



## New York State Education Department

### ***2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework***

#### **Urban Choice Charter School**

**Renewal Site Visit Dates: November 1 - 2, 2022  
Date of Final Report: February 15, 2023**

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# Table of Contents

<b>SCHOOL DESCRIPTION .....</b>	<b>3</b>
<b>METHODOLOGY .....</b>	<b>5</b>
<b>BENCHMARK ANALYSIS .....</b>	<b>7</b>
SUMMARY OF FINDINGS.....	9
BENCHMARK 1: STUDENT PERFORMANCE.....	10
BENCHMARK 2: TEACHING AND LEARNING.....	11
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT .....	17
BENCHMARK 4: FINANCIAL CONDITION.....	24
BENCHMARK 5: FINANCIAL MANAGEMENT.....	25
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE .....	26
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	29
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	34
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION .....	38
BENCHMARK 10: LEGAL COMPLIANCE .....	40

**ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD**

**ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD**

**ATTACHMENT 3: 2021 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS**

**ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS**

## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Urban Choice Charter School
<b>Board Chair</b>	Mubarak Bashir
<b>District of location</b>	Rochester City School District
<b>Opening Date</b>	Fall 2005
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial: January 11, 2005 - January 10, 2010</li> <li>• First Renewal: January 11, 2010 - June 30, 2014 (right sizing)</li> <li>• Second Renewal: July 1, 2014 – June 30, 2017</li> <li>• Third Renewal: July 1, 2017 - June 30, 2020</li> <li>• Fourth Renewal: July 1, 2020 - June 30, 2021</li> <li>• Fifth Renewal: July 1, 2021 - June 30, 2023</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 8 / 400 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 8 / 400 students
<b>Comprehensive Management Service Provider</b>	None (CEI terminated, February 2022)
<b>Facilities</b>	1020 Maple Street, Rochester New York 14611 - Private Space
<b>Mission Statement</b>	<i>To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Supportive Education Environment</li> <li>• Rich, Rigorous, Engaging curriculum</li> <li>• Extended Learning Opportunities</li> <li>• Authentic Family Involvement</li> <li>• Data Informed Instruction</li> <li>• Focused Professional Development</li> <li>• School Culture</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)	None

**Noteworthy:** A new academic leadership structure has been established, which distributes responsibilities among a principal who oversees the entire academic program, a director of family and community

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<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

engagement, and a director of operations. At the start of the previous charter term in 2020, Urban Choice Charter School (UCCS) moved into a new facility that now includes a gymnasium and outdoor play space well suited to its student population and features the previous site did not include.

As we move beyond the challenges of the past three years, we would like to acknowledge the heroic work of our charter schools that provided social-emotional supports during the 2021-2022 school year, including participation in the New York State Testing Program (NYSTP) Grades 3-8 Assessments, all while keeping students and staff safe.

### **Renewal Outcomes**

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students

and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

### SCHOOL CHARACTERISTICS

#### Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8
<b>Total Approved Enrollment</b>	400	400

#### Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Proposed Enrollment</b>	400	400	400	400	400

## METHODOLOGY

A two-day in-person renewal site visit was conducted at Urban Choice Charter School (UCCS) on November 1-2, 2022. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, student success team, the parent and family engagement team, the diverse learners’ team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted ten classroom observations in K- Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the principal, ELA coach and math coach. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

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<sup>2</sup> This proposed chart was submitted by Urban Choice in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

- Current 2022-2023 organizational chart;
- A 2022-2023 master school schedule;
- Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;
- Narrative describing the process used to evaluate school leadership;
- Narrative describing the process school leadership uses to evaluate teachers;
- School administered teacher and parent survey results;
- 2021-2022 UCCS Action Plan and 2022-2024 Strategic Plan/ School Improvement Plan;
- 2022 CSO Annual Survey of Charter Schools Parents/Guardians, and Teachers;
- Current school policies, including the code of conduct, enrollment and admissions policy, and by-laws;
- School website and social media pages;
- NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;
- NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;
- Admissions and Waitlist information;
- School year 2020-2021 Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- School-submitted Annual Reports during the current charter term;
- UCCS 2021 Renewal Site Visit Report and School Response; UCCS 2022 Mid-Term Site Visit Report;
- UCCS SY 22-23 renewal application;
- UCCS 2019 Notices of Deficiency/Concern;
- UCCS Annual Assessment Calendar
- UCCS 2021-2022 and 2022-2023 Professional Development calendars; 2022 Summer PD Institute Agenda;
- UCCS Job Descriptions
- UCCS provided data on School Messenger calls to families;
- UCCS provided data on attendance, discipline, referrals for 2021-2022 and current year (2022-2023);
- UCCS Lesson Plan template and lesson plans for observed classes; and
- UCCS training materials for Chalk, Atlas Data Protocol, Summer Bridge Overview, Parent Advisory Committee recruitment presentations.

## BENCHMARK ANALYSIS

The 2019 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 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if 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 11/1/2022 to 11/2/2022 at UCCS, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department  
2019 Charter School Performance Framework Rating<sup>3</sup>**

2019 Performance Benchmark		Level
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Falls Far Below</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	<b>Approaches</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Falls Far Below</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Approaches</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Approaches</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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. . High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

<sup>3</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.



## **Summary of Findings**

- UCCS is in year 18 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting three benchmarks, approaching five benchmarks, and falling far below two benchmarks. A summary of those ratings is provided below.
  
- **Summary of Areas of Growth and Strengths:**  
UCCS is in the third year of implementation of a core curriculum in English language arts (ELA) and mathematics, maintaining a consistent academic program across the charter term. The school provides full time content coaching support to teachers in both ELA and mathematics to promote effective implementation of the core curriculum. UCCS has established comprehensive and coherent practices to promote a productive school culture and provide support for students in need of remediation both academically and behaviorally. UCCS has maintained an effective fiscal management operation and remains in a strong financial condition.
  
- **Summary of Areas in Need of Improvement:**  
The academic performance of UCCS students has fallen below that of the Rochester City School District (RCSD) in this charter term. In 2021-2022, UCCS students performed one percentage point below RCSD in ELA (from five above) and two percentage points below in math (from one above). Similarly, performance by subgroups continued this pattern, with the exception of students with disabilities (SWDs) in math, who scored nine percentage points above the district, an increase of 5. UCCS academic performance remains far below the target of NYS. While the school is in the third year of implementation of the core curricula, high rates of teacher turnover result in few teachers with three years of experience in implementation of the curricula. Parent and family engagement, disrupted during the COVID-19 pandemic, has not resumed the level of activity or reached a level of participation consistent with the aim of “authentic” family engagement as stated in the school’s key design elements (KDE). The board of trustees has been unsuccessful in recruiting new members and has not succeeded in seating and retaining a parent representative as required in its bylaws. Teacher turnover at UCCS remains high, with teachers leaving throughout the school year, as well as not returning. Vacancies exist in key leadership positions including the director of curriculum and instruction and data analyst, as well as classroom teaching and support positions. UCCS continues to enroll fewer SWDs and English language learners (ELLs) than RCSD. UCCS has not fully complied with NYSED reporting and posting requirements and has not implemented its proposed transparency and communication commitments in the school’s Strategic Plan and 2021-2022 Action Plan.

### **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.*

#### **Finding: Falls Far Below**

#### **Summative Evidence for Benchmark 1:**

Over this charter term, the trajectory for this benchmark remains a Falls Far Below due to the results of the 2022 NYSTP Assessments for ELA and math showing that UCCS students performed below students in RCSD and far below NYS, a decrease in performance in both academic areas.

***See Attachment 1 for data tables and additional academic information.***

**Benchmark 2: Teaching and Learning**

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

**Finding: Approaches**

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> <li>a. The school has a documented curriculum that is aligned to current New York State learning standards.</li> <li>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li> <li>c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.</li> <li>d. The curriculum is systematically reviewed and revised.</li> </ul>
2. <i>Instruction</i>	<ul style="list-style-type: none"> <li>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</li> <li>b. Instructional delivery fosters engagement with all students.</li> <li>c. The school differentiates instruction to ensure equity and access for all students.</li> <li>d. The school provides staff with professional development opportunities that promote best practices and improves all students’ success, including sub-groups.</li> </ul>
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> <li>a. The school uses a system of formative, diagnostic, and summative assessments.</li> <li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li> <li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.</li> <li>d. The school uses multiple measures to assess student progress toward State learning standards.</li> </ul>
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> <li>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</li> <li>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language</li> </ul>

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.  
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

**Academic Program for Elementary School/Middle School:**

- ES:
  - K-Grade 5 ELA = *Wit and Wisdom*
  - K-Grade 5 Math = *Eureka Math*
  - K-Grade 5 Social Studies = teacher developed curriculum integrated with ELA
  - K-Grade 4 Science = BOCES 4 Science instructional kits
  - K-Grade 5 = *Magnetic Reading*
- MS:
  - Grades 6-8 ELA = *Wit and Wisdom*
  - Grades 6-8 Math = *Eureka Math*
  - Grades 6-8 Social Studies = teacher developed curriculum integrated with ELA
  - Grades 5-8 Science = Amplify science and ELS and ILS investigations

**Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):**

- SWD:
  - Curriculum: For ELA, *Wit and Wisdom* (K-Grade 8); for math, *Eureka* (K- Grade 8)
  - Instruction: UCCS assigns six special education teachers to a grade level as integrated co-teachers (ICOT) who plan lessons for the grade level and provide in-class support to students in compliance with their Individualized Education Program (IEP). One special educator is assigned as a consultant teacher for Grades seven and eight.
- ELLs:
  - Curriculum: Same as general education students *Wit and Wisdom* for ELA, *Eureka Math* for mathematics, with modifications provided by the ICOT
  - Instruction: Each of the two English as a New Language (ENL) teachers works in classrooms and also provides instruction in small group pull-out sessions. ENL teachers use the program, *Team Toolkits: Teaching Els for Academic Mastery* with their students in the pull-out lessons.

**Summative Evidence for Benchmark 2:**

Over this charter term, the trajectory for this benchmark has remained as Approaches due to a lack of significant improvement in instructional practices.

1. Element: ***Curriculum:***

- **Indicator a:** In the renewal application, UCCS reports that the documented curricula in ELA and mathematics are products produced by Great Minds and aligned with the Next Generation New York State Learning Standards (NYSLs). *Wit and Wisdom* is the ELA curriculum in K- Grade 8 and *Eureka Math* is used as the K-Grade 8 mathematics curriculum. In focus group interviews, school leaders reported that *Magnetic Reading* from iReady was added to the ELA curriculum this year

for K-Grade 2 after being piloted in the 2021-2022 school year by the Grades3-5 teachers. *Magnetic Reading* focuses on phonics and phonemic skills in K-Grade 2 and comprehension in Grades 3-5. The renewal application states that the school uses teacher-developed social studies curriculum integrated with the ELA curriculum. For science, UCCS uses the BOCES 4 Science Instructional kits for K- Grade 4 and *Amplify Science* for grades 5-8. Additional science content is taught through the ELA curriculum, similar to the integration of social studies concepts and skills.

