

# **Annual Reports 2023-2024 July 29, 2024**

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SCHOOL INFORMATION: UP ACADEMY BOSTON AND UP ACADEMY DORCHESTER

UP Academy Boston			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Horace Mann III	<b>Location</b> (Municipality)	Boston, MA
<b>Regional or Non-Regional</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	2011	<b>Year(s) Renewed</b> (if applicable)	2016,2021
<b>Maximum Enrollment</b>	540	<b>Enrollment for 2023-24</b>	170
<b>Chartered Grade Span</b>	6-8	<b>Grade Span for 2023-24</b>	6-8
<b>Number of Instructional Days per School Year</b> (as stated in the charter)	180	<b>Students on Waitlist for 2023-24</b>	0
<b>Number of Instructional Days during the 2022-23 School Year</b>	180		
<b>School Hours</b>	Monday-Thursday: 7:35am – 3:00pm Friday: 7:35am – 1:00pm	<b>Age of School in 2023-24</b>	13th year
<b>Mission Statement:</b> 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.			

<b>UP Academy Dorchester</b>			
<b>Type of Charter</b> (Commonwealth or Horace Mann)	Horace Mann III	<b>Location</b> (Municipality)	Dorchester
<b>Regional or Non-Regional</b>	Non-Regional	<b>Districts in Region</b> (if applicable)	N/A
<b>Year Opened</b>	2013	<b>Year(s) Renewed</b> (if applicable)	NA
<b>Maximum Enrollment</b>	750	<b>Enrollment for 2022-23</b>	615
<b>Chartered Grade Span</b>	PK-8	<b>Grade Span for 2023-24</b>	PK-8
<b>Number of Instructional Days per School Year</b> (as stated in the charter)	180	<b>Students on Waitlist for 2023-24</b>	43
<b>Number of Instructional Days during the 2023-24 School Year</b>	180		
<b>School Hours</b>	M, T, Thurs, Fri 7:45am – 3:00pm  Wed: 7:45am – 12:30pm	<b>Age of School in 2023-24</b>	11th year
<b>Mission Statement:</b> 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 28, 2024


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 2023-2024 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. We are cautiously optimistic about our MCAS results for 2023-2024 and are confident that the results for this coming school year will continue on an upward trajectory.

As you are aware, we are merging our two charters, UP Academy Boston and UP Academy Dorchester this coming school year. That took effect officially on July 1st, 2024. We are looking forward to a smooth transition and merger for our students, staff and families and will work intentionally to take best practices from each of these schools and put them into practice.

Amar Kumar



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.

For the past few years, UP Academy Boston has focused on enhancing the student experience through continuous iteration on their approach to addressing maladaptive behaviors, and through enhancing their rewards and community building rituals.

While this work began in the 2021-2022 school year, it continued into the 2023-2024 school year. The leadership at UP Academy Boston continued to prioritize restorative and alternative consequences in all instances possible, relying heavily on student and family mediations and restorative conversations. In tandem with this, there was a heavy focus on regular events such as grade-wide community meetings, weekly raffles connected to class and individual points, and both earned and spontaneous trips and rewards.

Again we saw the impact of these decisions. Even in its final year the school benefitted from a peaceful, collegial and calm culture and minimal exclusions from class or school.

The aforementioned initiatives and approaches certainly had a positive impact on the academic culture as well, as the two are inextricably linked. The academic culture was further honed however, through sharpening the school-wide observation tools and corresponding teacher coaching. The leadership team was trained to observe first and foremost for the percent of students who are demonstrating engagement in the thinking in class, and then to examine the percent of students on track for mastery. This allowed coaching to be objective and focused on moving student learning.

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 sixth year of utilizing high, quality, standards aligned common curriculum in Math (Illustrative Math). In science, UAB implemented OpenScied (OSE) for the third year and students and teachers are deeply engaged in the inquiry, discovery driven approach to science. This past year, UAB underwent a curriculum adoption process for ELA in order to adopt the EL curriculum, which is highly rated. This curriculum adoption process began in the winter of the 2022-2023 school year. Adoption begun first through observing other schools executing EL. Then, in the spring of 2022-2023 a

unit was piloted in sixth grade. Throughout the summer leading up to the launch of the 2023-2024 school year all ELA staff participated in training on EL and its design elements so that the team could effectively launch the curriculum for this school year. The students and staff benefited from the thematic, immersive nature of the approach that is inherent to EL.

UAB continues to use assessment to progress monitor, understand and respond to student needs. In addition to exit tickets, classwork, unit assessments and homework, UAB administered assessments in math and English through the NWEA MAP assessment and through ANet.

2023 - 2024 was the last year of a three-year long priority on effective response to data. Over the past few years the team at UAB worked diligently to train teachers on using formative data to better inform instruction and lead more children to mastery. To do this, the school focused on improving daily preparation by making it connected to daily data. They solidified weekly data meetings as a sacred structure during which teams review student work to plan their responsive teacher blocks. Relatedly, this school year, the team at UAB instituted a daily targeted math and ELA block so that teachers had flexibility and time to respond to data in an individualized way, while also remaining on pace for the standards for the year.

During class, teachers continued to sharpen their data response skills. All teachers embodied the belief that their role is to notice what students need to know, relative to the lesson goal. So, in class, all teachers could be seen examining and responding live to student work, be it through individual feedback or whole class feedback. Coaches are trained to coach on the ability of staff to respond appropriately and precisely to errors seen in work to move students close to learning, and are trained in observing for the appropriate rigor level. This way, all staff in the building are working together, across different structures, to move students to meeting the demands of the standards.

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 retained the Dean of Student Experience positions that helps lead and manage all supports for students around SEL, in addition to having a number of mental health employees on staff to meet students' needs.

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. This year, the school continued to focus on inclusion for our highest need students, moving as many students into general education classrooms as possible, while still providing them with additional support in that setting so that they were set up for success.

Like in past years the UP Academy Boston operations team had 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. An alumni family is on our board as well.

Naturally, with the merge of the UAB and UAD charters and the dissolution of the UAB

campus, this was a tremendously important year for staff and family support. The team at UAB focused on providing information and support to both staff and families as often as possible. For staff, there were numerous opportunities to engage with BPS human capital office, as well as engage in mock interviews, get resume workshopping advice, engage in mock interviews and more. Families were offered numerous information sessions with school and network leadership and were offered tours for themselves and their childrens at UP Dorchester, as well as information about how to identify another school that could be a strong match for their student. Our aim during this challenging time was to support the success of our students, families and staff above all else.

Amendments to the Charter for UP Academy Boston		
Date Submitted	Amendment Requested	Pending or Approved?
July 25th, 2022	Accountability Plan for UP Boston	Approved
June 11th, 2024	Management Contract for UP Boston	Approved

**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. As has been the case since UAD's inception, high behavioral and academic expectations are inherent to the school's design. This year, the school wrapped up the last year of a three-year priority focused on responding to student learning. In terms of behavior, the school built on their priority from the prior year, relationships rooted in consistency, and further honed and refined systems, beliefs and practices to increase engagement and behavioral expectations.

Specifically, in the last year of the responding to student learning priority, teachers became expert at analyzing data in class in the moment in order to deliver the highest leverage feedback to students and the class to move students to mastery. This is a skill that UAD began training teachers on in prior years and the staff was able to get to a proficient place in the school in the 2023-2024 school year. The understanding that student data is our primary driver lived in other spaces as well. Daily preparation, coaching meetings and weekly data meetings all used student work and mastery as the driver for subsequent decision making. As a result we saw increased engagement in class and we saw a more strategic use of targeted tutoring blocks.

