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SCHOOL DESCRIPTION

Charter School Summary

Name of Charter School	Unity Preparatory Charter School of Brooklyn
Board Chair	James Ellsworth
District of Location	NYC CSD 13
Opening Date	Fall 2013
Charter Terms	Initial Charter Term: 8/28/2013 to 06/30/2018
Proposed Renewal Term	July 1, 2018 – June 30, 2023
Authorized Grades/Maximum	

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) Benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from October 10-11, 2017 at Unity Prep, see the following Performance Framework benchmark scores and discussion.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Summative Evidence for Benchmark 1

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

Unity Prep's ESEA accountability designation was *Focus* for the 2016-17 school year.

Indicator 2: Middle School Outcomes (See Table 1 below.)

2.a.i. Trending Toward Proficiency – Aggregate Standards-Based Trend Toward Proficiency:

2.a.ii. Trending Toward Proficiency - Subgroup Standards-Based Trend Toward Proficiency:

Table 1: Elementary/Middle School Trending Toward Proficiency Minimum Expectation = 75%

Unity Preparatory CS of Brooklyn		All Students	SWD	ELL	ED
ELA	2015-2016	40%	20%	21%	39%
	2016-2017	48%	37%	56%	48%
	2017-2018	46%	29%	20%	44%
Math	2015-2016	22%	8%	33%	22%
	2016-2017	34%	24%	18%	34%
	2017-2018	28%	14%	30%	29%

2.b.i. and ii Proficiency - Aggregate and subgroup School Level Proficiency for All Students: See Table 2 below.

Table 2 Elementary/Middle School Assessment Proficiency Outcomes

	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS
2014-2015	12%	17%	-5	30%	-18	17%	16%	+1	37%	-20
2015-2016	21%	27%	-6	37%	-16	14%	16%	-2	34%	-20
2016-2017	31%	31%	0	40%	-9	21%	18%	+3	34%	-13
2017-2018	35%	40%	-5	46%	-11	20%	26%	-6	40%	-20
2014-2015	2%	6%	-4	5%	-3	6%	8%	-2	9%	-3
2015-2016	1%			-6						

2.b.iii. Proficiency – Grade Level Proficiency: See Table 3 below.

Table 3 Grade Level Proficiency

	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS
2014-2015	14%	18%	-4	31%	-17	20%	16%	+4	39%	-19
2015-2016	22%	24%	-2	34%	-12	11%	23%	-12	40%	-29
2016-2017	26%	27%	-1	32%	-6	23%	26%	-3	40%	-17
2017-2018	36%	39%	-3	49%	-13	26%	27%	-1	44%	-18
2014-2015	10%	17%	-7	29%	-19	14%	16%	-2	35%	-21
2015-2016	11%	27%	-16	35%	-24	19%	16%	+3	36%	-17
2016-2017	29%	32%	-3	42%	-13	21%	17%	+4	38%	-17
2017-2018	27%	41%	-14	40%	-13	19%	32%	-13	41%	-22
2015-2016	30%	30%	0	41%	-11	12%	9%	+3	24%	-12
2016-2017	35%	34%	+1	45%	-10	18%	6%	+12	22%	-4
2017-2018	40%	39%	+1	48%	-8	17%	15%	+2	30%	-13

Indicator 3: High School Outcomes

3.a.i. Regents Testing Outcomes – Aggregate Annual Regents Outcomes: See Table 4 below.

Table 4 Annual Regents Outcomes

		Charter Total Tested	Unity Preparatory CS of Brooklyn	NYS	Differential to State	Charter Total Tested	Unity Preparatory CS of Brooklyn	NYS	Differential to State	Charter Total Tested	Unity Preparatory CS of Brooklyn	NYS	Differential to State	Charter Total Tested	Unity Preparatory CS of Brooklyn	NYS	Differential to State
Algebra I	2016-2017	91	73%	70%	+3	28	61%	46%	+15	.	.	.	.	78	72%	63%	+9
	2017-2018	122	51%	64%	-13	36	31%	39%	-8	9	44%	46%	-2	92	49%	56%	-7
Algebra II (Common Core)	2017-2018	15	67%	82%	-15	.	.	.	.	.	.	.	.	11	73%	72%	+1
English Language Arts (Common Core)	2017-2018	29	69%	79%	-10	.	.	.	.	.	.	.	.	18	72%	70%	+2
	2016-2017	7	14%	63%	-49	.	.	.	.	.	.	.	.	6	17%	50%	-33
Global History Transition	2017-2018	75	23%	67%	-44	22	0%	38%	-38	.	.	.	.	53	26%	54%	-28
	2017-2018	90	59%	73%	-14	25	40%	45%	-5	.	.	.	.	66	58%	62%	-4
Physical Setting/Chemistry	2016-2017	90	67%	72%	-5	28	46%	45%	+1	.	.	.	.	79	67%	62%	+5
	2017-2018	122	52%	70%	-18	41	34%	44%	-10	8	38%	43%	-5	92	50%	60%	-10
Physical Setting/Earth Science	2017-2018	17	47%	72%	-25	.	.	.	.	.	.	.	.	12	50%	59%	-9
	2017-2018	65	28%	68%	-40	22	18%	44%	-26	.	.	.	.	46	30%	58%	-28