- **Indicator b:** According to the renewal application and meeting calendars provided by the school, regularly scheduled weekly grade level team meeting time enables classroom teachers and their co-teachers and teaching assistants to collaborate on lesson planning and implementation to ensure horizontal alignment. Teachers use a common lesson plan format and preserve and share their plans using the *Chalk* tool as a curriculum repository. School leaders provided a calendar of weekly meetings including the instructional leadership team and the student success team. In focus group interviews, members of the diverse learners' team reported they also meet monthly to discuss student progress and develop intervention strategies. Teachers in the focus groups noted that they meet with special educators (SPED) and English as a New Language (ENL) staff as needed before or after school and during the weekly grade level team meetings.
- **Indicator c:** In the renewal application and interviews with the instructional leaders and members of the diverse learners' team, UCCS described a change in service model for SWD from a consultant teacher model to ICOT in K-Grade 6 to enable SPED teachers to work in classrooms to differentiate instruction within daily classroom activities. In the focus group interview, instructional leaders explained that the core curricula, *Wit and Wisdom* and *Eureka Math*, include suggested modifications to support struggling or excelling students, which teachers can incorporate into their lessons. The UCCS lesson plan template provided to the site visit team includes prompts for teachers to enter specific adjustments to the learning activities for SWD and ELL. Guided by suggestions for differentiation and modification provided in the curriculum materials, teachers are expected to plan and execute lessons suited to each student's needs. In the focus group interview, instructional leaders reported that they monitor differentiation as part of their classroom observation process. They noted that teachers' groupings and lesson designs are informed by regular review of data from the iReady tool as well as exit tickets and observations during lessons.
- **Indicator d:** In the focus group interview, instructional leaders reported that, while they have not conducted an extensive curriculum audit as was completed at the start of the charter term, the principal gathers evidence of curriculum implementation and effectiveness during classroom walkthroughs. The principal described her intention to use those observations to evaluate the effectiveness of the curricula and revise it as indicated. School leaders mentioned that the school is in its third year of implementation of *Wit and Wisdom* and *Eureka Math*. Leaders expressed their expectation that full and consistent implementation will lead to improved outcomes. School leaders cited internal data from iReady showing improving rates of growth as evidence of the quality of the curricula.

## 2. Element: **Instruction:**

- **Indicator a:** Descriptions of high-quality instructional practices varied across focus group and renewal documents. In the renewal application, UCCS defined three common instructional practices: co-teaching, collaborative groups, and cooperative learning. In the focus group during the site visit, the instructional leadership team mentioned standards-aligned learning objectives and student engagement as their expected instructional practices. On the 2022 CSO Teacher Survey (20 of 36 expected responses for a 56 percent response rate), 13 of the 20 teachers responding agreed that school staff have a shared understanding of high-quality instruction that

supports all learners. However, between the prior survey conducted in 2021 and the 2022 school year, it is uncertain whether the current staff have the same understanding of high-quality instructional practices as the percent agreeing dropped from 64% to 56%. The five teachers in the focus group explained that they are expected to follow the instructional guidelines in the core curriculum. Across the 10 classes observed by the site visit team, each class had a standards-aligned learning target phrased as an “I can. . .” statement, although not all the learning activities observed matched the standards listed in the lesson plans.

- **Indicator b:** Across the ten classes observed by the site visit team, instructional delivery varied in its ability to foster engagement with all students. In the focus group, school leaders reported that teachers are expected to develop strong relationships with their students and to work with them to set personal learning targets and goals. Student engagement varied across the lessons, with students in some classes eagerly engaged in lesson activities while in others, students were obedient but passive as the teacher conducted the whole-class activity, waiting for help from the teacher or other adults in the class. In the focus group, school leaders reported that the core curricula expose students to grade level material; however, iReady data provided by the school shows 72 percent of UCCS students performing below grade level in ELA and 78 percent below grade level in math.
- **Indicator c:** UCCS uses the iReady diagnostic tool to create a personal learning pathway for each student as one element of its approach to differentiating instruction and ensure equity and access for all students. In the renewal application, the school states that teachers use checks for understanding within the lesson and exit tickets at the conclusion of the class to assess students’ attainment of the lesson objective. Those observations, in addition to data meetings examining the results of the iReady diagnostic assessment, are to be used to provide modification to lessons detailed in the core curricula. In the focus group, instructional leaders explained that teachers follow the core curricula for grade level content and skills and use time allocated in the WIN (“what I need”) class period later in the day to provide remediation or enrichment using the online iReady math and reading curricula. In the teacher focus group, teachers gave examples of their strategy for using the exit tickets to adjust their lesson plans to support student success. Special education services are provided through the ICOT model as described above for K-Grade 5 and one consultant teacher serves SWD in Grades 7 and 8. The two ENL teachers work both within classes and in small group pull out sessions with the 15 ELL students at the school. Each K-Grade 6 class is also assigned a teaching assistant who assists with curriculum delivery.
- **Indicator d:** UCCS provides staff with professional development opportunities during the summer pre-opening institute as well as during the school year. The school submitted a calendar of professional development activities for the summer and the coming year that includes sessions focused on core content in ELA and math as well as on school culture practices such as restorative justice. The school employs two content area coaches, one for ELA and one for mathematics, who work with teachers daily to provide training in the implementation of the core curricula. In the focus group, the coaches reported that their support and modeling is particularly helpful to the many new teachers in the building.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** UCCS submitted an annual assessment calendar listing summative and formative assessments to be administered throughout the year. The school lists the iReady diagnostic as a ‘summative’ assessment, although iReady is not recognized as a measure of and is not predictive of mastery of the NYSLS. The calendar lists the standards-aligned curriculum module assessments in both ELA and math as ‘formative’ along with exit tickets and running records. Also on the calendar are teacher developed project-based assessments scheduled for the end of the school

year, but in focus group interviews and renewal documents the school acknowledges that training in project-based learning is postponed until implementation of the core curriculum is well established.

- **Indicator b:** UCCS teachers use iReady results and curriculum-based tests and quizzes as the quantitative data to inform instruction supplemented with qualitative measures such as student engagement, persistence, and attendance according to the renewal application. In focus group interviews, teachers and instructional leaders described structured data conversations around iReady results during weekly grade level team meetings. Sample agendas and minutes from grade level meetings confirm that diagnostic data from iReady is the focus of discussion rather than the standards-aligned measures from the NYS tests and curriculum-based assessments. In the focus group, the instructional leaders explained that, while the core curriculum addresses grade level standards, the iReady results inform remediation needs. The baseline iReady data provided to the site visit team for 2021-2022 shows 42 percent of students three or more grade levels below in ELA and 43 percent three or more grade levels below in math. The school did not report whether data conversations were conducted through the first year of the charter term (2021-2022) or whether data conversations focused on NYS tests or standards-aligned curriculum-based assessments are planned.
- **Indicator c:** The school currently uses Atlas data protocols in reviewing samples of student work and performance in math. In the pending renewal application, the school reports that, beginning July 1, 2023, it will use the protocols described in the Data Wise Improvement Process from Harvard University to guide discussions about the effectiveness of instruction at the classroom and grade level as well as the school level. Both protocols will be used. In the focus group, the instructional leadership team reported they collect both quantitative data from assessments and classroom walkthroughs, along with qualitative data on attendance to monitor not only the implementation of the core curriculum but also its effectiveness. In response to feedback from staff and observations by school leaders, the school added *Magnetic Reading* as an additional resource in phonics and phonemic awareness for K - Grade 2.
- **Indicator d:** According to the assessment calendar submitted with the renewal documents and reports from the leadership focus groups, UCCS relies on iReady to assess student progress toward the NYSLs. On the assessment calendar provided, iReady is labeled “predictive” despite limited evidence that UCCS students’ iReady results are correlated with their NYS test results. The assessment calendar also lists the standards-aligned assessments from the core curricula as tools for determining whether students have met grade level learning standards but at the time of the site visit, teachers were just starting to prepare for the first end-of-module curriculum assessments.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** In the renewal application and the diverse learners team focus group, UCCS reports that the coordinator of student support services follows approved procedures and coordinates with the Rochester City School District (RCSD) Committee on Special Education (CSE) to collect data and monitor the process to identify students in need of special education services. The school reports that it administers the home language survey and identifies those needing English language learning support. At the time of the visit the school was serving 15 ELLs and 34 SWDs according to the October dashboard presented to the board of trustees.
- **Indicator b:** According to the renewal application, UCCS transitioned to the ICOT model in the current school year (2022-2023) from the consultant teacher model to serve SWDs in the classroom. In the ICOT model, as described above, one special educator is assigned to one of each pair of classrooms in K-Grade 6 and plans lessons along with the general education teacher.

Members of the diverse learners focus group explained that the ICOT provides modifications and additions to the lesson plan to serve the specific needs of the students not only in the classroom where s/he is assigned, but for both classes in the grade. In grades seven and eight, one special educator provides services in a consulting teacher role for special education students in those two grades. In the focus group interviews with school leaders and the diverse learners' team, UCCS reported that they have added a second English as a New Language (ENL) teacher to support students, reducing the caseload for each teacher to seven to one. In addition to the special education teachers and ENL teachers, the school employs 14 teaching assistants and assigns one to each K-Grade 5 classroom, one in Grade 6 and one in Grade 8. The school's website lists an opening for a second teaching assistant in Grade six. Teaching assistants support small group instruction, as well as provide individual student support within the classroom. According to interviews with teachers and school leaders, the teaching assistants participate in planning and professional development to better enable them to support the academic program.

- **Indicator c:** Focus group interviews and documents submitted for the renewal cite a regular schedule of weekly meetings among grade level teachers including the ICOT and teaching assistants to communicate and coordinate lesson planning and student support. ENL teachers reported they push-in to classes to work with their students and provide feedback and suggestions on classroom lessons through the *Chalk* online lesson repository. Student progress is tracked by the iReady tool when students work on remediation lessons during the WIN class period. According to teachers and instructional leaders in focus group interviews, teachers, teaching assistants, special educators and ENL teachers supplement the regularly scheduled grade level team meetings with ad hoc conversations before and after school.



**Benchmark 3: Culture, Climate, and Student and Family Engagement**

*The school has systems in place to support students’ social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Measures of Culture, Climate, and Student Engagement</i></p>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. <sup>4</sup></p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. <sup>5</sup></p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
<p>2. <i>Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

<sup>4</sup> See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

<sup>5</sup> Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - [http://www.p12.nysed.gov/irs/level2reports/documents/SIRS\\_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf](http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf).