The team at UAD has found that as they have increased in their ability to meet student needs in class through strong feedback and access to rigorous content maladaptive student behavior



has decreased. To further increase and improve behavioral expectations though, the team built on their priority from the prior year (relationships rooted in consistency) and focused on training staff to better meet the needs of students in the classroom setting, removing students from class for behavior only when absolutely necessary. At the same time, all staff got clear and aligned on what exactly could warrant outside support so that there was a great deal of consistency room to room. The team instituted a block during the week for logical consequences and restorative planning on a weekly basis, and ensured there was time for reflection and goal setting during the SEL block. As a result of the focus on high behavioral and academic expectations UAD saw a significant decrease in student exclusions and interim assessment results indicate stronger performance than past years.

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 sixth 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 third year and students and teachers are deeply engaged in the inquiry, discovery driven approach to science. This was the second year that UAD history teachers used DESE's Investigating History curriculum. In addition to exit tickets, classwork, unit assessments and homework, UAD administered assessments in math and English through the NWEA MAP and ANet. 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.

Because the team at UAD has a sacred Weekly Data Meeting, as well as a weekly professional development block, staff reliably analyze and respond to the data gleaned from these assessments in order to make informed instructional decisions to move student learning.

KDE 3: Network of Supports. Much of what was put into place in both the 2021-2022 and 2022-2023 school years to support students emotionally and academically remains and has become core to UAD. For example, morning meetings, closing circle and bi-weekly SEL lessons in elementary school and daily advisory and bi-weekly SEL lessons in middle schools are consistent fixtures at UAD. There are also weekly structures that promote joy and community. Taken together, there is a strong tier 1 foundation for SEL. On top of this, the school has numerous mental health and behavioral health staff members to support students, as well as a Dean of Student Supports who manages these folk and the MTSS process. Through MTSS students are able to get access to therapy, group counseling and skill building and more.

Academic support at UAD is equally robust. UAD students have daily tutoring and small group time during which the highest need students are able to meet with one of the school's interventionists. UAD has two math interventionists and three reading interventionists. This team of folks works with the highest need students, as they are identified through UAD's screeners and MTSS process. This additional support allows all students to get individualized attention that matches their needs.

Like past years, UAD has a dedicated family engagement manager that has been employed by UAD since the school's inception. Not only was she instrumental in welcoming prospective families and students from UAB this year, but she also oversees attendance. She has been the force and strategist behind this aspect of the schooling, and again UAD was able to improve its average daily attendance and its chronic attendance numbers.

KDE 4: Obsession with Data. UAD's use of data is spoken to in all of the key design elements. UAD knows which data is important, where to find it and has reliable structures to analyze and respond to the data in order to meet student needs emotionally and academically. In the 2023-2024 school year the team at UAD refined their systems for data so that each type of data had a home that allowed for it to be analyzed and responded to. For example, the skills data and behavioral data drove literacy and emotional MTSS supports, respectively. Daily student work became an integral part of daily preparation. If there was a piece or set of data that allowed us to ensure students were moving to mastery of grade level standards, it had a time and space to be reliably analyzed and responded to.

<b>Amendments to the Charter for UP Dorchester</b>		
<b>Date Submitted</b>	<b>Amendment Requested</b>	<b>Pending or Approved?</b>
July 25th, 2022	Accountability Plan for UP Boston	Approved
June 11th, 2024	Management Contract for UP Boston	Approved
June 11th, 2024	MOU for UP Dorchester with BPS	Approved

**CRITERION 2: ACCESS AND EQUITY UP ACADEMY BOSTON AND DORCHESTER**

The linked UP Boston report for discipline: [2022-23 Student Discipline Data Report](#)

<b>2022-23 Student Discipline UP Academy Boston</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
<b>All Students</b>	225	26	2.7	10.7	3.1
<b>English Learner</b>	53	5			
<b>Economically Disadvantaged</b>	195	23	3.1	10.8	3.1

<b>Students with Disabilities</b>	72	10	2.8	12.5	4.2
<b>High Needs</b>	206	23	2.9	10.2	2.9
<b>Female</b>	121	15	4.1	11.6	1.7
<b>Male</b>	104	11	1.0	9.6	4.8
<b>American Indian or Alaska Native</b>	2				
<b>Asian</b>	5				
<b>African American/Black</b>	104	17	2.9	15.4	3.8
<b>Hispanic/Latino</b>	105	6	1.9	4.8	1.0
<b>Multi-race, Non-Hispanic/Latino</b>	3				
<b>Native Hawaiian or Pacific Islander</b>	10				
<b>White</b>	6	0			

The linked UP Dorchester report for discipline: [2022-23 Student Discipline Data Report](#)

<b>2021-22 Student Discipline UP Academy Dorchester</b>					
<b>Student Group</b>	<b>Total Number of Students</b>	<b>Students Disciplined</b>	<b>Percent In-School Suspension</b>	<b>Percent Out-of-School Suspension</b>	<b>Percent Emergency Removal</b>
<b>All Students</b>	643	39	1.2	5.0	0.3

<b>English Learner</b>	248	11	0.8	3.6	0.4
<b>Economically Disadvantaged</b>	546	33	0.9	5.1	0.4
<b>Students with Disabilities</b>	88	11	2.3	10.2	1.1
<b>High Needs</b>	595	36	1.0	5.0	0.3
<b>Female</b>	324	6	0.6	1.2	0.0
<b>Male</b>	319	33	1.9	8.8	0.6
<b>American Indian or Alaska Native</b>	1				
<b>Asian</b>	6	0			
<b>African American/Black</b>	332	18	1.5	4.2	0.3
<b>Hispanic/Latino</b>	281	19	1.1	5.7	0.4
<b>Multi-race, Non-Hispanic/Latino</b>	17	2			
<b>Native Hawaiian or Pacific Islander</b>	2				
<b>White</b>	4				

The team has a number of practices that it uses, both proactively and reactively as they did the previous year, to decrease suspensions at both schools. Proactively, each school has a culture team that was trained in de-escalation strategies and helped turnkey all training to staff. In addition, all classes still have peace corners and all students engage in regular SEL instruction. Further, the school is still 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 continues 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.

**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	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	Boston Public Schools, Distinctive Schools (Chicago), Bridge Boston Charter,	New evaluation tool created and used
Finance and Budgeting	Virtual and in person Meetings, Conference, Emailing, PowerPoint and excel documents	Director of Operations, Chief Financial Officer	Boston Public Schools, Distinctive Schools (Chicago), Bridge Boston Charter,	New budgeting tools used
Priority and Strategy Planning	Conference, Emailing, PowerPoint and excel documents	Principal, Director of Operations, Chief Operating Officer, Chief of Schools	Boston Public Schools, Distinctive Schools (Chicago), Bridge Boston Charter,	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	Boston Public Schools, Distinctive Schools (Chicago), Bridge Boston	Videos of best practice created and used

			Charter,	
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## ACADEMIC PROGRAM SUCCESS

### CRITERION 5: STUDENT PERFORMANCE UP BOSTON

The UP Boston linked report card: [2023 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 23/24, RIT scores continued to increase year-over-year and were close to their pre-pandemic levels. Fall-to-Winter growth surpassed pre-pandemic levels and was the highest ever seen at UAB. Students with disabilities and multilingual learners had lower achievement levels than their GenEd peers. In 8th grade, growth for students with disabilities and multilingual learners surpassed their GenEd peers. In 6th and 7th grade their growth was on par with or just below growth for 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 post-pandemic years have seen Fall-to-Winter growth at or near the 50th percentile. Students with disabilities and multilingual learners had lower achievement levels than their GenEd peers. The fall-to-winter conditional growth percentile was between 40-60% for all student groups across all grades.

