2. Rigorous, standards-based curriculum, instruction, and assessments
3. Network of supports

4. Obsession with data

KDE 1: High Level of Academic and Behavioral Expectations for All Students. A high level of academic and behavioral expectations for all students is characteristic of the UP-Academy Dorchester experience. This year's school priorities are demonstrative of this. This year the UP-Academy Dorchester team focused on a climate priority: relationships rooted in consistency, and an academic priority: responding to student learning.

Relationships rooted in consistency focused on a number of things to allow students to stay in the classroom space learning, but also meeting the expectations. The school prioritized things such as the addition of "peace corners" in every room, restoration as a consistent practice, coaching of teachers who are inconsistent in their management and/or consistently send students out of class and relationship building techniques. All of these tactics aim to help students meet the high bar for behavior that is characteristic of UAD, but with support.

UAD's academic priority emphasizes a high bar for instruction in that it forces teachers to look at outcomes and student work every day to determine if students have met that day's objective. The priority also demands that teachers know the standard that students are being assessed on and can describe what students need to know and do in order to master it. In class teachers looked at student work and provided students feedback in the moment on their thinking. All of these practices help teachers to know the bar for rigor and provide them with tools to help students meet that bar in class.

KDE 2: Rigorous, standards-based curriculum, instruction and assessments. Like UAB, UAD utilizes high quality curricular materials to ensure all students receive high quality rigorous instruction and are a part of a classroom environment that cultivates productive struggle for students. UAD is entering its fifth year of utilizing high quality, standards aligned common curriculum in Math (Illustrative Math) and ELA (EL in the elementary grades and NavLit in middle school). In science, UAD implemented OpenSciEd (OSE) for the second year and students and teachers are deeply engaged in the inquiry, discovery driven approach to science. This past year, UAD history teachers participated in DESE's Investigating History pilot, executing a high quality, framework aligned, rigorous history curriculum for the first time. The Humanities Dean of Curriculum and Instruction supported the team to build skill around foundational preparation expectations, building thinking routines in class and building their instructional skill in executing the key inquiry routines of the curriculum. Like UAB, in the upcoming year, UAD will be partnering with BPS and Primary Source to continue the learning around implementing the curriculum and building knowledge around strong history pedagogy. UAD continues to use assessment to progress monitor, understand and respond to student need. In addition to exit tickets, classwork, and homework, UAD administered assessments in math and English through the NWEA MAP, Adnet, and NavLit English assessments. For early literacy, UAD utilizes the Skills Benchmark Inventory to progress monitor students' foundational reading skills to ensure they are making adequate progress and are grouped in a way that accelerates their learning of phonemic skills.

Like UAB, in the 2022-2023 school year, UAD focused deeply on improving teacher skill in

regular and rapid response to student learning, both in planning time and in the classroom to drive student outcomes efficiently and effectively. The priority was executed through different “arc of learning”, led by the school’s instruction leaders who first developed and coached teachers to lay the foundational conditions for rigorous learning, ensured all students were engaged in thinking that was aligned in rigor with the objective, and finally supported teachers to give feedback that advances student learning throughout the course of the lesson. Teachers were then supported to use daily work to adjust the following days and used interim assessment days to step back, measure progress and adjust their instructional focus and mechanisms for feedback.

KDE 3: Network of Supports. We have continued much of the support we used in the 2021-2022 school year into the 2022-2023 school year. UAD is still firmly committed to providing a robust network of support for all students. 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. These times are for the entire grade level to come together and celebrate accomplishments, share shoutouts, and engage in character education mini lessons. These high energy meetings often incorporate dance parties, presentations about remarkable people the scholars are learning about, and chants.

Another aspect of our work is that we are continuing consistency and community for older UAD students. The middle school has a daily 25-minute advisory block, which includes time to check in/check out with a teacher and 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. The middle school also had weekly remote grade-wide joy events this year.

UAD also has a dedicated family engagement manager that is a cornerstone of our school community. She organizes regular joy events for families that include turkey trots, gift drives, book fairs, and potluck dinners to name a few. She also is a key coach to teachers to help improve teacher and family communication.

Finally, along with student and family supports, we continue to strongly believe that if we invest in the staff experience, our staff will be able to best support our students. Similar to the 2021-2022 school year, we continued staff resources for the 2022-2023 school year. Managers received targeted coaching from Noble Story on Emotional Intelligence and managing across lines of difference to support this effort. In partnership with UP Network, we were able to provide free and immediate access to teletherapy through UWill, a leading mental health and wellness solution. We also ensured there were a number of opportunities for staff to build relationships – hosting opportunities like a staff basketball team and a number of social gatherings over the course of the year.

KDE 4: Obsession with Data. Obsession with data is central to UAD's identity. Data is routinely reviewed and leveraged across all school teams. The school leadership team reviews data on a weekly basis, from reviewing reports on exclusions and referrals to monitor, analyze and problem solve around school culture, to reviewing assessment data to hone professional development focus areas for staff, to tracking calls home to ensure critical feedback loops with families are maintained and prioritized. Our staff attendance lead monitors daily attendance, chronic absenteeism, and family outreach data to support student presence and focus supports for students who are struggling with getting to school. Teachers review interim assessment data and exit tickets to inform lesson planning and reteach plans. Each Wednesday, UAD students have an early dismissal day 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 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.

Amendments to the Charter for UP Dorchester		
Date Submitted	Amendment Requested	Pending or Approved?
NA	NA	NA

CRITERION 2: ACCESS AND EQUITY UP ACADEMY BOSTON AND DORCHESTER

The linked UP Boston report for discipline: [2021-22 Student Discipline Data Report](#)

2021-22 Student Discipline UP Academy Boston					
Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	323	38	0.6	11.8	2.2
English Learner	81	12	1.2	14.8	1.2

Economically Disadvantaged	278	34	0.7	12.2	2.2
Students with Disabilities	100	16	1.0	16.0	3.0
High Needs	295	36	0.7	12.2	2.4
Female	151	18	0.7	11.9	3.3
Male	172	20	0.6	11.6	1.2
American Indian or Alaska Native	1	0	0	0	0
Asian	17	0	0	0	0
African American/Black	143	21	0.7	14.7	2.8
Hispanic/Latino	146	17	0.7	11.6	2.1
Multi-race, Non-Hispanic/Latino	4	0	0	0	0
Native Hawaiian or Pacific Islander	1	0	0	0	0
White	11	0	0	0	0

The linked UP Dorchester report for discipline: [2021-22 Student Discipline Data Report](#)

2021-22 Student Discipline UP Academy Dorchester

Student Group	Total Number of Students	Students Disciplined	Percent In-School Suspension	Percent Out-of-School Suspension	Percent Emergency Removal
All Students	674	57	1.5	7.1	1.3
English Learner	246	15	0.8	4.9	1.6
Economically Disadvantaged	585	50	1.5	7.4	1.4
Students with Disabilities	99	19	5.1	16.2	2.0
High Needs	629	52	1.6	7.0	1.3
Female	345	20	0.9	5.2	0.3
Male	329	37	2.1	9.1	2.4
American Indian or Alaska Native	1	0	0	0	0
Asian	6	1	0	0	0
African American/Black	360	38	1.7	8.9	1.9
Hispanic/Latino	280	17	1.1	5.0	0.7
Multi-race, Non-Hispanic/Latino	17	1	0	0	0
Native Hawaiian or Pacific Islander	5	0	0	0	0
White	5	0	0	0	0

The team has a number of practices that it uses, both proactively and reactively, to decrease suspensions at both schools. Proactively, all staff are trained on strong management practices and de-escalation strategies. In addition, all classes have peace corners and all students engage in regular SEL instruction. Further, the school is staffed with ample mental health support professionals and climate team members who can do check-ins, offer support and provide intervention. The student climate team meets regularly to analyze data and determine which children, staff and times of day need support. All of these efforts aim to prevent the need for student behavior that could lead to suspension.

Reactively, the climate team works to administer alternative consequences, rather than suspension, whenever possible. Some examples are family conferences, mediations, community service and increased counseling services. The dean of students and the principal analyze suspension data monthly to determine any disparities in data and adjust practices accordingly.

In recent years the school has aligned with the Boston Public Schools code of conduct and no longer suspends students in 2nd grade and below and only suspends students in grade 3 for high level incidents.