*Element*

*Indicators*

	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

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educational program. The school has a McKinney-Vento Coordinator that staff can identify.

**Summative Evidence for Benchmark 3:**

Over this charter term, the trajectory for this benchmark has remained as Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** In the renewal application, the school reports the attendance team, led by the CEO, monitors daily attendance, and develops interventions to avoid chronic absenteeism. The school’s July 2020 *Code of Conduct* posted on the website describes behavior expectations and consequences for infractions but does not address attendance expectations. The *Family Handbook* on the website includes details on the school’s attendance policy and steps that will be followed to address chronic absenteeism. The *Family Handbook* does not list a publication date and includes outdated information about the arrival and dismissal times and school staff. On the October 2022 dashboard report presented to the board of trustees, attendance across all grades ranged from 79 percent to 90 percent, with an average attendance for the current year of 89 percent.
- **Indicator b:** According to the renewal application, the student success team, consisting of the assistant principal, the social worker and the social emotional learning (SEL) coaches, is responsible for promoting a safe and productive learning environment including taking steps to reduce or eliminate the need for out of school suspensions. The alternative to suspension (ATS) room was established prior to 2017 and has consistently been staffed by an experienced SEL coach. The October 2022 dashboard lists four ATS visits for the month of September. In addition, the October dashboard presented to the board lists 10 out of school suspensions in September. No SWD or ELL students were assigned to either the ATS room or suspended out of school for the first two months of the current school year. Data comparing the suspension rate for UCCS with RCSD was not available at the time of the renewal site visit.
- **Indicator c:** UCCS renewal documents do not state whether the process used to measure and evaluate school climate and culture has been approved by NYSED. In the renewal application, the school explains that the student support team, referred to as the student success team, meets weekly and reviews attendance and behavior data to assess the school’s climate and culture. According to interviews with the student success team and school leaders, the school uses the School Wide Information System (SWIS) to collect data on classroom removals and suspensions. In some documents, including the code of conduct, the school reports using the Positive Behavioral Interventions and Supports (PBIS) program to reward and reinforce positive behavior among students. However, the mid-term site visit report quotes the school’s self-evaluation stating that PBIS is in its “infancy.” The site visit team did not note any postings, documents, or teacher actions that would reflect the use of PBIS. In the renewal application, the school states that it will begin administering a student voice survey twice per year beginning in July 2023 as a way to measure and evaluate school climate and culture. However, members of the student success team and school leaders reported in focus group interviews that they have not administered student voice surveys this charter term.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** UCCS has a written student code of conduct posted on its website listing specific consequences for infractions of the code. The code, dated July 2020, does not reflect the restorative justice approach described in focus group interviews. According to the renewal application, the school assigns an SEL coach to staff “wolf dens” where students can be referred by teachers to receive help in reflecting on minor infractions and develop strategies to resolve misbehavior and return to the classroom to continue their assignments. In the teacher focus group, not everyone agreed that the “dens” process is the most effective approach to behavior management. On the 2022 CSO Teacher Survey, 75 percent of the teachers responding agreed that the school’s discipline policy is clear. High turnover among the teaching staff makes it unclear whether opinions from the current staff match the previous staff responses. While only a small number of parents responded to the 2022 CSO Parent Survey (23 of 382 potential responses for a 6 percent response rate), 15 of the 23 respondents agreed that the school’s discipline policy is enforced by all teachers and staff. It is unclear whether parents hold similar views under the new “dens” structures and procedures.
- **Indicator b:** According to documents submitted for the renewal and focus group interviews during the site visit, UCCS uses a progressive approach to behavioral interventions grounded in the restorative justice model. The progressive approach to behavior management detailed in the code of conduct begins with teacher action, includes communication with parents, and advances to school leaders as needed. The UCCS renewal application lists three key expectations for student behavior— respect, resilience, and responsibility. The summer institute professional development calendar shared with the site visit team includes full staff training in restorative justice and descriptions of how restorative justice will be used in the new “dens” structure. The renewal documents list the *Getting Along Together (GAT)* curriculum and *InFocus* as two curricula implemented in designated grades to build students’ social and emotional skills. However, in the student success team focus group, school staff reported that the SEL curricula are on hold while the school focuses on establishing the restorative justice model within the “dens.” The mid-term site visit report states that *GAT* and *InFocus* are no longer in use at the school.
- **Indicator c:** Both the 2022 CSO Parent Survey and the 2021 UCCS-administered survey of families report strong agreement that the school is safe. Of the 70 respondents to the school-administered survey, 68 agreed that the school is safe with two disagreeing. While 23 parents responded to the 2022 CSO Parent Survey, 83 percent (n= 36) agreed the school is safe while 16 percent (n= 7) disagreed or responded they neither agreed nor disagreed.
- **Indicator d:** According to the renewal application, the school designates the assistant principal as the Dignity for All Students Act (DASA) coordinator. DASA policies are incorporated into the school’s code of conduct, making explicit the prohibition against discrimination, harassment and bullying. Seventy-three percent of the 23 parents responding to the 2022 CSO Parent Survey agreed that the environment is free from bullying, harassment, and discrimination.
- **Indicator e:** Across the 10 classes observed during the site visit, all were judged to be conducive to learning. On the 2022 CSO Parent Survey, 82 percent of the 23 parents agreed that classroom environments are generally free from disruption. Thirteen of the 20 teachers responding to the 2022 CSO Teacher Survey also agreed classrooms are generally free from disruption.

3. Element: **Family Engagement and Communication:**

**2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students**

Urban Choice CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	392	43	11%	50%	-39
Student Survey (Grades 9-12)	N/A	N/A	N/A	80%	N/A
Teacher Survey	33	21	64%	80%	-16

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

**2022 Annual Survey of Charter School Parents/Guardians, Students, and Teachers**

Urban Choice Charter School		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	6%	382	23
Student	Not Applicable	.	0	.
Teacher	Does not meet 90% or 95% Confidence	56%	36	20

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

The response rates for the 2021 surveys do not meet the target response rates. The response sample sizes for the 2022 surveys do not meet the minimum 90 percent confidence level. Aggregate responses for both years would be statistically undependable.

- Indicator a:** In focus group interviews, members of the diverse students’ team reported that the school offers application documents in both Spanish and English, but they were not aware whether other documents are translated into families’ preferred language, as this is the responsibility of the enrollment coordinator. According to the renewal application, UCCS relies on the website and social media (Facebook, Twitter, Instagram) as well as a messenger system to email and telephone important information to families. As of the time of the renewal site visit, there was no translation option on the school website to allow parents to access posted documents in their preferred language. In the focus group interview, ENL teachers reported they are sometimes called on to provide translation for parents whose first language is not English. Teachers indicated they believed that iReady reports are available in both Spanish and English; and samples of parent notices were shared with the site visit team.
- Indicator b:** In the renewal application and focus group interviews, the school lists multiple methods for communicating and engaging with families, including email, robocalls, social media and the website. A review of school documents posted on the UCCS website and social media feeds show no differentiation to accommodate family variations in language preference or disability status. The school’s Facebook feed was last updated in January 2022 and the Instagram posts are outdated. On the website, both the bimonthly newsletter for September 2022 and the school policies and board minutes are in English with no options for translating to a family’s preferred language. According to the renewal application and interviews during the site visit, the school directs the director of family and community engagement to develop strategies to involve families in the work of the school. While the director of family and community engagement has begun efforts to convene a Parent Advisory Committee (PAC), only one meeting has been held

since the start of the school year. The school provided a calendar of future PAC meetings to the site visit team, but none are posted on the website. On the October 2022 dashboard prepared for the board of trustees, no family engagement activities are listed for September. In the focus group, members of the family engagement team reported approximately 120 attendees at the recent Open House, the first hosted in the new facility since the move in September 2021. School leaders reported that families were treated to cider donuts and bags of fresh foods provided by a community agency. At the open house, volunteer parents solicited names of potential participants in future PAC meetings.

- **Indicator c:** In the renewal application, UCCS states that it assesses family satisfaction through a yearly family survey and the school shared the March 2022 survey results with the site visit team. Only 70 families responded from a school population of 400 students. The survey asked families to list their preferred method of contact, preferred time of day, and whether they have internet access along with questions about school safety and satisfaction with the academic program and transportation. The renewal application also stated the school administers a student voice survey twice a year, but members of the student success team reported that no student survey had been administered this charter term. The school's by-laws require a parent representative on the board of trustees, but it has not been able to fill that position since the 2021 departure of the previous parent representative. In focus group interviews, school leaders did not provide information about their use of community forums and participation logs or other forms of parent input to make schoolwide decisions. In interviews during the site visit, school leaders reported that parents were not involved in the decision to initiate standards-based report cards for the 2021-2022 school year. The director of family and community engagement said that they may hold a parent meeting in December 2022 for parents to improve their understanding of the standards-based reports.
- **Indicator d:** The UCCS website includes a *Family Handbook* tab that describes a variety of school rules and procedures, but a formal complaint policy is not included either in the handbook or in other locations on the website. While the renewal application details the steps for addressing a concern or complaint from families, a school complaint policy could not be located as noted in both the 2021 renewal report and the 2022 mid-term site visit report. Board minutes document concerns from parents about communication with the school which contributed to the establishment of the PAC. The school did not report whether parent concerns shared with the board were resolved. The school reports no formal complaints received for the current charter term.
- **Indicator e:** At the time of the site visit, the UCCS website did not include a link to the most recently available NYS report card as required. The school did not report internal schoolwide data to families on the website or by other means. While the board of trustees proposes transparency as one of its board goals on the 2021 Action Plan, the lack of access to a number of critical documents is noted in this report under Benchmark 10. In the leadership focus group, school leaders said they share school-level local and state results with the board of trustees but not with families or the community.
- **Indicator f:** In the renewal application, UCCS states that it posts the school's participation rate on the New York State assessments compared to RCS D. At the time of the renewal site visit, that information could not be located on the school's website.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** According to the renewal application, UCCS uses *GAT (Getting Along Together)* for students in K-Grade 4 and the *In FOCUS* program for students in Grades 5-8 as the curriculum for addressing students' social emotional and mental health needs. However, the mid-term site visit

report and interviews with the student success team during the site visit indicate that GAT had been suspended while the school staff worked on establishing the “dens” program. At the time of the site visit, this social emotional curricular tool had been reinstated with related professional development planned. The school staffs four social emotional learning (SEL) coaches to work with students who are sent out of class to the “dens.” One SEL coach engaged with students whose behavior goes beyond minor infractions. In the renewal application, the school explains that it is changing the Help Zone process that had been in place in the first year of the charter term (2021-2022) and adopting restorative justice as its model. The “den” system provides many of the same supports as the Help Zone process previously in place. On the master school schedule, fifteen-minute SEL classes are listed for each grade level, most occurring at the end of the day prior to dismissal. At the time of the site visit, with the SEL curriculum on hold as noted above, school leaders reported that teachers and teaching assistants use this time to confer with students and review their performance and progress.