### CRITERION 5: STUDENT PERFORMANCE UP DORCHESTER

The UP Dorchester linked report card: [2023 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 23/24, RIT scores were near or above pre-pandemic levels in all grades. Growth scores in 23/24 were also at or above 19/20 levels in grades 3, 4, 7, and 8. Growth in grades 5 and 6 for 22/23 were just below the 19/20 levels (34.9 vs 36.4 and 35.7 vs 37.1 respectively)

Students with disabilities and multilingual learners had lower achievement levels than their GenEd peers. Students with disabilities in 6th and 7th grade had higher levels of growth than GenEd students. Multilingual learners in 5th and 6th grade had higher levels of growth than 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 have started to rebound and in Winter 23/24, RIT scores improved year-over-year for all grades except 7th grade, where the Win 23/24 RIT was virtually the same as Win 19/20 (206.7 vs 206.8). Win 23/24 fall-to-winter growth scores surpassed pre-pandemic levels in all grades except grade 5.

Students with disabilities and multilingual learners had lower achievement levels than their GenEd peers in all grades except 3rd grade multilingual learners. Students with disabilities and/or multilingual learners had stronger fall-to-winter growth in all grades except 6th and 8th. In 8th grade, all student groups had growth above the 50th percentile.

#### **CRITERION 6: PROGRAM DELIVERY UP BOSTON**

UP Academy Boston's curriculum offerings are highly rated and require inquiry and discussion. For ELA students used EL, 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, ANet 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 school continued to refine and iterate on its approach to inclusion and program delivery to its students with the greatest level of need. Relatedly, given the high percentage of students with disabilities at UP Academy Boston, the school intentionally staffed to accommodate a higher level of need in the general education setting. Often, classes had a special educator, a general educator and an MLL teacher in the room simultaneously so that all needs could be met.

Over the years, and particularly since COVID, the staff at UP Academy Boston have noticed that the students benefit from additional targeted tutoring time in addition to core instruction. This year, given the switch to EL, the school was able to add an additional targeted block into the day, resulting in a daily ELA and math intervention block. This meant that we were able to keep pacing to cover standards, while also being responsive to foundational gaps and unfinished learning. This addition was a strategic choice that allowed us to execute our academic programming at a high level, while being responsive to the needs of the student body.

#### **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.



This year, like last year, the school has been thoughtful about staffing so that all students can get access to the academic program in a way that meets their needs. What this has resulted in is a larger number of MLL and special education teachers, and special education teachers often specializing in certain contents so that they can better target IEP goals. Last year, UP Academy Dorchester hired a number of interventionists to meet student needs and provide access to programs as well. This year those positions were retained. They served to meet foundational needs for our students receiving tier 3 interventions, and were also charged with providing guidance on the intervention block and ensuring quality across the school during intervention.

Also like last year, an intervention block is a fixture in the schedule for middle school and at two times during the elementary school day. That time is when teachers and interventionists can take a student-specific and data-informed approach to ensuring students have access to the academic program. This year, we again focused on meeting lost learning in foundational reading that manifested during COVID for our upper elementary students during one of these targeted times.

Across the instructional day the staff at UP Academy Dorchester strategically uses the schedule and their resources to ensure access to the curriculum and program.

**ORGANIZATIONAL VIABILITY**

**CRITERION 10: FINANCE UP BOSTON**

Budget vs Actual through June 30, 2024  
Published July 18, 2024

	<u>Jul '23 - Jun 24</u>	<u>Annual Budget</u>	<u>% of Budget</u>
<b>Income</b>			
4000 · Tuition			
4001 · Tuition - WSFF	5,454,429.00	5,454,429.00	100.0%
4002 · Tuition - In Kind	2,145,694.08	2,145,694.00	100.0%
<b>Total 4000 · Tuition</b>	<b>7,600,123</b>	<b>7,600,123</b>	<b>100%</b>
4150 · Grants - Federal	4,280,905	3,518,155	122%
4180 · Grants - Private	0	0	0%
4460 · Board Contributions	0	0	0%
4700 · Investment Income	53,258	0	100%
4900 · Other Income	9	0	100%
<b>Total Income</b>	<b>11,934,296</b>	<b>11,118,278</b>	<b>107%</b>
<b>Expense</b>			
5000 · Salary Expense			
5010 · Salaries	6,730,235	6,730,236	100%
5032 · Salaries - Teachers	0	0	0%
5000 · Salary Expense - Other	0	0	0%
<b>Total 5000 · Salary Expense</b>	<b>6,730,235</b>	<b>6,730,236</b>	<b>100%</b>
5225 · Fringe Benefits	1,390,185	1,390,185	100%
5245 · Taxes	82,147	82,147	100%
5300 · Contracted Services, Admin			
5301 · Audit	26,788	23,688	113%
5302 · Legal Fees	69,187	4,000	1,730%
5305 · Consulting Services	0	0	0%
5401 · Professional Development	82,664	119,500	69%
5403 · Administratives Internships	1,750	0	100%
5405 · Placement Fees	0	2,500	0%
5801 · School Management Contract	733,293	733,293	100%
5834 · Temporary Services	0	0	0%
<b>Total 5300 · Contracted Services, Admin</b>	<b>913,682</b>	<b>882,981</b>	<b>103%</b>
5312 · Other Instructional Programming			
5315 · Enrichment	1,648	1,000	165%
5316 · Summer Program	98	14,950	1%
5318 · Special Education Services	63,108	99,650	63%
5320 · Partnerships	0	0	0%
5833 · Athletic Services	7,537	9,000	84%
5837 · Field Trips	15,753	5,000	315%
<b>Total 5312 · Other Instructional Programming</b>	<b>88,144</b>	<b>129,600</b>	<b>68%</b>
5400 · Data and Assessment			
5453 · Student Information System(SIS)	4,766	8,577	56%
5455 · Instructional/Data Software	48,392	18,430	263%

**Commented [1]:** To update: Use these directions: <https://docs.google.com/document/d/1CuNKRoJX8hc3suwg5ba41cius4VSLx1J/edit#heading=h.1t3h5sf>

**Commented [2R1]:** @ahutchinson@upeducationnetwork.org to update (maybe have Ray help)

**Commented [3R1]:** @mbower@upeducationnetwork.org I'm going to email all these materials. I looked back and I think Jaime had to help us format them in the pdf rather than in the google doc, since they're a little weird.

**Commented [4R1]:** I got it and can make the change when I convert to word...so all good! Thanks!

5952 · Testing and Assessment	17,629	18,893	93%
<b>Total 5400 · Data and Assessment</b>	<b>70,787</b>	<b>45,900</b>	<b>154%</b>
5413 · Nursing Services	0	1,131	0%
<b>5432 · Supplies &amp; Materials</b>			
5430 · Uniform Expense	0	15,000	0%
5431 · Instructional Supplies and Mate	60,379	70,046	86%
5433 · Copier Supplies	4,892	4,000	122%
5436 · Office Supplies & Materials	20,452	53,500	38%
5440 · Postage	0	0	0%
<b>Total 5432 · Supplies &amp; Materials</b>	<b>85,724</b>	<b>142,546</b>	<b>60%</b>
<b>5454 · Technology and Equipment</b>			
5451 · Copier & Printer Contracts	45,373	50,560	90%
5452 · Classroom IT	2,024	8,101	25%
5456 · Miscellaneous IT	2,995	6,575	46%
<b>Total 5454 · Technology and Equipment</b>	<b>50,392</b>	<b>65,236</b>	<b>77%</b>
5514 · Maintenance of Buildings and Gr	141,126	141,126	100%
<b>5524 · Facilities</b>			
5526 · Signage - Internal & External	2,994	1,200	250%
5527 · Custodial Overtime Costs	8,134	2,000	407%
5528 · Furniture (non-capitalized)	7,594	0	100%
5530 · Miscellaneous Facilities	12,227	1,456	840%
<b>Total 5524 · Facilities</b>	<b>30,949</b>	<b>4,656</b>	<b>665%</b>
5554 · Utilities	63,277	63,277	100%
5773 · Student Transportation (to and	367,156	367,156	100%
<b>5800 · Operations Expense</b>			
5317 · Interpretive/Translation Serv.	0	15,000	0%
5701 · Depreciation	85,982	128,973	67%
5783 · Travel - Tpass, Late Bus, Othe	7,423	24,320	31%
5835 · Staff Culture Program	94,753	34,825	272%
5836 · Community/School Engagement	46,147	38,000	121%
5841 · Student Recruitment/Outreach	21,277	71,962	30%
5885 · Insurance (Non-Employee)	36,080	23,196	156%
5990 · Misc Operating	78,295	70,024	112%
<b>Total 5800 · Operations Expense</b>	<b>369,956</b>	<b>406,300</b>	<b>91%</b>
5811 · BPS Purchased Services	101,803	101,803	100%
5962 · Staff Stipends	74,000	64,000	116%
<b>Total Expense</b>	<b>10,559,564</b>	<b>10,618,280</b>	<b>99%</b>
<b>Net Income</b>	<b>1,374,732</b>		