CRITERION 4: DISSEMINATION UP ACADEMY BOSTON AND DORCHESTER

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?	Result of dissemination
Operations Training and Development	Virtual and in person Meetings, Emailing, PowerPoint and excel documents	Director of Operations, Operations Manager, Office Manager, Family Liaison, Chief Operating Officer	Lawrence Public Schools, Boston Public Schools, Distinctive Schools (Chicago)	New opportunities and promotions for staff of Color
Teacher Evaluation Tools	Virtual and in person Meetings, Emailing, PowerPoint and excel documents, school visits	Principal, Dean of Curriculum and Instruction, Teachers, Chief of Schools	Lawrence Public Schools, Boston Public Schools, Distinctive Schools (Chicago)	New evaluation tool created and used
Finance and	Virtual and in person	Director of	Lawrence Public	New budgeting tools used

Budgeting	Meetings, Conference, Emailing, PowerPoint and excel documents	Operations, Chief Financial Officer	Schools, Boston Public Schools, Distinctive Schools (Chicago)	
Priority and Strategy Planning	Conference, Emailing, PowerPoint and excel documents	Principal, Director of Operations, Chief Operating Officer, Chief of Schools	Lawrence Public Schools, Boston Public Schools, Distinctive Schools (Chicago)	Set a new priority setting process for schools
Coaching methods	Virtual and in person Meetings, Conference, Emailing, PowerPoint and excel documents	Principal, Director of Operations, Chief Operating Officer, Chief of Schools	Lawrence Public Schools, Boston Public Schools, Distinctive Schools (Chicago)	Videos of best practice created and used

ACADEMIC PROGRAM SUCCESS

CRITERION 5: STUDENT PERFORMANCE UP BOSTON

The UP Boston linked report card: [2022 School Report Card](#)

The NWEA MAP assessment is used in ELA and Math. MAP is a norm-referenced measure of student growth over time that allows UAB to capture students' unique needs by measuring what students know regardless of grade level. Teachers and school leaders can see growth throughout the school year at regular intervals and adjust curriculum and instruction as needed. The OpenSciEd curriculum is aligned with the Next Generation Science Standards.

ELA Results. Achievement scores in ELA dropped after the onset of the pandemic: Winter 19/20 vs Winter 21/22 (*the Winter MAP assessment was not administered in the 2020-21 school year). In Winter 22/23, RIT scores had started to recover and were close to their pre-pandemic levels. Fall-to-Winter growth has not yet recovered. Students with disabilities and multilingual learners had lower achievement levels than their GenEd peers, but in 6th and 7th grade their growth was on par with or surpassed GenEd students.

Math Results. Achievement scores in Math dropped after the onset of the pandemic: Winter 19/20 vs Winter 20/21. The RIT scores are beginning to recover, but are not yet at their pre-pandemic levels. The last two years have seen Fall-to-Winter growth at or near the 50th percentile. Students with disabilities and multilingual learners had lower achievement level than their GenEd peers. The fall-to-winter conditional growth percentile was between 40-60% for all students except students with disabilities in 6th grade.

CRITERION 5: STUDENT PERFORMANCE UP DORCHESTER

The UP Dorchester linked report card: [2022 School Report Card](#)

The NWEA MAP assessment is used in ELA and MAP. MAP is a norm-referenced measure of student growth over time that allows UAD to capture students' unique needs by measuring what students know regardless of grade level. Teachers and school leaders can see growth throughout the school year at regular intervals and adjust curriculum and instruction as needed. The OpenSciEd unit assessments are used to assess student performance in science. The OpenSciEd curriculum is aligned with the Next Generation Science Standards.

ELA Results. Overall, achievement scores in ELA dropped after the onset of the pandemic: Winter 19/20 vs Winter 21/22 (*the Winter MAP assessment was not administered in the 2020-21 school year). By Winter 22/23, RIT scores were at or had surpassed pre-pandemic levels in all grades except grade 6 (*grade 3 did not take the winter assessment in SY22/23). Growth scores in 22/23 were also at or above 19/20 levels in grades 4, 5, and 7. Growth in grade 8 for 22/23 was just below the 19/20 level (40 vs 41.3)

Students with disabilities and multilingual learners had lower achievement levels than their GenEd peers. Students with disabilities had the lowest growth across all grades except 4th grade where they outperformed their GenEd peers.

Math Results. Achievement scores in Math dropped after the onset of the pandemic: Winter 19/20 vs Winter 20/21. The RIT scores have started to rebound and for grade 7, the average 22/23 RIT score surpassed the 19/20 score (*grade 3 did not take the winter assessment in SY22/23). Fall-to-winter growth scores were historically high in 21/22 but returned to the levels generally seen pre-pandemic (*the Fall assessment was not administered in 20/21 so fall-to-winter growth scores are not available).

Students with disabilities and multilingual learners had lower achievement levels than their GenEd peers in all grades. The fall-to-winter conditional growth percentile varied significantly by grade. In some grades, multilingual learners outperformed both GenEd students and students with disabilities (grades 5 and 8). Students with disabilities outperformed all their peers in grade 7.

CRITERION 6: PROGRAM DELIVERY UP BOSTON

UP Academy Boston's curriculum offerings are highly rated and require inquiry and discussion. For ELA students use the Navigator curriculum, Illustrative Math is used in math, the history curriculum from DESE in history and OpenSciEd in science. All subjects have aligned unit assessments to determine mastery of curriculum and standards taught. We also use MAP and interims to assess growth and mastery, and retention over time, respectively. The school goes to great lengths to make sure that staff are trained in the curricula and prepared to teach well. There is PD on curricular approaches, consistent intellectual preparation both at the unit and lesson level, and a focus on formative assessment analysis and unit and interim analysis.

The structures and curricula are the same as last year. However, what is different is the school's approach to special education inclusion. This year the team made a concerted effort to include more students in general education programming who had formerly been in sub separate. In order to do so, they dissolved two sub-separate classes and had those students included in general education classes, with additional staff members to support. One additional class with students with higher needs, included for a portion of the day.

In order to accelerate learning this year UP Academy Boston was intentional about its staffing, its schedule and its instructional routines. This year they staffed a reading interventionist and a math interventionist. They have intervention as part of the daily schedule and students have access to Lexia and MyPath (for math). On top of this, staff review data daily in order to see what is not being mastered and so they can effectively address it the next day or in coming days, helping to fill any gaps they observe.

CRITERION 6: PROGRAM DELIVERY UP DORCHESTER

UP Academy Dorchester's middle school curriculum offerings are highly rated and require inquiry and discussion. For ELA students use the Navigator curriculum, Illustrative Math is used in math,

the history curriculum from DESE in history and OpenSciEd in science. All subjects have aligned unit assessments to determine mastery of curriculum and standards taught. We also use MAP and interims to assess growth and mastery, and retention over time, respectively. The school goes to great lengths to make sure that staff are trained in the curricula and prepared to teach well. There is PD on curricular approaches, consistent intellectual preparation both at the unit and lesson level, and a focus on formative assessment analysis and unit and interim analysis.

In elementary school, rather than Navigator, students are engaged in the EL curriculum for literacy.

The structures and curricula are the same as last year. However, what is different is the school's approach to staffing and MLL instruction. This year, there was an MLL and special education teacher for each grade and in some cases more than one. Further, this year they launched a new class for level 1 and 2 students to meet the needs of newcomers that joined the community.

In order to accelerate learning this year UP Academy Dorchester was intentional about its staffing, its schedule and its instructional routines. This year they increased the number of reading interventionists and math interventionists. They have intervention as part of the daily schedule and students have access to Lexia and ST math (elementary) and Khan (middle). On top of this, staff review data daily in order to see what is not being mastered and so they can effectively address it the next day or in coming days, helping to fill any gaps they observe. Further, in 3rd and 4th grade, it was observed that students had foundational reading skill gaps and so the staff modified the skills block from earlier grades and added that for an intervention for those who needed it.

ORGANIZATIONAL VIABILITY

CRITERION 10: FINANCE UP BOSTON



Budget vs Actual through June 30, 2023

	Jul '22 - Jun 23	Annual Budget	% of Budget
Income			
Total 4000 · Tuition	7,218,921.72	7,218,922.00	100.0%
4150 · Grants - Federal	2,104,531.29	3,075,174.00	68.44%
4700 · Investment Income	2,389.95		
4900 · Other Income	12,438.84	0.00	100.0%
Total Income	9,338,281.80	10,294,096.00	90.72%
Expense			
Total 5000 · Salary Expense	5,866,121.04	6,220,270.00	94.31%
5225 · Fringe Benefits	1,284,496.68	1,284,497.00	100.0%
5245 · Taxes	75,902.04	75,902.00	100.0%
Total 5300 · Contracted Services, Admin	823,364.96	786,180.00	104.73%
Total 5312 · Other Instructional Programming	150,520.60	286,576.00	52.52%
Total 5400 · Data and Assessment	44,493.51	47,530.00	93.61%
5413 · Nursing Services	0.00	1,131.00	0.0%

Total 5432 · Supplies & Materials	139,833.09	114,526.00	122.1%
Total 5454 · Technology and Equipment	64,733.52	60,710.00	106.63%
5514 · Maintenance of Buildings and Gr	202,977.00	202,977.00	100.0%
Total 5524 · Facilities	7,858.27	4,656.00	168.78%
5554 · Utilities	91,010.04	91,010.00	100.0%
5773 · Student Transportation (to and	530,728.04	528,068.00	100.5%
Total 5800 · Operations Expense	247,911.12	373,644.00	66.35%
5811 · BPS Purchased Services	146,418.96	146,419.00	100.0%
5962 · Staff Stipends	26,083.96	70,000.00	37.26%
5999 · Covid-19 Related Expense	0.00	0.00	0.0%
Total Expense	<u>9,702,452.83</u>	<u>10,294,096.00</u>	<u>94.25%</u>
Net Income	<u>-364,171.03</u>		



Balance Sheet at June 30, 2023

	Jun 30, 23
ASSETS	
Current Assets	
Checking/Savings	
Total Checking/Savings	1,512,609.81
Total Accounts Receivable	-1,046,072.86
Total Other Current Assets	9,920.81
Total Current Assets	476,457.76
Total Fixed Assets	209,028.36
TOTAL ASSETS	685,486.12
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Total Accounts Payable	38,499.98
Total Other Current Liabilities	22,043.53
Total Current Liabilities	60,543.51
Total Liabilities	60,543.51
Equity	
3200 · Retained Earnings	989,113.64
Net Income	-364,171.03