- **Indicator b:** According to the renewal application and additional documents provided by the school, UCCS uses attendance and behavior data as measures of students’ social-emotional needs. Attendance and behavior data including referrals to the “dens” and in-school (formerly ATS) and out of school suspensions is collected by school leaders and provided to the board on the monthly dashboard reports. The data collected by the school focuses on behavior and does not report measures to assess broader areas of the social and emotional needs of its students.
- **Indicator c:** According to the renewal application, the student success team reviews anecdotal data, infractions data, behavior referrals, visits to the Help Zone/Wolf Dens, and ATS to assess whether the school’s programs and practices are yielding the desired outcomes. Since, as noted above, the student success team has suspended implementation of the two social-emotional curricula, no data is collected to assess their impact. Interviews with school leaders and the student success team indicate that the school addresses the social and emotional health needs of students on an individual basis rather than a school-wide approach.
- **Indicator d:** In the professional development calendar provided to the renewal site visit team, the school lists sessions in restorative justice, the newly adopted school-wide behavioral approach, in both the summer 2022 with additional sessions planned across the school year. As reported in the renewal application and interviews with school leaders and staff, the school adopted restorative justice to move away from a punitive approach to student behavior toward a positive learning process that can help students identify and resolve unacceptable behaviors.
- **Indicator e:** According to the renewal application and interviews with school leaders and the student success team, the UCCS social worker is assigned responsibility for identifying McKinney-Vento eligible students and their families to ensure the continuity of the child’s educational program. In the focus group, the social worker reported that the school served 26 McKinney-Vento students in 2021-2022 and nine so far in the current school year. The social worker explained she assisted 42 families by connecting them with community agencies suited to their particular housing and related needs, including those supporting the social and emotional needs of students.

**Benchmark 4: Financial Condition**

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

**Finding: Meets**

Over this charter term, the trajectory for this benchmark has remained a Meets.

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

**Financial Condition**

Urban Choice Charter School appears to be in very good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

**Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Urban Choice Charter School’s 2021-2022 composite score is 3.00.

**Composite Scores  
2017-2018 to 2021-2022**

<i>Year</i>	<i>Composite Score</i>
2017-2018	2.59
2018-2019	2.88
2019-2020	2.73
2020-2021	3.00
2021-2022	3.00



### **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**

Over this charter term, the trajectory for this benchmark has remained a Meets.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed Urban Choice Charter School's 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

**Benchmark 6: Board Oversight and Governance**

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

**Finding: Falls Far Below**

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

**Summative Evidence for Benchmark 6:**

Over this charter term, the trajectory for this benchmark has remained a Falls Far Below due to no significant improvement in the board’s oversight and governance.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** In the renewal documents and focus group interview, UCCS reports that the board completed the *McKinsey & Company Nonprofit Board Self-Assessment Tool* in 2022 to evaluate its own performance. In the focus group, board members confirmed that they completed an

evaluation of the CEO using the *Open Schools Project* rubric. The board said that the results of the CEO evaluation were used to determine salary and bonuses for the school leader. Also in the focus group, board members reported that the charter management organization which was contracted at the beginning of the current charter term was evaluated against the contracted services for which it was hired. However, as noted in the 2022 mid-term site visit report, board minutes do not record regular or periodic review of the contracted providers' services. When the charter management contract was terminated in February 2022, the board reported that it retained two of the independent school improvement consultants used by the management company. The school did not provide evidence that it has evaluated the performance of its after-school program provider.

- **Indicator b:** The UCCS board completed the reconstitution of its membership by replacing members and officers as required as a condition of its 2020 renewal. According to renewal documents and interviews, in 2021 the board hired a charter management provider and assigned it the responsibility to recruit and select new members representative of the community. The reconstitution required that 60 percent of the board be changed. Four of the seven members in 2020-2021 left the board and three new members were added. However, two of those three have resigned their membership and the board has been unsuccessful in recruiting additional members to bring needed expertise. The board has been without a parent representative required in its by-laws since the previous parent left in 2021. Invitations to join the board are posted on the school's website and mentioned in the minutes of each board meeting. In the focus group interview, board members said they rely on relationships developed through community activity, such as a non-profit leadership training program, as well as personal contacts with friends and colleagues to search for potential board candidates. At the time of the renewal site visit, the board reported that four candidates were in the process of developing their applications and obtaining the necessary fingerprint clearance.
- **Indicator c:** The board's oversight of UCCS operations is informed by data reports from school leaders. According to minutes of board meetings across the current charter term, the CEO and school staff provide monthly dashboard reports to the board listing enrollment, academic performance, discipline, culture and climate, and family engagement activities. While the board committed to post dashboard reports on the website to be accessible for public review in its March 2021 *Action Plan*, none could be located. The school provided samples of the May, September and October 2022 dashboard documents listing an array of data including those listed above. However, board minutes do not describe regular discussion of the data or action taken by the board in response to the information about the school until the most recent meeting when the minutes note that one board member questioned school leaders about their strategies for resolving behavior and academic concerns. In the focus group interview, board members noted that they receive the dashboard information a week before their meeting and have time to review it and prepare for discussion. As noted above, board minutes do not document detailed discussion of the dashboard data and do not describe how that data informs board decisions.
- **Indicator d:** According to the document describing the board's self-evaluation process, the board used the results of its self-evaluation to develop the *2022-2024 Strategic Plan/School Improvement Plan (SIP)*. Along with the renewal application, UCCS submitted two documents each containing goals, strategies, and actions steps. The March 2021 *Action Plan* developed in response to the 2021 renewal report and the *2022-2024 Strategic Plan/ School Improvement Plan* are both organized around the NYSED CSO 2019 Charter School Performance Framework but offer different details for each action item. While the *Action Plan* addresses a few goals under each benchmark, the SIP addresses only Benchmark 1 through Benchmark 6, omitting any plans or strategies to address the indicators in Benchmarks 7, 8, 9 and 10. In the *Action Plan* under

Benchmark 6, the board commits to completing a yearly review of the strategic plan to produce a progress report. Similarly, under Benchmark 6 in the SIP, the board commits to convening for work sessions in addition to regular board meetings in order to “monitor implementation of the school improvement plan.” At the request of the site visit team, school leaders provided a color-coded status report on the SIP for benchmarks 1 and 2. At the time of the visit, the board had not yet given input into an assessment of these benchmarks. In the focus group interview, when asked which plan is the guiding document for school and board activities, board members were unable to cite any specific commitments or expectations listed on either plan. One board member referred to the *Corrective Action Plan (CAP)* developed in response to the 2019 *Notice of Deficiency* regarding enrollment and academic performance, but other members were uncertain of the details of the *Action Plan*, the *Strategic Plan/ School Improvement Plan*, or the *Corrective Action Plan*. In an email exchange, the school leader reported that the SIP was intended as an internal document for guiding instructional leaders in the management and oversight of the academic program, with the board adding their goals under Benchmark 6. Differing understandings across the school about which goals and objectives are to be implemented and monitored limit the school’s ability to make adequate progress in improving student outcomes.

- **Indicator e:** In the renewal application and supporting documents, UCCS reports that the board has added policy review to its annual board calendar. The board assigned the school attorney to coordinate this process. At the September 2022 meeting, the board approved an updated Data Privacy and Security Policy and aligned its policy on video conferencing of board meetings with current NYS rules. The school website has few links to board policies for public review and consideration.
- **Indicator f:** According to board minutes and documents provided to the site visit team, the charter management organization provided two professional development trainings to board members during the time it was engaged. The school provided a list of topics for board training over the first year of the charter term and a working calendar for board activities for the current year (2022-2023) listing training topics to be addressed. The school did not indicate the duration, attendees, or outcomes from the training sessions. In the focus group interview, board members said the training sessions were quite helpful, particularly those during the board retreat, in explaining their governance responsibilities especially since several board members are new to their role.
- **Indicator g:** According to the renewal application, the board has regularly used its attorney to advise on its governance role and legal obligations. Beginning in April 2020, the school’s attorney began attending all board meetings. She also offered regularly scheduled trainings for members on its governance role and legal responsibilities.
- **Indicator h:** As noted above, both the March 2021 *Action Plan* and the 2022-2024 *Strategic Plan/ School Improvement Plan* follow the NYSED CSO Performance Framework benchmarks. While the layout of the plans reflects a general understanding of the Performance Framework, the board’s awareness of and understanding of the expectations defined in the indicators under each benchmark is unclear. The board provided no evidence that it has reviewed the goals in either plan to determine the school’s progress toward meeting the Performance Framework standards.

**Benchmark 7: Organizational Capacity**

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

**Finding: Approaches**

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
<p>3. <i>Contractual Relationships (if applicable)</i></p>	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

**Summative Evidence for Benchmark 7:**

Over this charter term, the trajectory for this benchmark has remained an Approaches due to no significant improvement in leadership and management.

1. Element: ***School Leadership:***

- **Indicator a:** According to school documents and focus group interviews, the leadership team at UCCS has undergone one reorganization and one adjustment during the current charter term. While the school’s mission is recited at each board meeting and presented prominently on the school’s website and entry to the building, school goals are not regularly reviewed, in part because there is confusion among staff and board members over which goals are the focus of attention. The goals listed in each of the two documents are broad and long term, such as “improved student outcomes” and lack reliable measures to track progress toward proficiency on the NYSLs. The timeline on many of the SIP action steps spans the full school year through June 2023. School leaders shared a color-coded status report that showed some actions steps in process and some completed. Most of the action steps offer few details on how each strategy or action step is to be accomplished. While the board states as a goal on the 2021-2022 *Action Plan* its commitment to transparency to families and the community by posting supporting documents reviewed at each meeting on the website, none could be located at the time of the site visit. The goals in neither the *Action Plan* nor the *SIP* are posted on the UCCS website or reported in board minutes for public review.
- **Indicator b:** In the renewal application, the school lists a variety of communication strategies with families and 17 of the 23 parents responding to the 2022 CSO Parent Survey agreed that the school uses many methods of communication with six disagreeing or choosing neither option. On the March 2022 school-administered family survey, one open response comment indicated dissatisfaction with communication between teachers and administrators. Within the building, the school reports that the leadership team meets weekly and communicates between meetings via email and text but according to focus group interviews, the leadership team minutes are not made available to school staff. In the focus group interview, the instructional leadership team (ILT) led by the principal and including the content coaches, student support services coordinator meets weekly and shares meeting notes with the CEO but not with the full staff. In the board focus group, board members noted that teachers were bringing facilities issues and equipment problems to the board when they should have been dealt with directly between school leaders and staff. The board recommended the establishment of the Teacher Advisory Committee (TAC) to create a regular communication pathway between grade level representatives and school leaders. According to teachers in the focus group, the TAC plays an advisory and communication role and is not involved in decision making. Both the *Action Plan* and the *SIP* list goals to improve communication with families but omit details about the specific strategies proposed to accomplish that goal. As noted under Benchmark 6, the board has not completed regular and systematic reviews of the goals in either the *Action Plan* or the *Strategic Plan/School Improvement Plan*.