**Balance Sheet at June 30, 2024**

Published July 18, 2024

	<u>Jun 30, 24</u>
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Checking/Savings</b>	
<b>1000 · Operating Cash</b>	
1001 · SVB - Boston Private	-4,226.07
1002 · CHASE	133,540.00
1003 · LEADER	138,326.32
1004 · Leader MMA	2,581,643.10
<b>Total 1000 · Operating Cash</b>	<u>2,849,283.35</u>
<b>Total Checking/Savings</b>	2,849,283
<b>Accounts Receivable</b>	
1250 · Due To/From - BPS	-1,339,806
<b>Total Accounts Receivable</b>	<u>-1,339,806</u>
<b>Total Current Assets</b>	1,509,478
<b>Fixed Assets</b>	
1530 · Leasehold Improvements	288,194
1540 · Furniture/Fixtures/Equip (FFE)	239,575
1560 · Computers	441,536
1570 · Software	1,550
1600 · Accumulated Depreciation	-559,238
<b>Total Fixed Assets</b>	<u>411,616</u>
<b>TOTAL ASSETS</b>	<u><u>1,921,094</u></u>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
2000 · Accounts Payable	51,551
<b>Total Accounts Payable</b>	51,551
<b>Other Current Liabilities</b>	
2700 · Due To UP Education Network	23,043
<b>Total Other Current Liabilities</b>	<u>23,043</u>
<b>Total Current Liabilities</b>	<u>74,594</u>
<b>Total Liabilities</b>	74,594
<b>Equity</b>	
3200 · Retained Earnings	471,769
Net Income	1,374,732
<b>Total Equity</b>	<u>1,846,501</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><u>1,921,094</u></u>

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2023 submission	NA
Number of students upon which FY24 budget tuition line is based	NA
Number of expected students for FY24 first day of school	NA
Please explain any variances: Up Boston is merging into UP Dorchester so there is NA for 2025	

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, 2024  
 Published July 18, 2024

	<u>Jul '23 - Jun 24</u>	<u>Annual Budget</u>	<u>% of Budget</u>
<b>Income</b>			
4000 · Tuition			
4001 · Tuition - WSFF	8,615,973.00	8,615,973.00	100.0%
4002 · Tuition - In Kind	4,818,798.36	4,818,797.00	100.0%
<b>Total 4000 · Tuition</b>	<b>13,434,771</b>	<b>13,434,770</b>	<b>100%</b>
4150 · Grants - Federal	4,480,108	5,216,471	86%
4180 · Grants - Private	14,500	0	100%
4460 · Board Contributions	0	0	0%
4700 · Investment Income	90,017		
4900 · Other Income	1,170	0	100%
<b>Total Income</b>	<b>18,020,567</b>	<b>18,651,241</b>	<b>97%</b>
<b>Expense</b>			
5000 · Salaries			
5032 · Salaries - Teachers	0	0	0%
5000 · Salaries - Other	10,772,536	10,772,536	100%
<b>Total 5000 · Salaries</b>	<b>10,772,536</b>	<b>10,772,536</b>	<b>100%</b>
5225 · Fringe Benefits	2,264,825	2,264,825	100%
5245 · Taxes	133,831	133,836	100%
5300 · Contracted Services			
5301 · Audit	26,788	23,688	113%
5302 · Legal	36,045	50,000	72%
5306 · Consulting Services	24,298	29,100	83%
5401 · Professional Development	232,225	155,000	150%
5403 · Administrative Internships	5,750		
5405 · Teacher Pipeline Support	0	0	0%
5801 · School Management Contract	850,000	765,000	111%
<b>Total 5300 · Contracted Services</b>	<b>1,175,106</b>	<b>1,022,788</b>	<b>115%</b>
5312 · Other Instructional Programming			
5315 · Enrichment	0	1,000	0%
5316 · Summer Program	0	0	0%
5318 · Special Education Services	29,714	84,774	35%
5320 · Partnerships	3,915	5,000	78%
5833 · Athletic Services	9,445	20,000	47%
5837 · Field Trips	43,183	20,000	216%
<b>Total 5312 · Other Instructional Programming</b>	<b>86,257</b>	<b>130,774</b>	<b>66%</b>
5400 · Data and Assessment			
5453 · Student Information System	14,822	12,235	121%
5455 · Instructional/Data Software	47,954	35,071	137%

5952 · Testing & Assessment	17,120	35,956	48%
<b>Total 5400 · Data and Assessment</b>	<b>79,897</b>	<b>83,262</b>	<b>96%</b>
5413 · Nursing Services	0	0	0%
<b>5432 · Supplies &amp; Materials</b>			
5430 · Uniform Expense	1,729	10,000	17%
5431 · Instructional Supplies & Mat	76,562	102,427	75%
5433 · Copier Supplies	7,069	11,000	64%
5436 · Office Supplies & Materials	88,572	59,000	150%
<b>Total 5432 · Supplies &amp; Materials</b>	<b>173,932</b>	<b>182,427</b>	<b>95%</b>
<b>5454 · Technology and Equipment</b>			
5451 · Copier & Printing Contracts	79,044	64,798	122%
5452 · Classroom IT	12,821	7,475	172%
5456 · Miscellaneous IT	6,526	14,905	44%
5454 · Technology and Equipment - Other	1,455	0	100%
<b>Total 5454 · Technology and Equipment</b>	<b>99,846</b>	<b>87,178</b>	<b>115%</b>
5514 · Maintenance of Bldg & Grounds	507,225	507,225	100%
<b>5524 · Facilities</b>			
5525 · Facilities Renovation	0	500	0%
5526 · Signage	6,396	1,369	467%
5527 · Custodial Overtime	0	3,500	0%
5528 · Furniture (Non-Capitalized)	8,757	14,803	59%
5530 · Misc Facilities	32,094	6,500	494%
<b>Total 5524 · Facilities</b>	<b>47,247</b>	<b>26,672</b>	<b>177%</b>
5554 · Utilities	227,426	227,426	100%
5773 · Student Transportation	1,319,601	1,319,601	100%
<b>5800 · Operations Expense</b>			
5317 · Interpretive/Translation Svc	551	5,000	11%
5701 · Depreciation	123,277	118,029	104%
5757 · Interest Expense	0	0	0%
5783 · Travel - Tpass, Late Bus, Other	14,630	17,290	85%
5835 · Staff Culture Program	48,197	49,075	98%
5836 · Community/School Engagement	39,639	40,000	99%
5841 · Student Recruitment/Outreach	65,177	51,962	125%
5885 · Insurance Expense	45,731	29,975	153%
5990 · Misc Operating	45,540	161,634	28%
<b>Total 5800 · Operations Expense</b>	<b>382,742</b>	<b>472,965</b>	<b>81%</b>
5811 · BPS Purchased Services	365,891	365,891	100%
5962 · Staff Stipends	104,050	114,750	91%
5999 · Covid-19 Related Expenses	0	0	0%
<b>Total Expense</b>	<b>17,740,411</b>	<b>17,712,156</b>	<b>100%</b>
<b>Net Income</b>	<b>280,156</b>		