Total Equity	624,942.61
TOTAL LIABILITIES & EQUITY	685,486.12

FY24 Budget: Approved 7/26/2023

INCOME		
4001: BPS WSFF Allocation	\$	2,195,761
BPS Discretionary Allocations		3,258,668
4002: BPS In-Kind Contributions		2,145,694
Enrollment Reconciliation		-
4150: Federal Grant Funds		3,518,155
4180: Private Grants and Donations (UPEN)		-
4450: Contributions (Board)		-
TOTAL INCOME	\$	11,118,278

EXPENSES		
Salaries		Click for detail
5011: Administration and Ops	\$	1,112,736
5032: Instructional		2,651,044
5032: Student Support		2,555,242
<i>Subtotal Salaries</i>	<i>\$</i>	<i>6,319,022</i>
Benefits on Grant Funded Positions		330,713
5991: Salary Reserve Fund		-
<i>Total Salaries</i>	<i>\$</i>	<i>6,649,736</i>

Staff Stipends and Bonuses		Click for detail
5032: Embedded Stipends	\$	80,500
5962: Other Staff Stipends	\$	64,000
<i>Total Stipends</i>	<i>\$</i>	<i>144,500</i>

Contracted Services		Go to detail
5301: Audit	\$	23,688
5302: Legal Fees	\$	4,000
5305: Consulting Services	\$	-
5401: Professional Development	\$	119,500
5403: Administrative Internships	\$	-
5405: Placement Fees	\$	2,500
5801: UP Education Management Fee	\$	733,293
5802: MATCH Teacher Partnership	\$	-
5834: Temporary Services	\$	-
<i>Subtotal Contracted Services</i>		<i>882,981</i>

Other Instructional Programming		View detail
5314: Vacation / Weekend Tutoring	\$	-
5315: Enrichment Program	\$	1,000
5316: Summer Program	\$	14,950
5318: Special Education Services	\$	99,650
5833: Athletics	\$	9,000
5837: Field Trips	\$	5,000
Partnerships	\$	-
<i>Subtotal Other Instructional Programming</i>	<i>\$</i>	<i>129,600</i>

Assessment_and_Data	View detail
5453: SIS System	\$ 8,577
5455: Instructional Software	\$ 18,430
5952: Testing and Assessment	\$ 18,893
Subtotal Assessment and Data	45,900

Supplies	View detail
5430: Uniforms	\$ 15,000
5431: Instructional Materials	\$ 70,046
5433: Copier Paper/Toner/Staples	\$ 4,000
5436: Office Supplies	\$ 53,500
Subtotal Supplies & Materials	\$ 142,546

Technology	View detail
5451: Copier Lease and Printer Contracts	\$ 50,560
5452: Classroom IT	\$ 8,101
5456: Miscellaneous IT	\$ 6,575
Subtotal Technology	\$ 65,236

Facilities	View detail
5525: Renovations	\$ -
5526: Signage - Internal & External	\$ 1,200
5527: Custodial Overtime	\$ 2,000
5528: Furniture	\$ -
5530: Miscellaneous Facilities	\$ 1,456
Subtotal Facilities	\$ 4,656

Operations	View detail
5317: Translation/Interpreters	\$ 15,000
5701: Depreciation	\$ 128,973
5767: Interest	\$ -
5783: Transportation (ie, late buses, etc.)	\$ 24,320
5835: Staff Culture Program	\$ 34,825
5836: Community / School Engagement	\$ 38,000
5841: Student Recruitment / Outreach	\$ 71,962
5413: Nurse Substitute	\$ 1,131
5885: Insurance	\$ 23,196
5990: Miscellaneous Operating	\$ 70,024
5999: COVID-19 Related Expense	\$ -
Buffer/Reserve	\$ -
Subtotal Operations	\$ 407,430

In-Kind Expenses:	Click for detail
5225: Fringe Benefits (in kind)	1,390,185
5245: Payroll Taxes (in kind)	82,147
5811: BPS Administrative Services (in kind)	101,803
5773: Student Transportation (in kind)	367,156
5554: Utilities (in kind)	63,277
5514: Maintenance of Building and Grounds (in kind)	141,126
Subtotal In-Kind Expenses	\$ 2,145,694

TOTAL OPERATING EXPENSES	\$ 10,618,279
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OPERATING SURPLUS/(DEFICIT)	\$ 500,000
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FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	210
Number of students upon which FY24 budget tuition line is based	170
Number of expected students for FY24 first day of school	180
Please explain any variances: Boston Public Schools determines our budgets for the school year based on their internal projections. UP sets ambitious targets above that but conservatively budgets for the number BPS provides to ensure our financial viability.	

The school does not have a capital plan because the building is managed by Boston Public Schools.

CRITERION 10: FINANCE UP DORCHESTER



Budget vs Actual through June 30. 2023

	Jul '22 - Jun 23	Annual Budget	% of Budget
Income			
4000 · Tuition			
4001 · Tuition - WSFF	7,419,890	7,419,890	100%

4002 · Tuition - In Kind	4,273,601	4,273,601	100%
Total 4000 · Tuition	11,693,491	11,693,491	100%
4150 · Grants - Federal	3,090,797	3,505,315	88%
4180 · Grants - Private	14,320	0	100%
4700 · Investment Income	5,214		
4900 · Other Income	16,003	0	100%
Total Income	14,819,825	15,198,806	98%

Expense

5000 · Salaries

5032 · Salaries - Teachers	0	0	0%
5000 · Salaries - Other	8,607,697	9,041,301	95%

Total 5000 · Salaries	8,607,697	9,041,301	95%
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5225 · Fringe Benefits	1,884,343	1,884,343	100%
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5245 · Taxes	111,348	111,348	100%
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5300 · Contracted Services

5301 · Audit	36,550	23,000	159%
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5302 · Legal	4,503	50,000	9%
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5306 · Consulting Services	6,984	0	100%
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5401 · Professional Development	117,398	83,400	141%
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5403 · Administrative Internships	4,050		
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5405 · Teacher Pipeline Support	12,000	11,500	104%
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5801 · School Management Contract	765,000	765,000	100%
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Total 5300 · Contracted Services	946,485	932,900	101%
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5312 · Other Instructional Programming

5315 · Enrichment	584	1,000	58%
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5316 · Summer Program	116	15,900	1%
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5318 · Special Education Services	12,387	84,774	15%
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5320 · Partnerships	1,250	2,500	50%
5833 · Athletic Services	15,859	20,000	79%
5837 · Field Trips	15,391	20,000	77%
Total 5312 · Other Instructional Programming	45,586	144,174	32%
5400 · Data and Assessment			
5453 · Student Information System	12,695	12,235	104%
5455 · Instructional/Data Software	26,321	29,008	91%
5952 · Testing & Assessment	19,309	43,590	44%
Total 5400 · Data and Assessment	58,325	84,833	69%
5413 · Nursing Services	0	2,000	0%
5432 · Supplies & Materials			
5430 · Uniform Expense	6,581	5,000	132%
5431 · Instructional Supplies & Mat	163,995	88,427	185%
5433 · Copier Supplies	8,832	20,000	44%
5436 · Office Supplies & Materials	93,627	50,000	187%
Total 5432 · Supplies & Materials	273,036	163,427	167%
5454 · Technology and Equipment			
5451 · Copier & Printing Contracts	76,909	74,528	103%
5452 · Classroom IT	14,068	3,490	403%
5456 · Miscellaneous IT	3,101	6,029	51%
5454 · Technology and Equipment - Other	0	0	0%
Total 5454 · Technology and Equipment	94,078	84,047	112%
5514 · Maintenance of Bldg & Grounds	477,415	477,415	100%
5524 · Facilities			
5525 · Facilities Renovation	0	500	0%
5526 · Signage	4,486	1,369	328%
5527 · Custodial Overtime	0	3,500	0%

5528 · Furniture (Non-Capitalized)	1,223	1,500	82%
5530 · Misc Facilities	23,124	6,500	356%
Total 5524 · Facilities	28,833	13,369	216%
5554 · Utilities	214,060	214,060	100%
5773 · Student Transportation	1,242,048	1,242,048	100%
5800 · Operations Expense			
5317 · Interpretive/Translation Svc	1,749	5,000	35%
5421 · Dues, Licenses & Subscriptions	30		
5701 · Depreciation	95,148	114,565	83%
5757 · Interest Expense	750	6,000	13%
5783 · Travel - Tpass, Late Bus, Other	5,700	6,825	84%
5835 · Staff Culture Program	36,791	20,000	184%
5836 · Community/School Engagement	13,393	20,000	67%
5841 · Student Recruitment/Outreach	59,390	51,570	115%
5885 · Insurance Expense	31,883	23,809	134%
5990 · Misc Operating	23,118	161,634	14%
Total 5800 · Operations Expense	267,952	409,403	65%
5811 · BPS Purchased Services	344,387	344,387	100%
5962 · Staff Stipends	122,333	92,250	133%
Total Expense	14,717,927	15,241,305	97%
Net Income	101,898		