- Indicator c:** According to the renewal application, board minutes, focus group interviews and school documents, UCCS has struggled to retain teaching staff and to fill key leadership positions over the course of the charter term. As noted above, the director of curriculum and instruction position was vacant at the time of the site visit. The director of operations, who had been working remotely for UCCS, was scheduled to relocate to Rochester later in the fall. The September 2022 dashboard report submitted to the board lists a number of teaching vacancies including two special educators, one Grade 6 classroom teacher, one math teacher to serve Grades 7 and 8, one physical education teacher, a building substitute and the director of operations. On the October dashboard report, vacancies continued to be listed for one special education teacher, one sixth grade classroom teacher, the director of operations and the building substitute. In addition, the organizational chart submitted with the renewal application lists a data analyst position which has not been filled, although in the focus group, school leaders reported that they have a candidate in mind for that role who is a current classroom teacher, and they are waiting to fill the classroom position before completing the change in assignment. At the March 2022 meeting, board members discussed and approved financial incentives to encourage teachers to stay at the school. Despite the incentive, the school reported 19 out of 36 teachers were new to UCCS for the current school year. Reasons for leaving included dissatisfaction with changes in the instructional model for SWDs, dissatisfaction with teaching as a profession, some health issues, and some stress issues. Seven teachers have departed since September 2022. It was not clear if the school terminated any of the teachers who left. During the previous school year, 2021-2022, as reported in the mid-term site visit report from spring of 2022, “staff vacancies were a dominant concern” for the board and there was a “high turnover rate with over one-third of the teachers leaving between November of 2021 and the time of the mid-term visit in May of 2022.” Some of these departures were attributed to a schedule change precipitated by the district’s transportation needs and others were lost to better salaries and benefits in school districts.
- Indicator d:** School documents including the *March 2021 Action Plan* and *SIP* are mapped to each of the benchmarks in the NYSED Charter School Performance Framework, with the exception that the *SIP* addresses only benchmarks 1 through 6, recording no plans for benchmarks 7 through 10. The action steps and strategies in each plan align with the overall benchmark standards but do not offer details linked to the indicators within each benchmark, indicating that the *SIP* does not break down the action steps by specific indicator. School leaders are familiar with the overall benchmarks. As noted previously, while the board lists a goal to regularly review the status of the school improvement plan, board minutes do not reflect these reviews. In the renewal documents, school leaders did not specify a process or strategy to regularly assess progress toward the goals in the March 2021 Action Plan. The *SIP* specifies that it will be assessed and updated for the initial year of the proposed renewal in 2023-2024. At the request of the site visit team, school leaders provided a color-coded status report for Benchmarks 2 and 3 in the *SIP*, showing several “yellow” and several “green” action items, indicating some planning steps are in process and some in place. According to the 2022 Mid-term Site Visit Report, school leaders shared the findings of the 2021 renewal report with the staff at a May 2022 professional development session to build staff awareness of the performance benchmarks expectations, but the products or outcomes of that session are unclear.

2. Element: ***Professional Climate:***

- Indicator a:** At the renewal site visit, school leaders shared recently completed revisions of the job descriptions for school staff including leadership roles, teachers, and teaching assistants. Each description includes a detailed list of responsibilities and qualifications. In the renewal application, the responsibilities of the CEO are listed. Board responsibilities are included in the board by-laws. Descriptions of the responsibilities and qualifications of the social worker, counselor, data analyst

and social-emotional learning (SEL) coaches were not included in the packet provided to the site visit team.

- **Indicator b:** UCCS submitted a professional development calendar for the summer 2022 session, as well as a calendar for professional development throughout the 2022-2023 school year. Session topics include curriculum implementation, social emotional learning focused on the restorative justice approach, technology tools and behavior management strategies. According to the school's proposed professional development calendar, weekly grade level team meetings focus on using data to inform instruction, while the twice monthly early release days focus on curriculum-specific topics. On the fall 2021 staff survey administered by the school, 40 of the 46 staff rated CEI's training, resources, and communication during the onboarding process at 2.25 on a scale of one to five. While school documents do not specify how the effectiveness or impact of the professional learning sessions are evaluated, teachers in the focus group reported they are regularly surveyed after each PD session to learn their opinions of the event. In the instructional leadership team focus group, the principal and content area coaches reported that they are in classrooms regularly and look for evidence that the strategies presented in the professional development sessions are being implemented. They report their observations to the instructional leadership team to inform plans for future professional learning activities.
- **Indicator c:** As noted previously, UCCS has vacancies in leadership as well as classroom positions. In the focus group interview, school leaders reported that human resources functions are distributed among different staff members until the director of operations (DOO) transitions to working onsite in December. The school contracts with an outside provider, Insero, to assist the CEO with financial operations, and also to guide human resources functions such as insurance. Renewal documents mention that the school uses its website as a key communication tool. The 2021 Renewal Report noted that the school said it contracted with a web services provider but in the current renewal visit interview, school leaders indicated that a staff member was responsible for ensuring content is sent to the external website administrator for posting. The UCCS website lacks key documents and information, particularly information for families accessible in their preferred language. A key leadership role, the director of curriculum and instruction (DCI), remained vacant at the time of the visit. In the focus group, school leaders reported they have interviewed candidates, but none have the expertise to supervise the content area coaches, one of the key responsibilities of the DCI. In interviews, school leaders reported that the data analyst position noted on the organizational chart will be filled with a current classroom teacher once a replacement can be found for the classroom role.
- **Indicator d:** UCCS has established time in the school schedule for regular teacher and leadership meetings. Weekly grade level team meetings are assigned a 45-minute block during the instructional day for K - Grade 6 teams and a 30-minute session for Grades 7 and 8 is scheduled before student arrival once a week. Both teachers and teaching assistants, as well as the special educators serving in the ICOT role meet with the content area coaches to review curriculum implementation challenges and successes and to look at iReady data to plan instructional groupings. With the change to the ICOT model in K-Grade 6 for the current school year, UCCS included professional development in co-teaching strategies in the summer institute. In the focus group, the two ENL teachers reported they review lesson plans on the online repository, Chalk, and provide input on instructional strategies to classroom teachers. In the focus group interview, teachers said they meet whenever there is a need, during the school day or before or after school, and communicate by text or email about student issues. The school provided a sample agenda and minutes from a grade level team meeting showing the topics discussed and follow-up action steps to be addressed.



- **Indicator e:** In the renewal application, UCCS reported that it uses the online lesson plan repository, Chalk, to monitor the implementation of the core curriculum and the Danielson rubric to evaluate teachers. According to focus group interviews, the instructional leaders review and provide input on lesson plans regularly, but the ten lesson plans used by the CSO site visit team during its classroom observations did not display coach’s feedback. Teachers in the focus group confirmed that the formal evaluation process is based on the indicators in the Danielson rubric. In the focus group teachers listed a pre-conference, lesson observation, and a post conference as the activities in the formal evaluation process.
- **Indicator f:** While the renewal application states that the school administers annual teacher satisfaction surveys, the most recent one provided to the site visit team was administered in fall 2021. The renewal application reports that the school “will” use a tool currently on the market to solicit teacher and staff feedback, but none is listed. In the focus group interview and board minutes, board members noted that teachers brought concerns to the public comment section of board meetings that were better addressed at the school level and recommended establishment of the Teacher Advisory Committee (TAC). According to teachers in the focus group, several TAC meetings were held in spring 2022 and one on October 12, 2022. On the fall 2021 school-administered staff satisfaction survey, only 14 of 46 teachers rated UCCS at a 4 or 5 on a scale of 1 to 5 on the statement “school staff feel supported when suggestions, ideas, or assistance is shared with the leadership team.” In contrast, 32 teachers responded with ratings of 1, 2 or 3 on that statement. UCCS school leaders and documents indicate that the school began the year with 19 new teachers. Seven teachers out of the 36 teachers have departed since the beginning of the school year.

3. Element: ***Contractual Relationships:***

- **Indicator a:** UCCS contracted with a charter management provider at the start of the previous charter term (July 1, 2020) and terminated that contract in February 2022. The school monitored the efficacy of the CMO throughout the life of the contract. Regular monthly calls were held with the school’s leadership and board, its attorney, and representatives of the Charter School Office. The terms of the contract were reviewed in detail and noted when complete.
- **Indicator b:** N/A

**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: Approaches**

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.  b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

**Summative Evidence for Benchmark 8:**

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches rating due to insufficient implementation of key design elements, and not meeting all aspects of its mission.

1. Element: **Mission and Key Design Elements:**

- **Indicator a:** The central element of the UCCS mission is a “safe, supportive, and intellectually challenging educational environment.” In interviews during the site visit, school leaders and board members voiced their understanding that establishing a supportive environment and positive relationships is key focus area for the school. According to school documents, the school hires staff to provide in-class support, as well as instructional coaching for all of its new teachers. In the school’s Annual Report for 2021-2022 submitted in July 2022, the school explains that it aims to establish a supportive educational environment by providing assistant teachers in classrooms, special education teachers assigned to grade bands, and RTI teachers to work with students needing intensive support. However, the staff roster provided to the site visit team lists no RTI teachers. At the start of the current school year, the school changed its service model from special educators working as consultant teachers to an ICOT model for K - Grade 6 with one consultant teacher/ special educator assigned to Grades 7 and 8 to support the four SWD and 504 students in those grades. In addition to the academic support provided by these staff members, school leaders explained in focus group interviews that the social worker provides counseling for both SWD and other students as parents request. The staff roster documents a number of staff designated to provide behavioral support to students as a means of creating a safe school climate. In the 2022 CSO Parent Survey, 16 of the 23 parents responding agreed that the school is fulfilling its mission while one disagreed and six indicated they did not know the school’s mission. The CSO SV team did not observe in all classrooms, nor did it hear evidence during all focus groups of an intellectually challenging environment, effective teaching of a rich, rigorous and engaging curriculum, or building a strong foundation for college and career readiness. Additional details

can be found in Benchmark 2. Attachment 1 data shows that the school is not exceeding state achievement standards or defying the demographic challenges of poverty.