Balance Sheet at June 30, 2024  
Published July 18, 2024

	<u>Jun 30, 24</u>
<b>ASSETS</b>	
Current Assets	
Checking/Savings	
1000 · Operating Cash	
1001 · SVB - Boston Private	-2,867.57
1002 · CHASE	250,000.00
1003 · LEADER	166,932.97
1004 · Leader MMA	3,339,160.92
Total 1000 · Operating Cash	<u>3,753,226.32</u>
Total Checking/Savings	3,753,226
Accounts Receivable	
1250 · Due To/From - BPS	<u>-2,271,312</u>
Total Accounts Receivable	-2,271,312
Other Current Assets	
1300 · Prepaid Expenses	15,926
Total Other Current Assets	<u>15,926</u>
Total Current Assets	1,497,840
Fixed Assets	
1520 · Building Improvements	127,461
1540 · Furniture and Fixtures	261,751
1550 · Equipment	39,835
1560 · Computers	407,445
1600 · Accumulated Depreciation	<u>-553,500</u>
Total Fixed Assets	<u>282,993</u>
<b>TOTAL ASSETS</b>	<u><b>1,780,832</b></u>
<b>LIABILITIES &amp; EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 · Accounts Payable	73,988
Total Accounts Payable	73,988
Credit Cards	
2023 · Divvy - Spend & Expense	2,065
Total Credit Cards	2,065
Other Current Liabilities	
2700 · Due To UP Education Network	23,302
Total Other Current Liabilities	<u>23,302</u>
Total Current Liabilities	99,355
Total Liabilities	99,355
Equity	
3300 · Unrestricted Net Assets	1,392,306
3304 · Temp. Restricted Net Assets	9,016
Net Income	280,156
Total Equity	<u>1,681,477</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<u><b>1,780,832</b></u>



<b>SURPLUS/ (DEFICIT)</b>	<b>(830,000)</b>
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**FY25 Budget**

<b>INCOME</b>	
4001: BPS WSFF Allocation + Base Allocation	\$ 6,772,150
BPS Discretionary Allocations	2,096,525
4002: BPS In-Kind Contributions	4,614,121
Enrollment Reconciliation	-
4150: Federal Grant Funds	2,248,201
4180: Private Grants and Donations (UPEN)	-
4450: Contributions (Board)	\$ -
<b>TOTAL INCOME</b>	<b>\$ 15,730,997</b>

<b>EXPENSES</b>	
<b>Salaries:</b>	<a href="#">Click for detail</a>
5011: Administration and Ops	\$ 1,751,903
5032: Instructional	\$ 4,584,298
5032: Student Support	\$ 4,049,007
<i>Subtotal Salaries</i>	\$ 10,385,209
Benefits on Grant Funded Positions	\$ 242,486
5991: Salary Reserve Fund	\$ (624,760)
<i>Total Salaries</i>	\$ 10,002,935

<b>Staff Stipends and Bonuses</b>	<a href="#">Click for detail</a>
5032: Embedded Stipends	\$ 42,500
5962: Other Staff Stipends	\$ 115,772
<i>Total Stipends</i>	158,272

<b>Contracted Services</b>	<a href="#">Click for detail</a>
5301: Audit	\$ 25,000
5302: Legal Fees	\$ 50,000
5401: Professional Development	\$ 23,750
5405: Teacher Pipeline Support	\$ -
MATCH Teacher Partnership	\$ -
5410: Administrative Internships	\$ -
5801: UP Education Management Fee	\$ 850,000
5834: Temporary Services	\$ -
5306: Consulting Fees	\$ 6,000
<i>Subtotal Contracted Services</i>	\$ 954,750

<b>Other Instructional Programming</b>	<a href="#">Click for detail</a>
5314: Vacation / Weekend Tutoring	\$ -
5315: Enrichment Program	\$ 31,000
5316: Summer Program	\$ -
5318: Special Education Services	\$ 84,774
5833: Athletics	\$ 20,000
5837: Field Trips	\$ 20,000
Partnerships	\$ -
<i>Subtotal Other Instructional Programming</i>	\$ 155,774

<b>Assessment and Data</b>	<a href="#">Click for detail</a>
5455: Instructional/Data Software	\$ 39,974
5453: SIS System	\$ 14,950
5952: Testing and Assessment	\$ 20,955
<i>Subtotal Other Data and Assessment</i>	\$ 75,878

<b>Supplies</b>	<a href="#">Click for detail</a>
5430: Uniforms	\$ 10,000
5431: Instructional Materials	\$ 62,920
5433: Copier Paper/Toner/Staples	\$ 10,000
5436: Office Supplies	\$ 69,000
<b>Subtotal Supplies &amp; Materials</b>	<b>\$ 151,920</b>

<b>Technology</b>	<a href="#">Click for detail</a>
1560: Staff Laptops & Software	\$ -
5451: Copier Lease and Printer Contracts	\$ 64,798
5452: Classroom IT	\$ 12,250
5456: Miscellaneous IT	\$ 14,041
<b>Subtotal Technology</b>	<b>\$ 91,090</b>

<b>Facilities</b>	<a href="#">Click for detail</a>
5528: Furniture	\$ 1,680
5525: Renovations	\$ 500
5526: Signage - Internal & External	\$ 1,369
5527: Custodial Overtime	\$ 3,500
5530: Miscellaneous Facilities	\$ 6,500
<b>Subtotal Facilities</b>	<b>\$ 13,549</b>

<b>Operations</b>	<a href="#">Click for detail</a>
5317: Translation/Interpreters	\$ 1,000
5413: Nurse Substitute	\$ 2,000
5701: Depreciation	\$ 126,423
5757: Interest	\$ -
5783: Transportation (ie, late buses, etc.)	\$ 17,290
5835: Staff Culture Program	\$ 50,000
5836: Community / School Engagement	\$ 30,000
5841: Student Recruitment / Outreach	\$ 55,868
5885: Insurance	\$ 39,975
5990: Miscellaneous Operating	\$ 20,152
5999: COVID-19 Related Expense	\$ -
Buffer/Reserve	\$ -
<b>Subtotal Operations</b>	<b>\$ 342,707</b>

<b>In-Kind Expenses:</b>	<a href="#">Click for detail</a>
5225: Fringe Benefits (in kind)	\$ 2,284,746
5245: Payroll Taxes (in kind)	\$ 135,008
5811: BPS Administrative Services (in kind)	\$ 331,757
5773: Student Transportation (in kind)	\$ 1,196,495
5554: Utilities (in kind)	\$ 206,210
5514: Maintenance of Building and Grounds (in kind)	\$ 459,906
<b>Subtotal In-Kind Expense</b>	<b>\$ 4,614,121</b>

<b>TOTAL OPERATING EXPENSES</b>	<b>\$ 16,560,996</b>
<b>OPERATING SURPLUS/(DEFICIT)</b>	<b>\$ (830,000)</b>

FY25 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 15, 2024 submission	650
Number of students upon which FY25 budget tuition line is based	684
Number of expected students for FY25 first day of school	684
Please explain any variances: Boston Public Schools determines our budgets for the school year based on their internal projections. More students have been planning to come to UP Dorchester from UP Boston after the merger.	