**Balance Sheet at June 30,
2023**

	<u>Jun 30, 23</u>
ASSETS	
Current Assets	
Checking/Savings	
1000 · Operating Cash	
1001 · SVB - Boston Private	87,349.35
1002 · CHASE	250,000.00
1003 · LEADER	908,341.69
1004 · Leader MMA	1,292,176.77
Total 1000 · Operating Cash	<u>2,537,867.81</u>
Total Checking/Savings	2,537,868
Accounts Receivable	
1250 · Due To/From - BPS	<u>-1,280,057</u>
Total Accounts Receivable	-1,280,057
Other Current Assets	
1300 · Prepaid Expenses	<u>13,800</u>
Total Other Current Assets	<u>13,800</u>
Total Current Assets	<u>1,271,611</u>

Fixed Assets

1520 · Building Improvements	127,461
1540 · Furniture and Fixtures	211,600
1550 · Equipment	39,835
1560 · Computers	560,356
1600 · Accumulated Depreciation	-648,581

Total Fixed Assets	290,671
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TOTAL ASSETS	1,562,282
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LIABILITIES & EQUITY**Liabilities****Current Liabilities****Accounts Payable**

2000 · Accounts Payable	30,245
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Total Accounts Payable	30,245
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Other Current Liabilities

2700 · Due To UP Education Network	22,624
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Total Other Current Liabilities	22,624
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Total Current Liabilities	52,869
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Total Liabilities	52,869
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Equity

3300 · Unrestricted Net Assets	1,398,498
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3304 · Temp. Restricted Net Assets	9,016
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Net Income	101,898
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Total Equity	1,509,412
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TOTAL LIABILITIES & EQUITY	1,562,282
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- Provide an approved school budget for FY24
 - a. Provide a detailed copy of the school's budget for FY24 including similar detail that is included in the school's audited financial statements.
 - b. Provide the date the board of trustees **voted to approve** the FY24 budget.
 - c. Please complete the table below with information from your budget submission and spring 2023 pre-enrollment process.

FY24 Budget. Approved 7/26/2023

INCOME	
4001: BPS WSFF Allocation	\$ 6,017,876
BPS Discretionary Allocations	2,598,097
4002: BPS In-Kind Contributions	4,818,797
Enrollment Reconciliation	-
4150: Federal Grant Funds	5,216,471
4180: Private Grants and Donations (UPEN)	-
4450: Contributions (Board)	\$ -
TOTAL INCOME	\$ 18,651,241

EXPENSES	
Salaries:	Click for detail
5011: Administration and Ops	\$ 1,433,005
5032: Instructional	\$ 4,671,463
5032: Student Support	\$ 4,190,190
<i>Subtotal Salaries</i>	<i>\$ 10,294,658</i>
Benefits on Grant Funded Positions	\$ 417,878
5991: Salary Reserve Fund	\$ -
<i>Total Salaries</i>	<i>\$ 10,712,536</i>

Staff Stipends and Bonuses	Click for detail
5032: Embedded Stipends	\$ 60,000
5962: Other Staff Stipends	\$ 114,750
<i>Total Stipends</i>	<i>174,750</i>

Contracted Services	Click for detail
5301: Audit	\$ 23,688
5302: Legal Fees	\$ 50,000
5401: Professional Development	\$ 155,000
5405: Teacher Pipeline Support	\$ -
MATCH Teacher Partnership	\$ -
5410: Administrative Internships	\$ -
5801: UP Education Management Fee	\$ 765,000
5834: Temporary Services	\$ -
5306: Consulting Fees	\$ 29,100
<i>Subtotal Contracted Services</i>	<i>\$ 1,022,788</i>

Other Instructional Programming	Click for detail
5314: Vacation / Weekend Tutoring	\$ -
5315: Enrichment Program	\$ 1,000
5316: Summer Program	\$ -
5318: Special Education Services	\$ 84,774
5833: Athletics	\$ 20,000
5837: Field Trips	\$ 20,000
Partnerships	\$ 5,000
<i>Subtotal Other Instructional Programming</i>	<i>\$ 130,774</i>

Assessment and Data	Click for detail
5455: Instructional/Data Software	\$ 35,071
5453: SIS System	\$ 12,235
5952: Testing and Assessment	\$ 35,955
<i>Subtotal Other Data and Assessment</i>	<i>\$ 83,260</i>

Supplies	Click for detail
5430: Uniforms	\$ 10,000
5431: Instructional Materials	\$ 102,427
5433: Copier Paper/Toner/Staples	\$ 11,000
5436: Office Supplies	\$ 59,000
<i>Subtotal Supplies & Materials</i>	<i>\$ 182,427</i>

Technology	Click for detail
1560: Staff Laptops & Software	\$ -
5451: Copier Lease and Printer Contracts	\$ 64,798
5452: Classroom IT	\$ 7,475
5456: Miscellaneous IT	\$ 14,905
Subtotal Technology	\$ 87,179

Facilities	Click for detail
5528: Furniture	\$ 14,803
5525: Renovations	\$ 500
5526: Signage - Internal & External	\$ 1,369
5527: Custodial Overtime	\$ 3,500
5530: Miscellaneous Facilities	\$ 6,500
Subtotal Facilities	\$ 26,672

Operations	Click for detail
5317: Translation/Interpreters	\$ 5,000
5413: Nurse Substitute	\$ 2,000
5701: Depreciation	\$ 118,029
5757: Interest	\$ -
5783: Transportation (ie, late buses, etc.)	\$ 17,290
5835: Staff Culture Program	\$ 49,075
5836: Community / School Engagement	\$ 40,000
5841: Student Recruitment / Outreach	\$ 51,962
5885: Insurance	\$ 29,975
5990: Miscellaneous Operating	\$ 398,728
5999: COVID-19 Related Expense	\$ -
Buffer/Reserve	\$ -
Subtotal Operations	\$ 712,059

In-Kind Expenses:	Click for detail
5225: Fringe Benefits (in kind)	\$ 2,264,825
5245: Payroll Taxes (in kind)	\$ 133,831
5811: BPS Administrative Services (in kind)	\$ 365,891
5773: Student Transportation (in kind)	\$ 1,319,601
5554: Utilities (in kind)	\$ 227,426
5514: Maintenance of Building and Grounds (in kind)	\$ 507,225
Subtotal In-Kind Expense	\$ 4,818,797

TOTAL OPERATING EXPENSES	\$ 17,951,241
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OPERATING SURPLUS/(DEFICIT)	\$ 700,000
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FY24 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	698
Number of students upon which FY24 budget tuition line is based	611
Number of expected students for FY24 first day of school	630

Please explain any variances: Boston Public Schools determines our budgets for the school year based on their internal projections. UP sets ambitious targets above that but conservatively budgets for the number BPS provides to ensure our financial viability.

The school does not have a capital plan because the building is managed by Boston Public Schools.

APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2022-2023

FAITHFULNESS TO CHARTER UP BOSTON

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: Create an excellent school culture, reflective of UP Academy Boston's mission and vision, through high expectations, high support, and joy.		
Measure: By the end of the charter term UP Academy Boston will decrease the average number of referrals per student from the 2018-19 (pre-pandemic) rate of 34.4 per student to 17.2 per student, which represents a 50% decrease.	M	In 2022-23, the average number of referrals per student was 9.5
Measure: Each year, UP Academy Boston students will rate the school at 70% or higher on Classroom Climate on the Panorama Classroom Level Survey or similar survey. At least 60% of students will respond to the survey.	NM	The Panorama Class Feedback Survey was administered in May 2023. The completion rate was 57%. The percent of students responding favorably on the Classroom Climate section was 57%. Participation rates were negatively impacted by repeated internet outages at the school.
Objective: UP Academy Boston will provide students with high-quality, rigorous instruction		
Measure: Each year, at least 85% of teachers in year 2 of employment and beyond at UP are rated as overall Proficient or above on the DESE Summative Evaluation, which is modeled after the MA Model System for Educator Evaluation Classroom Teacher Rubric.	M	In 2022-23, 96% of teachers in year 2 of employment and beyond were rated a proficient or above on the DESE summative evaluation.

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Measure: Each year UP Academy Boston students will rate the school at 70% or higher on Rigorous Classroom Expectations on the Panorama Classroom Level Survey or similar survey. At least 60% of students will respond to the survey.	NM	The Panorama Class Feedback Survey was administered in May 2023. The completion rate was 57%. The percent of students responding favorably on the Rigorous Classroom Expectations section was 66%. Participation rates were negatively impacted by repeated internet outages at the school.
Objective: UP Academy Boston will establish a robust network of supports for students, family, and staff.		
Measure: Each year, UP Academy Boston students will rate the school at 55% or higher in Self-Efficacy on Panorama's Social-Emotional Learning survey or similar survey. At least 60% of students will take the student survey.	NM	The UP Student SEL Survey was administered in May 2023. The completion rate was 31%. The percent of students responding favorably on the Self-Efficacy section was 54%. Participation rates were negatively impacted by repeated internet outages at the school.
Measure: UP Boston'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 (moved out of state, left for family reasons, left for another role in the network, continuing education).	M	UP Academy Boston retained 75% of teachers
Measure: UP Boston's commitment to supporting faculty will be reflected by retaining at least 80% of	NM	UP Academy Boston retained 67% of teachers of color.