- **Indicator b:**

- *Supportive educational environment:* The school explains in its Annual Report for 2021-2022 that it aims to establish a supportive educational environment by providing assistant teachers in classrooms, special education teachers assigned to grade bands, and RTI teachers to work with students needing intensive support. However, the staff roster provided to the site visit team lists no response to intervention (RTI) teachers. At the start of the current school year, the school changed its service model from special educators working as consultant teachers to an ICOT model for K - Grade 6 with one consultant teacher/ special educator assigned to Grades 7 and 8 to support the four SWD and 504 students in those grades. In addition to the academic support provided by these staff members, school leaders explained in focus group interviews that the social worker provides counseling for both SWD and other students as parents request. According to focus group interviews and the renewal application, the school assigns responsibility for a safe and supportive educational environment to the student success team who staff “dens” where students are referred by teachers to resolve misbehaviors, replacing the former “Help Zones.” The dens are intended to improve culture as well as to reduce suspensions. The goal is to quickly identify the problem, de-escalate, and provide the student with a strategy for future conflict resolution. Based on the discipline data reported on the October board dashboards, noting four ATS visits and 10 out of school suspensions in the first month of the 2022-2023 school year, the school has partially succeeded in establishing this key design element, limited in part due to vacancies in classroom positions including teachers and teaching assistants.
- *Rich, rigorous, engaging curriculum:* On the most recent Annual Report, the school cites its core curriculum as evidence of a “rich, rigorous, engaging curriculum.” In this charter term, UCCS made comprehensive changes to its core curriculum, adopting *Wit and Wisdom* for ELA and *Eureka* for mathematics to replace *Success for All (SFA)*, *iReady* and *Zearn* math. According to interviews with school leaders, the change followed a curriculum audit conducted by the charter management company and the recommendation to adopt the new core programs which have a strong alignment with the NYSLS. In the focus group interview, instructional leaders emphasized that the current school year will be the third year of implementation of the two new programs, and they cited research that proposes that new curricula take three years to yield improved academic attainment. However, UCCS staff rosters across the charter term show many changes among the teaching staff including the current year in which 19 of the 36 teachers (52%) are newly hired. Since each of these teachers is new to the curriculum, while the school is in the third year of adoption of the core programs, these teachers are in the first year of implementation. As documented in the previous site visit reports, implementation of the core curriculum is inconsistent, likely due in part to frequent staff turnover. The school provided training in the curriculum during the summer professional development sessions and curriculum training is included in the planned PD calendar for the school year, but the departure of seven teachers since September has required the coaches and instructional leaders to provide training while teachers are in the process of implementing the curricula. Across the ten classes observed by the site visit team, students were generally attentive to instruction and classrooms were free of disruption, but levels of engagement with the content of the lesson varied across the school.
- *Extended learning opportunities:* In the renewal application and supporting calendar and master schedule documents, UCCS lists a 7.5-hour school day supplemented with after

school and summer programming for certain students to fulfill its commitment to extended learning opportunities. In the 2022 Annual Report, the renewal application, and focus group interviews, the school described the five-week summer program. The ICOT teaching model is used in summer school and preference is given to SWD and ELL. As noted in the 2021 renewal report, during the COVID-19 pandemic the after-school programming at UCCS was paused. Members of the diverse learners' team said in the focus group interview that SWD and ELL are prioritized for the summer program but noted that parents must commit to the full 30-day program, which may be difficult for some. In renewal documents and focus group interviews, the school reported that it partnered with the Urban League to offer an after-school program for 50 students in grades 6-8 in 2021-2022, expanding to 60 students in grades 5-8 for the current school year. The school noted that the Urban League provides a stipend for students who participate in the after-school program. While the program is fully enrolled, the number of students able to participate in this extended learning opportunity is a fraction of the school population.

- *Authentic Family Involvement:* In the school's 2022 Annual Report and renewal application, UCCS lists typical school practices such as an open house and parent-teacher conferences as evidence of its efforts to implement "authentic family involvement." The mid-term site visit report notes that family engagement activities have not been restarted since their suspension due to the restrictions imposed by COVID-19. On the March 2021 *Action Plan*, the school proposed a strategy to "address ways of engaging families remotely" but school leaders did not report any progress implementing that strategy to get more parents engaged in the life of the school. As reported under other benchmarks, UCCS has initiated a number of changes in school structures, staffing, programs, and procedures across the two years of this charter term, but the school has conducted few information sessions or trainings for families to enable them to understand and make use of the changes to support their children's success.
- *Data informed Instruction:* According to the renewal application and interviews with school leaders and teachers, UCCS relies primarily on iReady data as both a diagnostic and progress measure of student performance, while using additional sources of assessment data to support academic decisions. As noted in the 2021 renewal report and the school's self-reported internal data, iReady results for UCCS students have not been accurate predictors of their performance on the NYS tests. While teachers and school leaders report they adjust instruction and instructional groupings based on iReady data, results on the 2022 NYS tests suggest that those adjustments are not improving student outcomes.
- *Focused professional development:* School leaders submitted a professional development calendar for the summer institute and across the academic year for each year of the current charter term which reflect a comprehensive range of activities to support teachers' effective implementation of the curriculum and use of the school's tools and practices to promote a positive educational environment. In the instructional leadership team focus group, content area coaches described their work to support both experienced and new teachers in daily interactions as well as during professional development sessions. Teachers in the focus group reiterated the frequency of supportive interactions with the instructional leaders.
- *School culture:* On the 2022 Annual Report and in the student success team focus group, the school reports that it monitors behavior data recorded in SWIS and Kickboard as well as referrals to the "dens" as measures of school culture. The school also reports that Positive Behavioral Interventions and Supports (PBIS) is in place throughout the school; however, the site visit team noted no instances of PBIS use in the ten classrooms visited. PBIS was discussed with the student success team as being in the beginning stages of implementation.

The school employs four SEL coaches to apply restorative justice practices to resolve student misbehavior and help students resume productive classroom participation. Data reported on the dashboards prepared for the board for 2021-2022, the first year of the charter term, and for the first two months of the current school year show low incidence of referrals out of class and moderate levels of misbehavior requiring out of school suspension.

**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. High schools are meeting persistence rates commensurate with the NYSED target.*

**Finding: Approaches**

<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>	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

**Summative Evidence for Benchmark 9:**

Over this charter term, the trajectory for this benchmark has remained an Approaches due to continued enrollment of SED and ELL at a rate that is less than the district of location.

1. Element: **Target are met:**

- **Indicator a:** The school’s overall enrollment has fulfilled the school’s contractual obligation and currently, 2021-2022, the school is at 96 percent of its contracted enrollment of 400 students (382). UCCS’s retention rates for all students, ELL, and ED approach or exceed the district of location (DoL): all students -2 percentage points below the DoL, ELL +7, and ED students -2.

2. Element: **Targets are not met:**

- **Indicator a:** Over the course of this charter term, UCCS has enrolled proportionately fewer ELLs and SWDs than RCSD. In 2021-2022, the school’s enrollment differential for SWD was -12 to the DoL; -13 for ELL, and -10 for ED students.
- **Indicator b:** In the renewal application, the school lists its participation in the Common Application System for Rochester Charter Schools, changes to the application process that allows parents to indicate whether students have an IEP or are speakers of other languages, and the addition of a

weighted lottery in 2021 to improve subgroup opportunities for selection in the enrollment lottery. The policy was amended for the 2022 lottery by doubling the weight. The renewal application also states that the school has ensured applications are translated into Spanish and Punjabi and that the website has a Google Translate option. However, at the time of the renewal site visit, the Google Translate option was not on the school's website. In the diverse learners focus group, school staff reported that French, Spanish, Creole and Punjabi are the home languages served by the school. The school listed its efforts to retain SWD and ELL in its renewal application, including changing the service model for SWD from consultant teachers to an ICOT approach in K-Grade 6, adding a second ENL teacher and a new ELL curriculum, and training teachers to use the Sheltered Instruction Observation Protocol (SIOP) to support ELL in general education classrooms. These program changes are too recent to yield observable improvements in enrollment, recruitment, or retention efforts.

- **Indicator c:** The renewal application reported that the school does not have a system in place to assess the effectiveness of individual recruitment efforts but rather uses actual enrollment numbers to determine if the school's efforts have been effective. However, in the *2021 Action Plan*, the school proposed to add a question on the school's intake forms at enrollment to learn how families heard about UCCS. The school did not provide examples of these forms, nor did it report whether this strategy had been implemented and whether the data was used to inform prospective recruitment efforts.

***See Attachment 1 for data tables and additional information.***

## Benchmark 10: Legal Compliance

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

### Finding: Approaches

#### Element

#### Indicators

#### 1. *Legal Compliance*

- a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.
- b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.
- c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.
- d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.
- e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
- f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to a lack of compliance on several issues.

#### 1. Element: **Legal Compliance:**

- **Indicator a:** UCCS has resolved several issues noted in the 2021 renewal report including fingerprint and certification requirements. However, the school remains out of compliance with several requirements related to reporting and its own bylaws.
  - Instructions for completing the required annual report lists eight critical documents which must be linked on the school's website. Five of the eight documents have links that do not take the visitor to the expected document. The school does not have its Foil Policy or Foil Subject Matter List on its website; the Foil documents listed are not what is required by law.
  - Until a formal revision request to reduce the minimum number of board members to five was submitted to and approved by the NYSED CSO in April 2022, board by-laws defined a minimum of seven members. The board operated since September 2021 with fewer than seven members.



- **Indicator b:** As reported on the 2022 mid-term site visit report, the school completed the required corrective actions requested by the Board of Regents as a condition for its 2021 short-term renewal, including hiring a charter management organization. In February 2022, the UCCS board terminated its contract with the management company. To remain in compliance, the school was required to have a CMO until the Board of Regents formally removed the obligation. The board composition changes were incorporated and approved as part of the CMO revision request in April 2022. Sixty percent of the former members have left as required. The February 2019 Notice of Deficiency for enrollment and academic performance issued by NYSED’s CSO resulted in a Corrective Action Plan which has not been resolved and continues to be in effect.
- **Indicator c:** In the written response to the 2021 renewal report, the school reported that it instituted stricter controls on certification requirements for new staff. Newly created job descriptions provided to the site visit team now include fingerprint clearance as a condition of employment. No clearance issues were reported in the 2020-2021 Annual Report.
- **Indicator d:** The school has submitted revision requests to both the NYSED’s CSO and to the Board of Regents as appropriate. Changes to the organizational chart following termination of the charter management contract were submitted with the April 2022 request.
- **Indicator e:** During the first year of its charter term, 2021-2022, the school is at 96 percent of its contracted enrollment of 400 students (382).
- **Indicator f:** In the school’s 2021 Action Plan, the board commits to having the school’s attorney attend each meeting to monitor its adherence to appropriate procedures. In the focus group, the board mentioned that the attorney attends most meetings and has been charged with providing training on governance responsibilities and leading regular reviews of school policies.