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

**APPENDIX A: ACCOUNTABILITY PLAN EVIDENCE 2023-2024**

**FAITHFULNESS TO CHARTER UP BOSTON**

	<b>2023-24 Performance</b>  M (Met) NM (Not Met)	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
<b>Objective:</b> Create an excellent school culture, reflective of UP Academy Boston's mission and vision, through high expectations, high support, and joy.		
<b>Measure:</b> 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.	<b>M</b>	In 2023-24, the average number of referrals per student was 14.1
<b>Measure:</b> 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.	<b>NM</b>	The Panorama Class Feedback Survey was administered in May 2024. The completion rate was 20%. The percent of students responding favorably on the Classroom Climate section was 54%.
<b>Objective:</b> UP Academy Boston will provide students with high-quality, rigorous instruction		
<b>Measure:</b> <i>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 <a href="#">MA Model System for Educator Evaluation Classroom Teacher Rubric</a>.</i>	<b>M</b>	In 2023-24, 100% of teachers in year 2 of employment and beyond were rated a proficient or above on the DESE summative evaluation.
<b>Measure:</b> 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.	<b>NM</b>	The Panorama Class Feedback Survey was administered in May 2024. The completion rate was 20%. The percent of students responding favorably on the Rigorous Classroom Expectations section was 73%.

	2023-24 Performance	Evidence (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
<b>Objective:</b> UP Academy Boston will establish a robust network of supports for students, family, and staff.		
<b>Measure:</b> 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 2024. The completion rate was 70%. The percent of students responding favorably on the Self-Efficacy section was 51%.
<b>Measure:</b> 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).	NM	UP Academy Boston was consolidated into UP Academy Dorchester at the end of the 2023-20224 school year. As a result, the retention rate is 0%.
<b>Measure:</b> UP Boston's commitment to supporting faculty will be reflected by retaining at least 80% of 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).	NM	UP Academy Boston was consolidated into UP Academy Dorchester at the end of the 2023-20224 school year. As a result, the retention rate is 0%.
<b>Measure:</b> 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	NM	UP Academy Boston was consolidated into UP Academy Dorchester at the end of the 2023-20224 school year. As a result, it did not make sense to administer the NPS survey to families
<b>Measure:</b> 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.	M	Parents attended meetings throughout the year. The majority of these meetings were based on the merger of UP Boston and UP Dorchester
<b>Measure:</b> 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	M	UP Academy Boston had more than 5 joyful events for students and families

	<b>2023-24 Performance</b>	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
celebrations of culture and relationship-building opportunities.		including: Back to School Family Meet & Greet (Sept), Trunk or Treat (Oct), Pi Day Celebration (Mar), Tie-Dye T-shirt Event (May), and 8th Grade Graduation (Jun)

**DISSEMINATION UP BOSTON**

	<b>2023-24 Performance</b>	<b>Evidence</b> (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
<b>Objective:</b> 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.		
<b>Measure:</b> 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.		We partnered and shared information around operations, evaluation, and finance with Bridge Boston, Boston Public Schools (The Dever, Boston Green Academy), and Distinctive Schools in Chicago
<b>Measure:</b> 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.		UP Attended a couple nationwide conferences to share practices in 2023-2024 that include the Broad Forum and the ASU+GSV Summit.

**FAITHFULNESS TO CHARTER UP DORCHESTER**

	2023-24 Performance  M (Met) NM (Not Met)	Evidence (Include detailed evidence with supporting data or examples.)
<b>Objective:</b> UAD will hold a high level of academic and behavioral expectations in an atmosphere of enthusiasm and joy.		
<b>Measure:</b> By the end of the charter term UP Academy Dorchester will decrease the average number of referrals per student from the 2021-22 rate of 19.6 per student to 14.7 per student, which represents a 25% decrease.	NM	In 2023-24, the average number of referrals per student was 20.3
<b>Measure:</b> By the end of the charter term, UP Academy Dorchester students will rate the school and classroom climate at 55% favorable or higher on the Panorama Class Feedback Survey or similar survey. At least 60% of students will respond to the survey.	M	The Panorama Class Feedback Survey was administered in May 2024. The completion rate was 87%. The percent of students responding favorably on the Classroom Climate section was 56%.
<b>Objective:</b> UP Academy Dorchester will provide students with high-quality, rigorous instruction		
<b>Measure:</b> <b>Instruction</b> - Each year, at least 80% of teachers in year 2 of employment and beyond at UP and who were offered a contract for the next school year are rated as overall Proficient or above on their Summative Evaluation, which is modeled after the MA Model System for Educator Evaluation Classroom Teacher Rubric.	M	In 2023-24, 92% of teachers in year 2 of employment and beyond were rated a proficient or above on the DESE summative evaluation.
<b>Measure:</b> Each year UP Academy Dorchester students will rate the school at 70% favorable 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 2024. The completion rate was 87%. The percent of students responding favorably on the Rigorous Classroom Expectations section was 68%. Progress was made towards the 5-year goal of achieving 70% or higher

	2023-24 Performance	Evidence (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
<b>Objective:</b> UP Academy Dorchester will establish a robust network of supports for students, family, and staff.		
<b>Measure:</b> By the end of the charter term, UP Academy Dorchester students will rate the school at 55% favorable 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 June 2024. The completion rate was 37%. The percent of students responding favorably on the Self-Efficacy section was 52%. Progress was made towards the 5-year goal.
<b>Measure:</b> 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 (moved out of state, left for family reasons, left for another role in the network, continuing education).	M	84% of staff have a signed contract for SY2024-25 as of July 16, 2024.
<b>Measure:</b> UP Dorchester's commitment to supporting faculty will be reflected by retaining at least 75% of 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).	M	88% of staff of color have a signed contract for SY2024-25 as of July 16, 2024.
<b>Measure:</b> Every year, UP Academy Dorchester families will indicate a favorable perception of the school with an NPS (net promoter score) of at least 40. At least 30% of families will respond.	NM	The Family NPS Survey was administered in June 2024. The completion rate was 4%. The percent of students responding favorably on the Self-Efficacy section was 74%. The school is examining way to encourage increased participation from families.
<b>Measure:</b> UP Dorchester will implement a calendar of at least five school-wide "joyful events" each school year for families and students to participate in, including	M	UP Academy Dorchester had more than 5 joyful events for students and families including: Tiger Day (Oct), Trunk or Treat (Oct), Fall Feast



	2023-24 Performance	Evidence (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
celebrations of culture and relationship-building opportunities.		(Nov), Family Literacy Night (Feb), Black History Month Celebration (Feb), Animal Dance Kingdom Joy Event (Mar)

**DISSEMINATION UP DORCHESTER**

	2023-24 Performance	Evidence (Include detailed evidence with supporting data or examples.)
	M (Met) NM (Not Met)	
<b>Objective:</b> 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.		
<b>Measure:</b> 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.		We partnered and shared information around operations, evaluation, and finance with Bridge Boston, Boston Public Schools (The Dever, Boston Green Academy), and Distinctive Schools in Chicago
<b>Measure:</b> 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.		UP Attended a couple nationwide conferences to share practices in 2023-2024 that include the Broad Forum and the ASU+GSV Summit.

**APPENDIX B: RECRUITMENT AND RETENTION PLAN 2023-2024**

**RECRUITMENT PLAN 2024-2025 UP BOSTON AND UP DORCHESTER**

**2023-24 Implementation Summary:**

In 2023-2024 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 2022-2023, 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 1<sup>st</sup> SIMS deadline submission.

**General Recruitment Activities for 2024-25:**

Because there is a merger of UP Boston into UP Dorchester for the 2024-2025 school year, the main focus for enrollment was at UP Dorchester and ensuring all students from UP Boston who would want to attend UP Dorchester are welcomed appropriately. Looking forward, we are only recruiting for UP Dorchester

- 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 – 2024-25 Strategies UP Academy Dorchester**

**Special education students/students with disabilities**

**(b) Continued 2023-24 Strategies**

**(a) CHART data**

**School percentage:** 11.6%  
**CI percentage:** 18.1%

The school is below CI/GNT percentages

- 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)
- 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)
- 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
- 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.