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
teachers of color each year, excluding teachers who move for reasons unrelated to work (moved out of state, left for family reasons, left for another role in the network, continuing education).		
Measure: Every year, UP Academy Boston families will indicate a favorable perception of the school with an NPS (net promoter score) of at least 42. At least 30% of families will respond.	M	The UP-Family Survey was administered in May 2023. The completion rate was 33%. The NPS was 75.
Measure: UP Boston will have at least 7 family council meetings each year to gather family input. Over the course of each year, the average number of people in attendance at family council meetings will average at least 20.	NM	There were 9 family council meetings in the 22-23 school year. The average number of people in attendance was 15.
Measure: UP Boston will implement a calendar of at least five school-wide “joyful events” each school year for families and students to participate in, including celebrations of culture and relationship-building opportunities.	M	UP Academy Boston had more than 5 joyful events for students and families including: Back to School BBQ (Aug), Honor Roll Ceremony (Dec), Family Movie Night (Feb), Paint Night for Families (Feb), and 8th Grade Graduation (Jun)

DISSEMINATION UP BOSTON

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: UAB will share best practices about curriculum & instruction, school design & replication, school climate & culture or operational supports with other public schools, both locally and nationwide.		
Measure: UP Boston School staff and UP Education Network staff will share best practices from UP Academy Boston and the network's approach to school restart with schools and partners in the Boston area each year.	M	We partnered and shared information around operations, evaluation, and finance with Lawrence Public Schools, Boston Public Schools (The Dever, Boston Green Academy), and Distinctive Schools in Chicago
Measure: UP Boston School staff and UP Education Network staff will present best practices from UP Academy Boston and the network's approach to school restart at national conferences each year.	M	UP Attended a couple nationwide conferences to share practices in 2022-2023 that include the Broad Forum and the ASU+GSV Summit.

FAITHFULNESS TO CHARTER UP DORCHESTER

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
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.		

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
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.	M	The average Winter-to-Spring conditional growth percentile for UAD in Math was 51
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.	NM	The average Winter-to-Spring conditional growth percentile for UAD in ELA was 48
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.	NM	For schools where 50% or more of students were economically disadvantaged, the top quartile of growth in ELA on the 2023 MCAS was 53. Growth at UAD was 51, putting it in the 60th percentile
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.	NM	For schools where 50% or more of students were economically disadvantaged, the top quartile of growth in Math on the 2023 MCAS was 54. Growth at UAD was 50, putting it in the 60th percentile
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	M	Students in grades K-4 received science instruction weekly and students in grades 5-8 received science instruction daily.

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
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		
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	NM	Elementary school students had an average GPS of 2.7 and middle school students had an average grade of 77% in core classes in 2022-23
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.	NM	Elementary: 72% of students had an average TIGER score of 3 or higher. Middle: 99% of students maintained an average of 70 points or higher
Measure: UP Academy Dorchester will have an annual attendance rate of 95%.	NM	The Average Daily Attendance rate in 2022-23 was 89.3%
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.		
Measure: 80% of teachers will demonstrate proficiency by being rated proficient or exemplary on their mid-year and their end of year teaching evaluation.	NM	53% of classroom teachers were rated proficient or higher for both mid-year and end-of-year evaluations.
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	M	Teachers at UAD engaged in more than 4 data days throughout the 2022-23 school

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
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.		year. When relevant, teachers were required to submit re-teaching plans based on their review of data and feedback from observers.
Objective: UP Education Network establishes a firm and robust network of support for students, families, and staff		
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.	M	UP Academy Dorchester retained 80% of teachers
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.	M	100% of teachers implemented either the Open Circle or Second Step SEL curriculum on all full-length school days.
Measure: UP Dorchester will implement a calendar of at least five "joyful events" each school year for families and students to participate in, including celebrations of culture and relationship building opportunities.	M	UP Dorchester had more than 5 joyful events for students and families, including Trunk or Treat (Oct), Turkey Trot (Nov), Family Movie Night (Mar), Spring Performance (Jun), Middle School Science Fair (Jun)

DISSEMINATION UP DORCHESTER

	2022-23 Performance M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
Objective: UAD will share best practices about curriculum & instruction, school design & replication, school climate & culture or operational supports with other public schools, both locally and nationwide.		
Measure: UP Dorchester school staff and UP Education Network staff will share best practices from UP Academy Dorchester and the network's approach to school restart with schools and partners in the Boston area each year.	M	We partnered and shared information around operations, evaluation, and finance with Lawrence Public Schools, Boston Public Schools (The Dever, Boston Green Academy), and Distinctive Schools in Chicago
Measure: UP Dorchester school staff and UP Education Network staff will present best practices from UP Academy Dorchester and the network's approach to school restart at national conferences each year.	M	UP Attended a couple nationwide conferences to share practices in 2022-2023 that include the Broad Forum and the ASU+GSV Summit.

APPENDIX B: RECRUITMENT AND RETENTION PLAN 2023-2024

As defined in MGL c. 71, § 89 and 603 CMR 1.00, Massachusetts charter schools must receive approval from the Department for a Recruitment and Retention Plan which is updated annually. In developing the Recruitment and Retention Plan, please review the charter school regulations governing student recruitment, enrollment, and retention, found at [603 CMR 1.05](#).

"A charter school must develop a plan that includes deliberate, specific strategies the school will use to attract, to enroll, and to retain a student population that is demographically comparable to similar grades in schools from which the charter school enrolls students. Charter schools shall submit recruitment and retention plans for approval by the Department that meet the requirements of MGL c. 71, § 89; 603 CMR 1.05; and any guidelines issued by the Department" (603 CMR 1.05(1)). The charter school statute outlines certain demographic groups that must be included in all recruitment and retention plans, including: limited English proficient, special education, free lunch, and reduced-price lunch students,¹ as well as those who are sub-proficient on the MCAS, at risk of dropping out of school, have dropped out of school, or other at-risk students who should be targeted to eliminate achievement gaps. The Board of Elementary and Secondary Education will consider the extent to which the school has followed and updated its recruitment and retention plan as one of the factors in making a renewal decision (c. 71, § 89(i)).

Furthermore, as specified in MGL c. 71, § 89 (i)(3), if the school is located in a district with 10 percent or more of limited English-proficient students, the school's recruitment strategies must include a variety of outreach efforts in the most prevalent² languages of the district. **Please note that a country's official language is not an acceptable substitute for the prevalent languages in the "List of charter schools that are located in districts that enroll 10% or more of limited English proficient students" document located on the [Department website](#).** For example, translations must be provided into Cape Verdean Creole for families that list Cape Verdean Creole as their primary language. The school may not translate materials for these families into Portuguese, even though it is the country's "official" language in Cape Verde.

Please note that if the school's Recruitment and Retention Plan is not approved by November 1, 2023, it will be reflected in future ratings of Criteria 2: Access and Equity.

Resources:

- Schools must use the [Charter Analysis and Review Tool \(CHART\)](#) to successfully create the Recruitment and Retention Plan.
- The Department has created a [Compendium of Recruitment Strategies](#) to assist schools when creating Recruitment and Retention Plans.
- Please contact your school's liaison if you require assistance with the CHART tool or the creation of the Recruitment and Retention Plan.

¹ Please note: The Department now uses the term [Low-income](#).

² According to 603 CMR 1.05, "A language shall be deemed a prevalent language if it is the primary language of 1% or more of the district's total enrollment."

RECRUITMENT PLAN 2023-2024 UP BOSTON AND UP DORCHESTER

2022-23 Implementation Summary:

In 2022-2023 UP Academy Boston and Dorchester continued to face a number of ongoing challenges to the recruitment landscape. This includes overall in-district enrollment numbers, major changes to grade configuration, school locations, and feeder school patterns coming through the BuildBPS initiative. As a result, as in 2021-2022, we have needed to create both targeted and creative ways of recruiting in an inclusive way. We were successful in a lot of ways, but also saw challenges that are listed below.

Successes:

- Direct mailers to all BPS students in grades K0-7 translated into multiple languages that contained information and applications
- Organic and paid social media content
- MBTA bus and 'T' advertisements
- Strong systems of follow up with any interested people
- Leveraging current families to help recruit
- Leveraging Boston Public Schools Welcome Centers
- Strong content creation with an outside firm (Intercultural Productions) to share the story of our students and families
- Targeted events for UP Academy Holland 5th graders to promote UP Boston

Challenges:

- Continued decrease in enrollment across the district
- 6th grade recruitment for UP Boston due to the structural shift of schools from K-6 and 7-12
- Shifting demographics in South Boston where UP Boston is located
- We are improving, but we need to do better at leveraging the power of our families to help organically tell the story of our schools

We appear to be on track to meet the comparison index at this time, however, not only are we still filling seats at the school. Therefore, we will not have a full picture of our enrollment until the October 1st SIMS deadline submission.

General Recruitment Activities for 2023-24:

- Direct mailers to all BPS students in grades K0-7 translated into multiple languages that contained information and applications
- Organic and paid social media content in multiple languages
- Dropping of material in multiple languages at community centers and organizations
- MBTA bus and 'T' advertisements
- Leveraging Boston Public Schools Welcome Centers by presenting to them and sharing our information with them
- Strong content creation with an outside firm (Intercultural Productions) to share the story of our students and families and sharing that information widely through multiple platforms

Recruitment Plan – 2023-24 Strategies UP Academy Boston.