# 2022 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

URBAN CHOICE CHARTER SCHOOL

### BEDS Code

261600860877

### 2021-2022 Enrollment

382

### ESEA Accountability Designation (2021-2022):

This school is designated as a school in **Comprehensive Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

### Charter School Information

School District of Location:	ROCHESTER CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter	23%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	K-8
Address:	1020 MAPLE ST ROCHESTER NY 14611
Website:	www.urbanchoicecharterschool.org
RIC:	MONROE/M.A.A.R.S.
Regents Region:	FINGER LAKES REGION
Regent:	RUTH B. TURNER
Active Date:	7/1/2005
Authorizer:	NYS BOR
CEO:	LYNN MCCARTHY
CEO Phone:	(585) 288-5702
CEO Email:	lmccarthy@urbanchoicecharter.org
BOT President:	MUBARAK BASHIR
BOT President Phone:	(585) 953-6825
BOT President Email:	Mubarak.b81@gmail.com
Institution ID:	800000058267

\*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

### BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2019
Current Term:	7/1/21-6/30/23
2018-2019	Midterm
2019-2020	Renewal
2020-2021	Renewal
2021-2022	Midterm
2022-2023	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

### 2022 CSO Survey Results

	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	6%	382	23
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	56%	36	20

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

URBAN CHOICE CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

Urban Choice CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Elementary/Middle	+/- 5	Buffalo Collegiate CS	-6	+3	+13	.
		Canarsie Ascend CS	-53	-52	-60	.
		Cross Hill Academy	-14	-7	-40	.
		KIPP Tech Valley CS	-15	-9	-5	.
		Leadership Preparatory Canarsie CS	-46	-37	-51	.
		Riverton Street CS	-47	-30	-27	.
		Mean	-30	-22	-28	.
	+/- 7.5	Achievement First Apollo CS	-36	-41	-17	.
		Achievement First Endeavor CS	-45	-40	-23	.
		Achievement First Linden CS	-31	-23	-23	.
		Central Brooklyn Ascend CS	-49	-44	-66	.
		Enterprise CS	-2	+3	-1	.
		Icahn CS 1	-61	-68	-53	.
		Imagine Me Leadership CS	-32	-30	-62	.
		KIPP Albany Community CS	-18	-6	-7	.
		PS/IS 119 Glendale (The)	-59	-55	-37	.
		Renaissance Academy CS of the Arts	-21	-9	-33	.
		Rochdale Early Advantage CS	-34	-20	-52	.
		School 42-Abelard Reynolds	+3	-2	-11	.
		School 53 Montessori Academy	-16	-14	-38	.
		Seneca Intermediate School	-11	-15	-39	.
	Mean	-29	-26	-33	.	
	+/- 10	Achievement First Voyager CS	-50	-38	-11	.
		Brooklyn Excelsior CS	-35	-15	-37	.
		Brooklyn Scholars CS	-39	-23	-25	.
		Build Community School	-3	-3	-3	.
		Citizenship and Science Academy of Syracuse CS	-8	-6	+7	.
		Community Partnership CS	-48	-51	-65	.
		Explore CS	-51	-35	-40	.
		Explore Empower CS	-31	-26	-8	.
		Explore Excel CS	-24	-23	-19	.
		Future Leaders Institute CS	-30	-22	-18	.
		Gordon Parks School (The)	-41	-14	-27	.
		Grimes School	-16	-16	-19	.
		Harriet Tubman CS	-41	-26	-49	.
		Highgate Heights	-7	-4	+8	.
		Hyde Leadership CS - Brooklyn	-24	-16	-20	.
Hyde Park School		-9	-6	-57	.	
Icahn CS 3	-75	-76	-66	.		
Icahn CS 5	-55	-69	-48	.		
Icahn CS 6	-64	-84	-65	.		
Icahn CS 7	-54	-48	-42	.		
Leadership Preparatory Brownsville CS	-44	-43	-31	.		
MS 394	-8	-2	-6	.		

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

	Our World Neighborhood CS	-48	-42	-43	.
	PS 66	-22	-19	-45	.
	Paideia School 24	-32	-39	-40	.
	Parley Coburn School	-10	-10	-15	.
	School 21	-28	-25	-50	.
	School 22	-26	-24	-36	.
	School 5	-20	-18	-31	.
	Success Academy CS-Bronx 2	-58	-69	+32	.
	Success Academy CS-Harlem 2	-58	-81	+32	.
	Success Academy CS-Harlem 5	-62	-73	+32	.
	Thomas Jefferson ES	-14	-20	-29	.
	Thomas K Beecher School	-1	0	-13	.
	Mean	-33	-31	-25	.
	Mean	-32	-29	-27	.

\*See NOTES (1) and (11).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### Charter School

URBAN CHOICE CHARTER SCHOOL

#### 2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

##### Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Urban Choice CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	39%	14%	-	39%	14%	14%	-	13%
2016-2017	29%	19%	-	30%	23%	12%	-	22%
2017-2018	30%	11%	20%	29%	22%	9%	-	21%
2018-2019	30%	29%	0%	30%	18%	18%	0%	15%
2021-2022	26%	0%	0%	26%	2%	0%	0%	2%

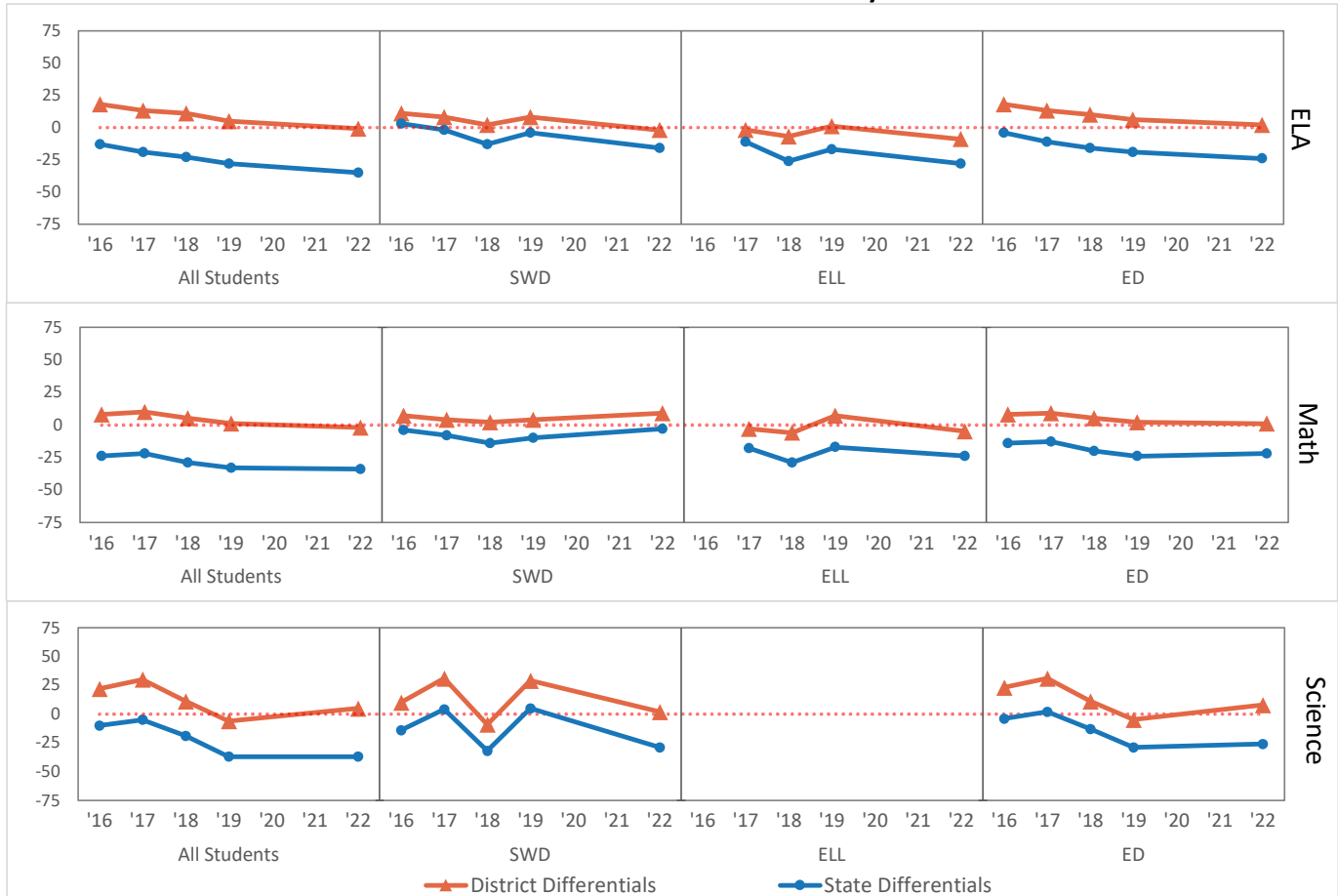
\*See NOTES (2), (3), (7), and (8).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of  
Urban Choice Charter School and Rochester City School District



\*See NOTES (1), (2), (3), and (6).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	25%	7%	+18	38%	-13	15%	7%	+8	39%	-24	67%	45%	+22	77%	-10
	2016-2017	21%	8%	+13	40%	-19	18%	8%	+10	40%	-22	70%	40%	+30	75%	-5
	2017-2018	22%	11%	+11	45%	-23	16%	11%	+5	45%	-29	58%	47%	+11	77%	-19
	2018-2019	18%	13%	+5	46%	-28	14%	13%	+1	47%	-33	38%	44%	-6	75%	-37
	2021-2022	12%	13%	-1	47%	-35	5%	7%	-2	39%	-34	32%	27%	+5	69%	-37
SWD	2015-2016	12%	1%	+11	9%	+3	9%	2%	+7	13%	-4	42%	32%	+10	56%	-14
	2016-2017	9%	1%	+8	11%	-2	6%	2%	+4	14%	-8	57%	26%	+31	53%	+4
	2017-2018	4%	2%	+2	17%	-13	4%	2%	+2	18%	-14	25%	34%	-9	57%	-32
	2018-2019	11%	3%	+8	15%	-4	8%	4%	+4	18%	-10	57%	28%	+29	52%	+5
	2021-2022	0%	2%	-2	16%	-16	11%	2%	+9	14%	-3	17%	15%	+2	46%	-29
ELL	2016-2017	0%	2%	-2	11%	-11	0%	3%	-3	18%	-18	-	-	-	-	-
	2017-2018	0%	7%	-7	26%	-26	0%	6%	-6	29%	-29	-	-	-	-	-
	2018-2019	8%	7%	+1	25%	-17	15%	8%	+7	32%	-17	-	-	-	-	-
	2021-2022	0%	9%	-9	28%	-28	0%	5%	-5	24%	-24	-	-	-	-	-
ED	2015-2016	24%	6%	+18	28%	-4	14%	6%	+8	28%	-14	66%	43%	+23	70%	-4
	2016-2017	19%	6%	+13	30%	-11	16%	7%	+9	29%	-13	70%	39%	+31	68%	+2
	2017-2018	20%	10%	+10	36%	-16	14%	9%	+5	34%	-20	57%	46%	+11	70%	-13
	2018-2019	17%	11%	+6	36%	-19	13%	11%	+2	37%	-24	38%	43%	-5	67%	-29
	2021-2022	13%	11%	+2	37%	-24	6%	5%	+1	28%	-22	33%	25%	+8	59%	-26