**Recruitment Plan – 2024-25 Strategies UP Academy Dorchester**

**(c) 2024-25 Additional Strategy(ies), if needed**

- Work with the school district to better market our schools and understand the needs we can and do serve
- Work collaboratively with our SPED contacts at other schools to share our practices and know there is an option for students with disabilities
- Work with external SPED providers to share our work and welcome them into our buildings to spread the work about our work

**Limited English-proficient students/English learners**

**(a) CHART data**

**School percentage:** 41.5%  
**CI percentage:** 26.8%

The school is above CI percentages

**(b) Continued 2023-24 Strategies**

- 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.

**Students eligible for free or reduced lunch (Low-income)**

**(a) CHART data**

**School percentage:** 83.6%  
**CI percentage:** 64.3%

The school is above CI percentages

**(b) Continued 2023-24 Strategies**

All students are eligible for free or reduced lunch in BPS, so there is no specific strategy needed in this category

**Recruitment Plan – 2024-25 Strategies UP Academy Dorchester**

<p><u>Students who are sub-proficient</u></p>	<p><b>(d) Continued 2023-2024 Strategies</b></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><b>(e) Continued 2023-2024 Strategies</b></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><b>OPTIONAL</b> <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) Continued 2023-2024 Strategies</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Work to recruit staff that represent diverse groups to represent UP Academy Dorchester at recruiting fairs and other events</li></ul>

**RETENTION PLAN 2024-2025 UP DORCHESTER**

**UP Boston and Dorchester Retention Planning**

**2023-24 Implementation Summary:**

There were many successes and challenges with the retention plan for implementation this year in 2023-2024. 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:

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

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

**Retention Plan UP Dorchester – 2024-25 Strategies**

**Special education students/students with disabilities**

**(a) CHART data**

**School percentage:** 14.0%  
**Third Quartile:** 16.8%

The school's attrition rate is below third quartile percentages.

**(b) Continued 2023-2024 Strategies**

- Continued implementation of co-teaching classrooms in 2022-2023 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

**Limited English-proficient students/English learners**

**(a) CHART data**

**School percentage:** 10.6%  
**Third Quartile:** 17.6%

The school's attrition rate is below third quartile percentages.

**(b) Continued 2023-24 Strategies**

- 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

**Students identified as low income**

**(a) CHART data**

**School percentage:** 16.1%  
**Third Quartile:** 18.1%

The school's attrition rate is below third quartile percentages.

**(b) Continued 2023-24 Strategies**

- Partner with cafeteria staff to ensure all families have appropriate information
- 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

**(d) Continued 2023-24 Strategies**

Students who are sub-proficient

- 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

<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• UP Academy Dorchester’s high expectations for grade promotion</li> <li>• 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</li> </ul>
<p style="text-align: center;"><b>OPTIONAL</b></p> <p><u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2023-24 Strategies</b></p> <ul style="list-style-type: none"> <li>• Address the needs of subgroups as they are identified.</li> </ul>



**APPENDIX C: SCHOOL DATA TABLES**

**ADMINISTRATIVE ROSTER AND ATTRITION DATA UP BOSTON**

UP Boston Administrative Roster During the 2023-2024 School Year			
Name	Title	Start date	End date (if no longer employed at the school)
James Frier	Principal	07/01/2021	06/30/2024
Brittani Bond	Director of Operations	07/01/2021	06/30/2024

UP Boston Teacher and Staff Attrition for the 2023-2024 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2023-2024 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	40	0	36	school consolidation
Other Staff	30	10	12	other employment; involuntary for disciplinary (1); involuntary for performance (1); school consolidation

**ADMINISTRATIVE ROSTER AND ATTRITION DATA UP DORCHESTER**

UP Dorchester Administrative Roster During the 2023-2024 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 2023-2024 School Year				
	Number as of the last day of the 2022-23 school year	Number of departures during the 2023-2024 school year	Number of departures at the end of the school year	Reason(s) for Departure
Teachers	60	2	9	involuntary for performance; other employment; relocation
Other Staff	46	4	10	temporary role; involuntary from role deletion; involuntary for performance; other employment

**INFORMATION ABOUT THE BOARD OF TRUSTEES**

<b>Board Membership During the 2022-23 School Year</b>				
<b>Name</b>	<b>Position on the board</b>	<b>Committee affiliation(s)</b>	<b>Number of terms served on the board</b>	<b>Length of each term (start and end date in MM/YY format)</b>
Amar Kumar	Board Chair	Governance (Chair), UAB, Hiring	3	12/15-06/25
Sonia Satchell	Trustee	UAB	1	8/21-6/25
Aisha Miller	Secretary	UAD, UAB	2	10/21-6/25
Lana Ewing	Trustee	UAD	2	10/17-06/25
Alisha Johnson	Trustee	UAD	2	10/18-6/25
Ali Hubertie	Vice Chair	UAD (Chair), Hiring	2	02/19-6/25
Matt Lesniak	Treasurer	Finance (Chair), Hiring, Governance	2	11/20-6/25
Rishi Shukla	Trustee	UAB (Chair), Hiring, Governance	2	10/20-6/24
Hayley Bacon	Trustee	Finance	1	1/23 - 6/2026

[Board of Trustee and Committee Meeting Notices UP Boston and Dorchester](#)

**APPENDIX D: ADDITIONAL REQUIRED INFORMATION**

**FACILITIES**

UP Academy Boston

<b>Address</b>	<b>Dates of Occupancy</b>
215 Dorchester St, Boston MA, 02127	July 2011 - Present

Up Academy Dorchester

<b>Address</b>	<b>Dates of Occupancy</b>
25 Westville St, Dorchester MA, 02124	July 2013 - Present

**ENROLLMENT**

Up Academy Boston and Dorchester

<b>Action</b>	<b>2024-25 School Year Date(s)</b>
Student Application Deadline	February 28th, 2025
Lottery	March 6th, 2025

**APPENDIX E: CONDITIONS, COMPLAINTS, AND ATTACHMENTS**

**CONDITIONS FOR UP BOSTON**

<b>Efforts to Address Concerns Resulting in Conditions</b>
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 2023-24 to address the concern that resulted in the condition
<ul style="list-style-type: none"> <li>• Intentional priorities set for the school to improve academic performance with a focus on responding to student learning</li> <li>• Coaching of teachers to improve practice</li> <li>• Data analysis and response to data and assessments</li> <li>• Additional hires of key staff to help with intervention</li> </ul>
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 2023-24 to address the concern that resulted in the condition
<ul style="list-style-type: none"> <li>• This was completed and is continued to be evaluated by DESE</li> </ul>

**CONDITIONS FOR UP DORCHESTER**

<b>Efforts to Address Concerns Resulting in Conditions</b>
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 2023-24 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 2023-2024 School year

### ATTACHMENTS FOR UP BOSTON

#### MAP: Number of students assessed in Winter 23/24

Grade	ELA	Math
6	42	42
7	59	59
8	52	49

#### Trends in MAP Results

##### ELA:

##### MAP RIT ELA by Grade

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23	Win 23/24
Gr6	203.6	203.2	Win MAP not administered for ELA	203	201.8	205.2
Gr7	211.8	209.7		203.6	205.3	203.1
Gr8	204.8	208.9		208.4	208.6	212.6
Overall	206.4	207.3		205.2	205.5	206.9

##### MAP Fall-to-Winter CGP ELA

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23	Win 23/24

Gr6	31.9	43	Winter MAP not administered for ELA	43.4	37.1	62.2
Gr7	52.2	52.6		54.2	35.9	40.1
Gr8	31.1	40.1		36.8	37	58.6
Overall	37.3	45.1		44.5	36.7	52.2