Special education students/students with disabilities

(a) CHART data

School percentage: 31.9%

GNT percentage: NA

CI percentage: 17.0%

The school is above CI percentages

(b) Continued 2022-23 Strategies

X Met GNT/CI: no enhanced/additional strategies needed

- Send letters to the families of all identified 5th grade students with disabilities and/or with IEPs in BPS emphasizing that UP Academy Boston provides:
 - Comprehensive support for all learners
 - 1:1 meetings with all families
 - Exceptional 1:1 and small sub-separate special education services
 - Safe, orderly learning environments
- Utilize SPED-PAC and/or relevant support organizations to reach families who are seeking intensive school support services
- Distribute school program fliers and packets that highlight our intention to serve a large population of students with disabilities and diverse student learners
- Attend relevant community organization meetings to address the importance of programs and services for students with disabilities and diverse student learners

(c) 2023-24 Additional Strategy(ies), if needed

Limited English-proficient students/English learners

(a) CHART data

School percentage: 22.1%

GNT percentage: NA

(b) Continued 2022-23 Strategies

X Met GNT/CI: no enhanced/additional strategies needed

Recruitment Plan – 2023-24 Strategies UP Academy Boston.	
<p>CI percentage: 13.1%</p> <p>The school is above CI percentages</p>	<ul style="list-style-type: none"> • Send letters in English, Spanish, Haitian Creole, Cape Verdean, Chinese and Vietnamese to families of all 5th grade EL students in BPS with an emphasis on UP Academy Boston's: <ul style="list-style-type: none"> ◦ EL program and support services ◦ 1:1 and small-group services ◦ Safe, orderly learning environments • Translating general recruitment outreach documents into Spanish, Cape Verdean, Haitian Creole, Vietnamese, and Chinese • Target outreach to organizations and businesses that serve families that speak languages other than English • Distribute non-English language fliers to BPS for sharing through Welcome Centers
	(c) 2023-24 Additional Strategy(ies), if needed
Students eligible for free or reduced lunch (Low-income)	
<p>(a) CHART data</p> <p>School percentage: 85.9%</p> <p>GNT percentage: 56.7%</p> <p>CI percentage: 61.9%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <p>All students are eligible for free or reduced lunch in BPS, so there is no specific strategy needed in this category</p>
	(c) 2023-24 Additional Strategy(ies), if needed
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2022-2023 Strategies</p> <p>Send letters to families of 5th grade students in BPS emphasizing:</p> <ul style="list-style-type: none"> • Academic supports for all students, including diverse student learners • Rigorous academic and behavioral expectations • Unique partnership with BPS and high-performing charter and district schools nation-wide

Recruitment Plan – 2023-24 Strategies UP Academy Boston.	
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2022-2023 Strategies</p> <ul style="list-style-type: none"> Request from BPS data related to attendance history and 3rd grade ELA MCAS scores, which research has shown correlates to eventual dropout likelihood; if such data cannot be made available to UP Academy Boston prior to enrollment, we will review said data upon a student's enrollment to ensure s/he receives the appropriate support Send letters to families of all current Boston 5th grade students in UAB's catchment area, emphasizing the school's rigorous academic program, supportive behavioral expectations, and partnership with BPS
<p>OPTIONAL</p> <u>Other groups of students who should be targeted to eliminate the achievement gap</u>	<p>(g) Continued 2022-2022 Strategies</p> <ul style="list-style-type: none"> Distribute fliers to residents in South Boston, emphasizing key programmatic elements such as UP Academy Boston's: Supportive discipline and structure Rigorous curriculum Advisory program High school placement counselor Social emotional supports

Recruitment Plan – 2023-24 Strategies UP Academy Dorchester	
Special education students/students with disabilities	
<p>(a) CHART data</p> <p>School percentage: 11.1%</p> <p>GNT percentage: 16.4%</p> <p>CI percentage: 16.7%</p> <p>The school is below CI/GNT percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> Highlighting our commitment to serving all students during outreach Offering 1:1 support related to special education services Offering 1:1 support to families enrolling in our school to ensure families understand how their children will be supported by various staff Connecting families directly with the Special Education team to discuss how UP Academy Dorchester can best support their child Utilizing SPED-PAC and/or relevant support organizations Highlight supports for all students in social media posts (2 years) Special education staff attend recruitment events to connect with families (2 years)

Recruitment Plan – 2023-24 Strategies UP Academy Dorchester	
	<ul style="list-style-type: none"> • Additional promotional materials providing more detailed information about special education supports for students (ongoing) • Build in school capacity in instructional, cultural, and general expertise in order to support enrollment and retention of SPED applicants (ongoing) • Appoint a Dean of Student Experience role in order to further focus on centering the student experience and restorative justice practices in all leadership team decision making processes.
	<p style="text-align: center;">(c) 2023-24 Additional Strategy(ies), if needed</p> <p>X Did Not Meet GNT/CI: enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Leverage our design team to focus on students with disabilities to enhance their experience and successes • Build out more recruitment materials showcasing our ability to serve diverse students • Showcase parents and their success and satisfaction with the school, especially those that have students with IEPs
Limited English-proficient students/English learners	
<p style="text-align: center;">(a) CHART data</p> <p>School percentage: 37.1%</p> <p>GNT percentage: 23,9%</p> <p>CI percentage: 25.3%</p> <p>The school is above CI percentages</p>	<p style="text-align: center;">(b) Continued 2022-23 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Highlighting our commitment to serving all students during outreach • Offering 1:1 support related to services to LEP students • Translating general recruitment outreach documents into Spanish, Cape Verdean, Haitian Creole, Vietnamese, Chinese, and Somali • Leveraging partnerships with community members and organizations that serve families that speak languages other than English • Providing translation services at informational events, when needed, to ensure all families receive the same information • Targeting outreach to organizations and businesses that serve families that speak languages other than English • Increase scope of outreach to English Language Learner community partners to move beyond targeted materials to including dedicated events with opportunities for question and answer sessions • Gather feedback from current LEP families on additional outreach strategies.
	<p style="text-align: center;">(c) 2023-24 Additional Strategy(ies), if needed</p>

Recruitment Plan – 2023-24 Strategies UP Academy Dorchester	
Students eligible for free or reduced lunch (Low-income)	
<p>(a) CHART data</p> <p>School percentage: 82.1%</p> <p>GNT percentage: 61.7%</p> <p>CI percentage: 64.9%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>(b) Continued 2022-23 Strategies</p> <p>X Met GNT/CI: no enhanced/additional strategies needed</p> <p>All students are eligible for free or reduced lunch in BPS, so there is no specific strategy needed in this category</p>
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) Continued 2022-2023 Strategies</p> <p>Work with the district to appropriately target current BPS students with mailing outreach, ensuring students within the district are aware of the opportunity to apply to UP Academy Dorchester</p>
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) Continued 2022-2023 Strategies</p> <p>Work with district and partner organization(s) to understand the population of students in grades K1-8 who have a higher chance of dropping out and provide assistance</p>
<p>OPTIONAL</p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2022-2022 Strategies</p> <ul style="list-style-type: none"> Request support from community partners to identify opportunities to present information and to connect with students that may benefit from enrolling at UP Academy Dorchester Work to recruit staff that represent diverse groups to represent UP Academy Dorchester at recruiting fairs and other events

RETENTION PLAN 2023-2024 UP BOSTON AND DORCHESTER

UP Boston and Dorchester Retention Planning

2022-23 Implementation Summary:

There were many successes and challenges with the retention plan for implementation this year in 2022-2023. The things that we know worked were:

- Strong relationships with staff and students
- Family engagement practices
- Lowering exclusion practices and having kids spend more time in class
- Focus on strong academic results

We still have had challenges and are continuing to try and grow from them. The areas where we need to get better are:

- Better at attendance initiatives and incentives
- Further improve our SEL practices
- Better intervention to improve academic outcomes
- More intentional joy for students and families

Overall Student Retention Goal UP Boston	
Annual goal for student retention (percentage):	80%

Overall Student Retention Goal UP Dorchester	
Annual goal for student retention (percentage):	85%

Retention Plan UP Boston – 2023-24 Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 15.5%</p> <p>Third Quartile: 18.2%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2021-2022 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Retain students in this group at a level comparable to our overall retention rate. • Intervention program targeting reading fluency, comprehension, mathematical fluency and conceptual understanding. • Teacher evaluation criteria related to knowledge of student disabilities and their academic growth. • Continued professional development for staff to increase skills of materials differentiation through whole school professional development and instructional coaching • Collect detailed information from students with disabilities and their families regarding reasons for attrition. Ways to gather include: <ul style="list-style-type: none"> ◦ Targeted Student/Family survey questions to current students ◦ Capturing detailed feedback from transferring students • Leverage data from families to better implement strategies for retention • Targeted opportunities to build community with students with disabilities and their families outside of the regular school schedule. Outreach might include: <ul style="list-style-type: none"> ◦ Additional staff support to ensure regularity of communication with parents • Scheduled events to build community, such as a targeted open house/tour night, Question and Answer sessions, or classroom celebrations/showcases.
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p>
	<p>Limited English-proficient students/English learners</p>
<p><u>(a) CHART data</u></p>	<p>(b) Continued 2022-23 Strategies</p>