This is the first year that Unity Prep Charter School has 9th graders. No cohort data is available at this time.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students'

Curricula at Unity Prep are reviewed and evaluated by principals at the start of each planning year, in partnership with departmental chairpersons. To ensure horizontal and vertical alignment, assessments and scope-of-sequences outline skills and content within and across grade levels. During Unity’s summer staff development institute, teachers—under the supervision of the principals and departmental chairpersons of the middle school and high school—use scope-and-sequences to create curriculum maps and thematic units of study.

Teachers create, revise, and receive feedback on lesson plans on a weekly basis. As part of this process, teachers draft lesson plans for the upcoming week in collaboration with grade-level content teams, and then submit the plans to their designated instructional coach on an agreed-upon weekly schedule. Coaches then review, provide written feedback, and return the drafts to teachers, and teachers make final revisions during shared preparation periods before delivering each lesson.

Instruction

During the 2017 renewal site la.33 (o)4-1 (4)4rel pemJ04o3-6s452 0 11.04 -0 0 193TjE15 122 (o)-6.1.94sucseigh958 (



Academic data is shared with parents throughout the school year in various forms. Students' grades are shared with parents weekly, either through *Jupiter* or through "Scholarship & Citizenship Reports," which are distributed as hard copies. NYS assessment results are shared at curriculum night, and individual scores are provided to parents via mail and during parent-teacher conferences.

Social-Emotional Supports

Unity Prep has four full-time counselors on staff to support students' social-emotional needs. School leaders collect and use data to track the social-emotional needs of students using the system of PBIS, core value shout-outs, Weekly Scholarship & Citizen (S&C) Reports, Advisory and YES!. Small-group advisory is also offered to students who benefit from additional support.

Teachers track data around students' social-emotional health and behavior through *Jupiter*, and this data is used to identify students in need of support. A Google form is also ulwhreisorr

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1a	1b
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2a	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

Summative Evidence for Benchmark 4:

Financial Condition

Unity Preparatory Charter School of Brooklyn appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office revi

Unity Preparatory Charter School of Brooklyn Composite Scores
2013-2014 to 2015-2016

Year	Score
2015-2016	2.4
2014-2015	2.5
2013-2014	2.2

Source: NYSED Office of Audit Services

Near-Term Indicators

Near-term indicators of financial health are used to understand the current financial performance and viability of the school. The Charter School Office uses three measures:

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
- 7.

Unity Prep’s leadership has adopted annual goals focused directly on student

have improved teacher and student practices. Unity Prep uses qualitative and quantitative assessment data to determine if a given professional development program is effective in promoting student learning. When student assessment results improve notably after focused professional development sessions, the program is considered effective. Ineffective aspects of the professional development system are improved upon or eliminated.

Instructional quality is monitored through the annual teacher performance review (APR) teacher evaluation process, which evaluates teachers across sev.6 (n)-0.85 (t)-2.9 (u)-075.6 (r)-2.89.6 (c)- (n)-0.7 (a)-3.3 (l)-3.2.1(

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<ol style="list-style-type: none">School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Unity Prep stakeholders appear to have a clear sense of the school's mission, which is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives. The NYSED teacher survey revealed that 80% of teachers feel that the school has a clear sense of a mission that is shared by all stakeholders.

The school has implemented the majority of key design elements in the approved charter. The following key design elements were observed in practice and/or discussed while on site:

- A Grade 6-12 college preparatory curriculum;
- A focus on expert teaching and advancement;
- More time for learning/(r)MI(T)-3.2 (h)2.3sg/(r)MI(T)-3(r)11 (ig)5.6 we/(r) (v)-5.6 pMI(T)-3(r)10.8 (i)(c)1.1 (u) (ad)1u

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Table 5: Student Demographics Unity Prep Charter School Compared to District of Location

	SWD			ELL			ED		
	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District
2014-2015	24%	23%	+1	6%	7%	-1	79%	76%	+3
2015-2016	25%	26%	-1	5%	8%	-3	79%	74%	+5
2016-2017	22%	19%	+3	5%	6%	-1	83%	71%	+12
2017-2018	25%	16%	+9	7%	8%	-1	80%	73%	+7

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element

Indicators

a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial

1. *Legal
Compliance*