**Math:**

MAP RIT Math

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23	Win 23/24
Gr6	211.0	207.3	203.6	203.2	204.3	204.7
Gr7	216.8	213.7	211.6	204.3	207.0	208.0
Gr8	220.1	217.9	218.8	214.8	212.6	212.3
Overall	215.8	213.1	212.2	207.9	208.3	208.5

MAP Fall-to-Winter CGP Math

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23	Win 23/24
Gr6	34.7	38.5	Fall MAP not administered for Math	49.9	41.7	53.3
Gr7	43.7	44		54.7	45.5	44.9
Gr8	37.7	40.4		52.7	56.1	45.9
Overall	38.3	40.9		52.5	48.4	47.6

**MAP Assessment by Student Group - Winter 23/24**

Grade	Student Group	Language Arts/Reading		Mathematics	
		Average RIT Score	Average CGP	Average RIT Score	Average CGP

6	GenEd	213.0	65.0	214.7	56.2
	MLL	197.0	63.5	186.3	41
	SWD	190.8	47.3	189.0	52.3
7	GenEd	212.0	41.6	217.7	43.4
	MLL	189.2	20.0	207.8	47.8
	SWD	199.3	44.8	199.9	49.1
8	GenEd	219.9	51.1	223.4	49.9
	MLL	203.5	64.6	208.8	43.4
	SWD	208.5	81.8	197.9	47.1

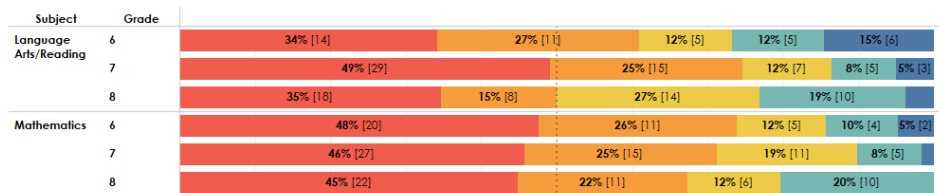
**UP BOSTON MAP Results by Achievement Level - Winter 23/24**

UAB Winter 23/24: MAP Results by Achievement Level							
Subject	Achievement Quintile	Grade					
		6		7		8	
		% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Language Arts/ Reading	High	15%	6	5%	3	4%	2
	HiAvg	12%	5	8%	5	19%	10
	Avg	12%	5	12%	7	27%	14
	LoAvg	27%	11	25%	15	15%	8
	Low	34%	14	49%	29	35%	18
Mathematics	High	5%	2	2%	1	0%	0
	HiAvg	10%	4	8%	5	20%	10
	Avg	12%	5	19%	11	12%	6
	LoAvg	26%	11	25%	15	22%	11
	Low	48%	20	46%	27	45%	22



**UP Academy Boston: Winter 2023-2024**

Percent and number of students by grade level and percentile category



**ATTACHMENTS FOR UP DORCHESTER**

**MAP: Number of students assessed in Winter 23/24**

Grade	ELA	Math
3	68	68
4	63	63
5	57	57
6	59	59
7	44	44
8	44	43

**ELA:**

MAP RIT ELA

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23	Win 23/24
Gr3	185.5	179.9	Win MAP not administered for ELA	182.7	NA	176.7
Gr4	198.5	193		193.6	194.0	189.8
Gr5	203.4	197.2		193.1	198.3	198.9
Gr6	201.5	203.3		203.7	198.5	201.9

Gr7	205.9	201.5		208.2	212.0	203.9
Gr8	208.9	212.6		202	211.6	218.7
Overall	200.5	198.1		196.6	199.2	196.4

MAP Fall-to-Winter CGP ELA

	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23	Win 23/24
Gr3	28.8	25.8	Winter MAP not administered for ELA	52.4	NA	30.0
Gr4	42.3	29.5		45	35.5	34.7
Gr5	36.6	36.4		36.5	39	34.9
Gr6	47.2	37.1		41.2	26.3	35.7
Gr7	30.1	39.2		59.4	51	43.7
Gr8	34.3	41.3		28.7	40	47
Overall	36.8	35		43.3	37.7	36.7

**Math:**

MAP RIT Math

MAP RIT	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23	Win 23/24
Gr3	188.3	185.2	183.7	184.6	NA	183.2
Gr4	202.9	197.7	189.5	192.4	193.6	195.1
Gr5	210.1	207.6	198.2	195.3	197.0	201.7
Gr6	204	207.2	205.7	203.1	201.3	205.3
Gr7	209.3	206.8	209	209.4	210.8	206.7
Gr8	213	218.2	210.8	214.8	214.9	218.5
Overall	204.3	203.8	198.6	198.8	201.8	200.3

MAP Fall-to-Winter CGP Math

MAP RIT	Win 18/19	Win 19/20	Win 20/21	Win 21/22	Win 22/23	Win 23/24
Gr3	40.4	38.8		59.0	NA	45.6

Gr4	41.5	32.5	Fall MAP not administered for Math	62.4	33.6	57.2
Gr5	40.9	45.4		42.1	30.3	40.4
Gr6	37.9	32.4		30.5	35.2	39.4
Gr7	29.5	40.7		42.8	44.5	45.4
Gr8	48.6	48.0		52.7	49.6	55.0
Overall	39.7	39.3		49.2	41.3	47.0

**MAP Assessment by Student Group - Winter 23/24**

Grade	Student Group	Language Arts/Reading		Mathematics	
		Average RIT Score	Average CGP	Average RIT Score	Average CGP
3	GenEd	178.1	34.5	183.5	45.6
	MLL	177.7	29.9	186	41.2
	SWD	166.0	9.0	171.3	65.8
4	GenEd	196.3	44.5	198.1	51.7
	MLL	183.0	27.4	192.3	63.7
	SWD	180.8	11.8	188.7	65.4
5	GenEd	206.2	32.0	207.5	43.1
	MLL	188.5	46.0	191.6	30.7
	SWD	182.4	31.4	189.7	45.8
6	GenEd	207.4	31.1	209.4	42.0

	MLL	195.0	38.1	204.1	32.1
	SWD	191.3	47.5	191.4	41.9
7	GenEd	212.4	45.0	212.4	38.0
	MLL	198.2	40.2	203.6	50.5
	SWD	187.2	48.0	193.2	59.7
8	GenEd	223.0	55.6	222.4	56.1
	MLL	214.2	51.2	212.6	52.8
	SWD	210.5	25.7	213.4	53.9

**UP DORCHESTER MAP Results by Achievement Level - Winter 23/24**

UAD Winter 23/24: MAP Results by Achievement Level													
Subject	Achievement Quintile	Grade											
		3		4		5		6		7		8	
		% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students
Language Arts/ Reading	High	6%	4	8%	5	7%	4	7%	4	0%	0	12%	5
	HiAvg	7%	5	8%	5	16%	9	8%	5	2%	1	28%	12
	Avg	9%	6	16%	10	16%	9	17%	10	26%	11	12%	5
	LoAvg	18%	12	26%	16	25%	14	29%	17	30%	13	30%	13
	Low	60%	41	41%	25	37%	21	39%	23	42%	18	19%	8
Mathematics	High	2%	1	5%	3	4%	2	0%	0	0%	0	2%	1
	HiAvg	9%	6	13%	8	7%	4	8%	5	0%	0	7%	3
	Avg	14%	9	21%	13	25%	14	17%	10	14%	6	33%	14
	LoAvg	23%	15	16%	10	18%	10	29%	17	35%	15	23%	10
	Low	52%	34	46%	29	47%	27	46%	27	51%	22	35%	15

**UP Academy Dorchester: Winter 2023-2024**

Percent and number of students by grade level and percentile category