Retention Plan UP Boston – 2023-24 Strategies	
<p>School percentage: 20.9%</p> <p>Third Quartile: 16.1%</p> <p>The school's attrition rate is <u>above/at/below</u> third quartile percentages.</p>	<ul style="list-style-type: none"> • Ensure family communication is provided in families' native languages as requested and available • Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers • Dedicate additional staff to EL student support to increase both programming and family communication for families • Increase the percentage of faculty who speak a second language common among the school's ELs. • Leverage RTI process
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p> <p>X Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Shift hiring practices to focus on more diverse staff • Partner with our Family Board members to understand better specific needs of the community • Be even more proactive with language translations in both written and verbal methods • Intentional celebrations of diverse backgrounds

Students eligible for free or reduced lunch (low-income)	
<p><u>(a) CHART data</u></p> <p>School percentage: 21.4%</p> <p>Third Quartile: 20.4%</p> <p>The school's attrition rate is above third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Partner with cafeteria staff to ensure all families have appropriate information • Connect with families that may need additional support through advisor calls to ensure families are aware of available supports • Leverage school-based Family and Community Coordinator and network Director of Family and Community Engagement to further connect families to resources • Increase family events to build stronger school community, through events such as <ul style="list-style-type: none"> ◦ Picnics or gatherings ◦ Classroom celebrations ◦ Cultural food festivals • Leverage technology to reach out to families and build relationships. DeansList data system now has the capacity to create email listservs, for outreach to parents. Now can add email communication as another avenue for teachers and the school to connect with families

	<ul style="list-style-type: none"> • Addition of a Dean of Student Experience to the UAB Leadership team in order to further bolster the lens of expertise in restorative justice and student supports in all strategic school decisions (ongoing) • School-side priority of cultivating community and a sense of belonging, including: • Continue to invest in planned Joy Committee working group to enhance opportunities for the school, students, and families to build deeper connections (2-3 years) • Executing on several new counseling/affinity mentorship programs specifically supporting high risk and high needs students at UAB (ongoing) • Further implementation of social emotional curriculum (2 years) <p style="text-align: center;">(c) 2023-24 Additional Strategy(ies), if needed</p> <p>X Above third quartile: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> • Leverage our new design team that will focus on Equity and SEL to develop solutions • Create a working group across the UP network with Family coordinators to help provide more resources for families • Leverage BPS liaison support for families to create more initiatives to make families feel welcome
<u>Students who are sub-proficient</u>	<p style="text-align: center;">(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress • Increase the faculty's skills of materials differentiation
<u>Students at risk of dropping out of school</u>	<p style="text-align: center;">(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> • Implement Social Emotional Learning Curriculum including Valor Circles. • Leverage RTI process. • Leverage SST and Crisis Team process. • Provide student access to at-risk counseling from Social Worker. • Use distinct promotion criteria for double repeaters that places the "burden of work" on the school. • Continue practice of completing FBAs and BIPs for students in need of additional supports. • Create strategic advisor relationships with those of a similar cultural or socioeconomic background.

<p>OPTIONAL</p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2022-23 Strategies</p> <ul style="list-style-type: none">• Address the needs of subgroups as they are identified.
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Retention Plan UP Dorchester – 2023-24 Strategies	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 14.0% Third Quartile: 19.6%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2022-2023 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Continued implementation of co-teaching classrooms in 2021-2022 to further integrate our students receiving special education services with their peers Dedicate additional staff to special education student support to increase programming and family communication for the families, including the addition of a Dean of Student Supports to the leadership team
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.6% Third Quartile: 17.4%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Ensure family communication is provided in families' native languages as requested and available Provide regular progress reports for LEP students related specifically to their progress during their time spent with EL support teachers Dedicate additional staff to EL student support to increase both programming and family communication for families
	<p>(c) 2023-24 Additional Strategy(ies), if needed</p>
Students eligible for free or reduced lunch (low-income)	
<p><u>(a) CHART data</u></p> <p>School percentage: 10.6% Third Quartile: 20.3%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p>(b) Continued 2022-23 Strategies</p> <p>X Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> Partner with cafeteria staff to ensure all families have appropriate information

	<ul style="list-style-type: none"> Connect families that may need additional support with our Family and Community outreach support and the Family Resource Center to ensure families are aware of available supports
	(c) 2023-24 Additional Strategy(ies), if needed
<u>Students who are sub-proficient</u>	<p>(d) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> Introduce additional systems and strategies school-wide for using and responding to data, supporting teachers' efforts to provide differentiated supports to their students based on their progress UP Academy Dorchester's high expectations for grade promotion
<u>Students at risk of dropping out of school</u>	<p>(e) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> UP Academy Dorchester's high expectations for grade promotion Connect any families expressing concerns with staying at UP Academy Dorchester with our Family and Community outreach team or another applicable leadership team members to discuss support
<p>OPTIONAL</p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) Continued 2022-23 Strategies</p> <ul style="list-style-type: none"> Address the needs of subgroups as they are identified.

APPENDIX C: SCHOOL AND STUDENT DATA TABLES
STUDENT DEMOGRAPHIC INFORMATION UP BOSTON

UAB **Enrollment by Race/Ethnicity (2022-23)**

UP Boston Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	47.4
Asian	1.9
Hispanic	45.5
Native American	0.9
White	2.8
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	1.4

UAB **Selected Populations (2022-23)**

UP Boston Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	45.5
English Language Learner	22.1
Low-income	85.9
Students with Disabilities	31.9
High Needs	90.6

ADMINISTRATIVE ROSTER AND ATTRITION DATA UP BOSTON

UP Boston Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date (if no longer employed at the school)
James Frier	Principal	07/01/2021	
Brittani Bond	Director of Operations	07/01/2021	

UP Boston Teacher and Staff Attrition for the 2022-23 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2022-23 school year	Number of departures at the end of the school year	Reason(s) for Departure

Teachers	40	4	6	relocation; involuntary for performance; new job; transition to another BPS school; health
Other Staff	32	4	10	involuntary for performance/atte ndance; new job; payroll challenges; health

STUDENT DEMOGRAPHIC INFORMATION UP DORCHESTER

UAD Enrollment by Race/Ethnicity (2022-23)

UP Dorchester Student Data by Race/Ethnicity (2022-23)	
Race/Ethnicity	Percentage of Student Body
African American	51.4
Asian	1.0
Hispanic	43.6
Native American	0.2
White	0.7
Native Hawaiian, Pacific Islander	0.3
Multi-Race, Non-Hispanic	2.9

UAD Selected Populations (2022-23)

UP Dorchester Selected Student Populations (2022-23)	
Title	Percentage of Student Body
First Language not English	49.1
English Language Learner	37.7
Low-income	82.1
Students with Disabilities	11.1
High Needs	91.2

ADMINISTRATIVE ROSTER AND ATTRITION DATA UP DORCHESTER

UP Dorchester Administrative Roster During the 2022-23 School Year			
Name	Title	Start date	End date (if no longer employed at the school)
Ariella Silverstein-Tapp	Principal	07/01/2019	
Michaela Power	Director of Operations	07/01/2019	

UP Dorchester Teacher and Staff Attrition for the 2022-23 School Year				
	Number as of the last day of the	Number of departures during	Number of departures at the	Reason(s) for Departure

	2022-23 school year	the 2022-23 school year	end of the school year	
Teachers	60	5	14	involuntary for performance/attendance; transfer to another BPS school; new job; relocation
Other Staff	45	8	8	involuntary for performance/attendance; family emergency; health; transfer to another BPS school; new job

INFORMATION ABOUT THE BOARD OF TRUSTEES

Board Membership During the 2022-23 School Year				
Name	Position on the board	Committee affiliation(s)	Number of terms served on the board	Length of each term (start and end date in MM/YY format)
Amar Kumar	Board Chair	Governance (Chair), UAB, Hiring	3	12/02/15-06/30/25
Sonia Satchell	Trustee	UAB	1	8/23/21-6/30/2025
Aisha Miller	Secretary	UAD, UAB	1	10/6/21-6/30/2024
Lana Ewing	Trustee	UAD	2	10/26/2017-06/30/24
Alisha Johnson	Trustee	UAD	1	10/15/18-6/30/25
Ali Huberlie	Vice Chair	UAD (Chair), Hiring	2	02/26/19-6/30/25
Matt Lesniak	Treasurer	Finance (Chair), Hiring, Governance	1	11/24/2020-6/30/2024
Rishi Shukla	Trustee	UAB (Chair), Hiring, Governance	1	10/6/2020-6/30/2024
Hayley Bacon	Trustee	Finance	1	1/20/2023 - 6/30/2026

Board of Trustee and Committee Meeting Notices UP Boston

Board of Trustee and Committee Meeting Notices UP Dorchester

APPENDIX D: ADDITIONAL REQUIRED INFORMATION

FACILITIES

UP Academy Boston

Address	Dates of Occupancy
215 Dorchester St, Boston MA, 02127	July 2011 - Present

Up Academy Dorchester

Address	Dates of Occupancy
25 Westville St, Dorchester MA, 02124	July 2013 - Present

ENROLLMENT

Up Academy Boston and UP Dorchester

Action	2023-24 School Year Date(s)
Student Application Deadline	March 1st, 2024
Lottery	March, 7, 2024

APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS

CONDITIONS FOR UP BOSTON

Efforts to Address Concerns Resulting in Conditions
Condition:
By December 31, 2024, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science. Should the school demonstrate significant and sustained academic improvement before 2024, the Commissioner may consider removing this condition, rather than wait until December 31, 2024.
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
<ul style="list-style-type: none">• Intentional priorities set for the school to improve academic performance with a focus on responding to student learning• Coaching of teachers to improve practice• Data analysis and response to data and assessments• Additional hires of key staff to help with intervention
Condition:
By July 31, 2021, UP Academy Charter School of Boston must conduct a comprehensive review of the school's program and submit an action plan to the Department that addresses areas in need of improvement as outlined in the Summary of Review
Actions taken by the school in 2022-23 to address the concern that resulted in the condition
<ul style="list-style-type: none">• This was completed and is continued to be evaluated by DESE

CONDITIONS FOR UP DORCHESTER

Efforts to Address Concerns Resulting in Conditions
Condition:

By December 31, 2024, the school must demonstrate that it is an academic success by providing evidence that the school has exhibited significant and sustained academic improvement in mathematics, English language arts, and science.

Actions taken by the school in 2022-23 to address the concern that resulted in the condition

- Intentional priorities set for the school to improve academic performance with a focus on responding to student learning
- Coaching of teachers to improve practice
- Data analysis and response to data and assessments
- Additional hires of key staff to help with intervention

COMPLAINTS

The Up Board of Trustees did not receive any written complaints during the 2022-2023 School year

ATTACHMENTS FOR UP BOSTON

MAP: Number of students assessed in Winter 22/23

Grade	ELA	Math
6	56	56
7	57	61
8	70	69

Trends in MAP Results

ELA:

MAP RIT ELA

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23
Gr6	203.6	203.2	Win MAP not administered for ELA	203	201.8
Gr7	211.8	209.7		203.6	205.3

Gr8	204.8	208.9		208.4	208.6
Overall	206.4	207.3		205.2	205.5

MAP Fall-to-Winter CGP ELA

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23
Gr6	31.9	43	Winter MAP not administered for ELA	43.4	37.1
Gr7	52.2	52.6		54.2	35.9
Gr8	31.1	40.1		36.8	37
Overall	37.3	45.1		44.5	36.7

Math:

MAP RIT Math

MAP RIT	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23
Gr6	211.0	207.3	203.6	203.2	204.3
Gr7	216.8	213.7	211.6	204.3	207.0
Gr8	220.1	217.9	218.8	214.8	212.6
Overall	215.8	213.1	212.2	207.9	208.3

MAP Fall-to-Winter CGP Math

MAP RIT	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23
Gr6	34.7	38.5	Fall MAP not administered for Math	49.9	41.7
Gr7	43.7	44		54.7	45.5
Gr8	37.7	40.4		52.7	56.1
Overall	38.3	40.9		52.5	48.4

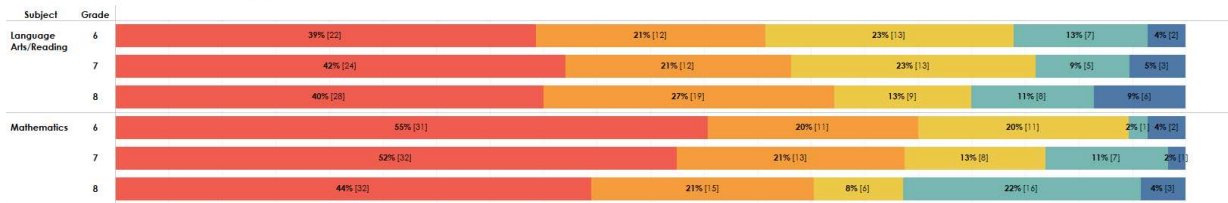
MAP Assessment by Student Group - Winter 22/23

Grade	Student Group	Language Arts/Reading		Mathematics	
		Average RIT Score	Average CGP	Average RIT Score	Average CGP
6	GenEd	209.4	35.0	210.9	44.5
	MLL	188.0	27.5	194.8	41.4
	SWD	198.1	58.7	194.9	26.9
7	GenEd	211.2	34.4	216.5	44.9
	MLL	196.9	47.9	206.6	56.6
	SWD	200.5	24.1	190.6	41.5
8	GenEd	218.2	41.7	225.4	59.2
	MLL	202.0	29.4	207.0	43.8
	SWD	195.1	28.3	191.9	49.4

MAP Results by Achievement Level - Winter 22/23

MAP Results by Achievement Level							
Subject	Achievement Quintile	Grade					
		6		7		8	
		% of Student	# of Students	% of Student	# of Students	% of Student	# of Students
Language Arts/Reading	High	4%	2	5%	3	9%	6
	HiAvg	13%	7	9%	5	11%	8
	Avg	23%	13	23%	13	13%	9
	LoAvg	21%	12	21%	12	27%	19
	Low	39%	22	42%	24	40%	28
Mathematics	High	4%	2	2%	1	4%	3
	HiAvg	2%	1	11%	7	22%	16
	Avg	20%	11	13%	8	8%	6
	LoAvg	20%	11	21%	13	21%	15
	Low	55%	31	52%	32	44%	32

Percent and number of students by grade level and percentile category



ATTACHMENTS FOR UP DORCHESTER

MAP: Number of students assessed in Winter 22/23

Grade	ELA	Math
4	69	68
5	71	70
6	56	56
7	45	46
8	45	45

ELA:

MAP RIT ELA

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23
Gr3	185.5	179.9	Win MAP not administered for ELA	182.7	
Gr4	198.5	193		193.6	194.0
Gr5	203.4	197.2		193.1	198.3
Gr6	201.5	203.3		203.7	198.5
Gr7	205.9	201.5		208.2	212.0

Gr8	208.9	212.6		202	211.6
Overall	200.5	198.1		196.6	199.2

MAP Fall-to-Winter CGP ELA

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23
Gr3	28.8	25.8	Winter MAP not administere d for ELA	52.4	
Gr4	42.3	29.5		45	35.5
Gr5	36.6	36.4		36.5	39
Gr6	47.2	37.1		41.2	26.3
Gr7	30.1	39.2		59.4	51
Gr8	34.3	41.3		28.7	40
Overall	36.8	35		43.3	37.7

Math:

MAP RIT Math

MAP RIT	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23
Gr3	188.3	185.2	183.7	184.6	
Gr4	202.9	197.7	189.5	192.4	193.6
Gr5	210.1	207.6	198.2	195.3	197.0
Gr6	204	207.2	205.7	203.1	201.3
Gr7	209.3	206.8	209	209.4	210.8
Gr8	213	218.2	210.8	214.8	214.9
Overall	204.3	203.8	198.6	198.8	201.8

MAP Fall-to-Winter CGP Math

MAP RIT	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23
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Gr3	40.4	38.8	Fall MAP not administere d for Math	59.0	
Gr4	41.5	32.5		62.4	33.6
Gr5	40.9	45.4		42.1	30.3
Gr6	37.9	32.4		30.5	35.2
Gr7	29.5	40.7		42.8	44.5
Gr8	48.6	48.0		52.7	49.6
Overall	39.7	39.3		49.2	41.3

MAP Assessment by Student Group - Winter 22/23

		Language Arts/Reading		Mathematics	
Grade	Student Group	Average RIT Score	Average CGP	Average RIT Score	Average CGP
4	GenEd	200.0	33.5	198.1	35.0
	MLL	183.5	45.1	186.1	31.1
	SWD	187.0	35.2	189.3	23.2
5	GenEd	202.0	42.0	200.7	29.7
	MLL	193.1	37.0	195.4	34.3
	SWD	193.2	31.3	186.8	27.4
6	GenEd	203.6	29.5	205.9	39.6
	MLL	192.1	24.5	196.7	32.1
	SWD	193.0	9.5	194.0	1.0
7	GenEd	214.2	54.1	213.1	44.3
	MLL	207.7	48.3	206.1	41.9
	SWD	213.0	37.0	211.0	73.8

8	GenEd	217.8	44.4	219.6	49.9
	MLL	200.0	43.4	212.4	63.0
	SWD	198.0	27.2	200.0	36.8

MAP Results by Achievement Level - Winter 22/23

MAP Results by Achievement Level											
Subject	Achievement Quintile	Grade									
		4		5		6		7		8	
		% of Student	# of Students	% of Student	# of Students	% of Student	# of Students	% of Student	# of Students	% of Student	# of Students
Language Arts/Reading	High	10%	7			2%	1	9%	4	2%	1
	HiAvg	23%	16	15%	11	11%	6	18%	8	20%	9
	Avg	9%	6	21%	15	11%	6	22%	10	27%	12
	LoAvg	25%	17	27%	19	25%	14	24%	11	13%	6
	Low	33%	23	37%	26	52%	29	27%	12	38%	17
Mathematics	High	1%	1	1%	1						
	HiAvg	13%	9	3%	2	4%	2	7%	3	7%	3
	Avg	25%	17	10%	7	11%	6	15%	7	22%	10
	LoAvg	13%	9	29%	20	14%	8	37%	17	33%	15
	Low	47%	32	57%	40	71%	40	41%	19	38%	17

Percent and number of students by grade level and percentile category