\*See NOTES (1), (2), (3), (6), and (7).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iii. Aggregate Grade-Level Proficiency:

#### All Students Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	45%	8%	+37	42%	+3	36%	11%	+25	44%	-8	-	-	-	-	-
	2016-2017	40%	11%	+29	43%	-3	33%	14%	+19	49%	-16	-	-	-	-	-
	2017-2018	20%	17%	+3	51%	-31	29%	18%	+11	54%	-25	-	-	-	-	-
	2018-2019	16%	18%	-2	52%	-36	33%	23%	+10	55%	-22	-	-	-	-	-
	2021-2022	14%	11%	+3	46%	-32	10%	14%	-4	48%	-38	-	-	-	-	-
Grade 4	2015-2016	32%	8%	+24	41%	-9	15%	11%	+4	45%	-30	78%	64%	+14	89%	-11
	2016-2017	28%	8%	+20	41%	-13	34%	8%	+26	43%	-9	82%	54%	+28	86%	-4
	2017-2018	29%	13%	+16	48%	-19	23%	13%	+10	48%	-25	75%	65%	+10	89%	-14
	2018-2019	35%	14%	+21	48%	-13	20%	14%	+6	51%	-31	63%	62%	+1	86%	-23
	2021-2022	16%	8%	+8	42%	-26	18%	6%	+12	43%	-25	49%	40%	+9	80%	-31
Grade 5	2015-2016	11%	5%	+6	34%	-23	13%	5%	+8	40%	-27	-	-	-	-	-
	2016-2017	8%	6%	+2	36%	-28	17%	9%	+8	43%	-26	-	-	-	-	-
	2017-2018	21%	7%	+14	37%	-16	23%	11%	+12	44%	-21	-	-	-	-	-
	2018-2019	7%	11%	-4	38%	-31	4%	12%	-8	46%	-42	-	-	-	-	-
	2021-2022	5%	8%	-3	38%	-33	0%	6%	-6	37%	-37	-	-	-	-	-
Grade 6	2015-2016	20%	6%	+14	35%	-15	11%	7%	+4	40%	-29	-	-	-	-	-
	2016-2017	7%	5%	+2	33%	-26	5%	6%	-1	40%	-35	-	-	-	-	-
	2017-2018	29%	13%	+16	49%	-20	14%	9%	+5	44%	-30	-	-	-	-	-
	2018-2019	19%	14%	+5	47%	-28	16%	12%	+4	47%	-31	-	-	-	-	-
	2021-2022	18%	23%	-5	57%	-39	0%	8%	-8	39%	-39	-	-	-	-	-
Grade 7	2015-2016	17%	5%	+12	36%	-19	3%	4%	-1	36%	-33	-	-	-	-	-
	2016-2017	21%	7%	+14	42%	-21	6%	5%	+1	38%	-32	-	-	-	-	-
	2017-2018	0%	6%	-6	40%	-40	0%	6%	-6	42%	-42	-	-	-	-	-
	2018-2019	19%	10%	+9	40%	-21	8%	8%	0	44%	-36	-	-	-	-	-
	2021-2022	5%	13%	-8	48%	-43	2%	4%	-2	36%	-34	-	-	-	-	-
Grade 8	2015-2016	27%	6%	+21	41%	-14	13%	1%	+12	24%	-11	55%	16%	+39	61%	-6
	2016-2017	22%	9%	+13	46%	-24	6%	1%	+5	22%	-16	55%	13%	+42	59%	-4
	2017-2018	31%	11%	+20	48%	-17	3%	1%	+2	31%	-28	38%	10%	+28	59%	-21
	2018-2019	11%	11%	0	48%	-37	0%	2%	-2	34%	-34	6%	9%	-3	56%	-50
	2021-2022	14%	16%	-2	50%	-36	0%	2%	-2	27%	-27	7%	6%	+1	50%	-43

\*See NOTES (1), (3), (6), and (7).



# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	33%	1%	+32	13%	+20	11%	3%	+8	18%	-7	-	-	-	-	-
	2018-2019	0%	6%	-6	23%	-23	20%	10%	+10	28%	-8	-	-	-	-	-
Grade 4	2015-2016	17%	1%	+16	12%	+5	40%	3%	+37	17%	+23	63%	47%	+16	74%	-11
	2016-2017	25%	1%	+24	13%	+12	29%	1%	+28	17%	+12	89%	38%	+51	69%	+20
Grade 5	2015-2016	0%	0%	0	7%	-7	0%	1%	-1	13%	-13	-	-	-	-	-
	2016-2017	0%	1%	-1	9%	-9	0%	4%	-4	15%	-15	-	-	-	-	-
	2017-2018	11%	1%	+10	11%	0	13%	2%	+11	17%	-4	-	-	-	-	-
	2018-2019	0%	2%	-2	11%	-11	0%	2%	-2	17%	-17	-	-	-	-	-
	2021-2022	0%	1%	-1	11%	-11	0%	4%	-4	13%	-13	-	-	-	-	-
Grade 6	2016-2017	0%	0%	0	7%	-7	0%	1%	-1	11%	-11	-	-	-	-	-
	2018-2019	17%	3%	+14	15%	+2	17%	4%	+13	15%	+2	-	-	-	-	-
Grade 7	2016-2017	-	-	-	-	-	0%	0%	0	10%	-10	-	-	-	-	-
Grade 8	2016-2017	0%	3%	-3	13%	-13	0%	0%	0	5%	-5	0%	4%	-4	31%	-31
	2017-2018	0%	2%	-2	16%	-16	0%	0%	0	10%	-10	0%	4%	-4	32%	-32

\*See NOTES (1), (2), (3), (6), and (7).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
<b>Grade 3</b>	2018-2019	20%	10%	+10	33%	-13	40%	17%	+23	39%	+1	-	-	-	-	-

\*See NOTES (1), (2), (3), (6), and (7).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Urban Choice CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	39%	7%	+32	31%	+8	32%	10%	+22	33%	-1	-	-	-	-	-
	2016-2017	33%	9%	+24	32%	+1	29%	12%	+17	37%	-8	-	-	-	-	-
	2017-2018	16%	15%	+1	40%	-24	26%	16%	+10	43%	-17	-	-	-	-	-
	2018-2019	15%	16%	-1	42%	-27	33%	21%	+12	44%	-11	-	-	-	-	-
	2021-2022	16%	9%	+7	35%	-19	8%	11%	-3	36%	-28	-	-	-	-	-
Grade 4	2015-2016	34%	7%	+27	30%	+4	15%	9%	+6	33%	-18	78%	62%	+16	84%	-6
	2016-2017	26%	6%	+20	31%	-5	33%	7%	+26	32%	+1	83%	52%	+31	80%	+3
	2017-2018	25%	11%	+14	38%	-13	21%	11%	+10	37%	-16	74%	64%	+10	84%	-10
	2018-2019	35%	12%	+23	38%	-3	16%	12%	+4	40%	-24	63%	60%	+3	81%	-18
	2021-2022	20%	6%	+14	30%	-10	22%	5%	+17	31%	-9	51%	37%	+14	72%	-21
Grade 5	2015-2016	10%	4%	+6	23%	-13	12%	5%	+7	28%	-16	-	-	-	-	-
	2016-2017	9%	5%	+4	25%	-16	17%	7%	+10	31%	-14	-	-	-	-	-
	2017-2018	20%	6%	+14	27%	-7	18%	9%	+9	33%	-15	-	-	-	-	-
	2018-2019	5%	9%	-4	28%	-23	3%	10%	-7	36%	-33	-	-	-	-	-
	2021-2022	6%	6%	0	27%	-21	0%	4%	-4	26%	-26	-	-	-	-	-
Grade 6	2015-2016	18%	5%	+13	25%	-7	8%	6%	+2	28%	-20	-	-	-	-	-
	2016-2017	8%	5%	+3	23%	-15	6%	5%	+1	28%	-22	-	-	-	-	-
	2017-2018	28%	11%	+17	39%	-11	14%	8%	+6	32%	-18	-	-	-	-	-
	2018-2019	18%	12%	+6	37%	-19	15%	10%	+5	36%	-21	-	-	-	-	-
	2021-2022	16%	21%	-5	47%	-31	0%	7%	-7	27%	-27	-	-	-	-	-
Grade 7	2015-2016	18%	4%	+14	25%	-7	3%	3%	0	25%	-22	-	-	-	-	-
	2016-2017	17%	5%	+12	31%	-14	7%	3%	+4	26%	-19	-	-	-	-	-
	2017-2018	0%	5%	-5	31%	-31	0%	5%	-5	30%	-30	-	-	-	-	-
	2018-2019	19%	8%	+11	31%	-12	6%	6%	0	33%	-27	-	-	-	-	-
	2021-2022	6%	11%	-5	39%	-33	3%	2%	+1	25%	-22	-	-	-	-	-
Grade 8	2015-2016	30%	5%	+25	31%	-1	16%	1%	+15	19%	-3	53%	14%	+39	51%	+2
	2016-2017	22%	8%	+14	37%	-15	6%	1%	+5	18%	-12	57%	12%	+45	49%	+8
	2017-2018	32%	9%	+23	39%	-7	3%	1%	+2	26%	-23	39%	8%	+31	50%	-11
	2018-2019	9%	10%	-1	39%	-30	0%	1%	-1	29%	-29	6%	8%	-2	47%	-41
	2021-2022	15%	14%	+1	42%	-27	0%	1%	-1	22%	-22	8%	6%	+2	41%	-33

\*See NOTES (1), (3), (6), and (7).

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

URBAN CHOICE CHARTER SCHOOL

### Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

#### Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS	Charter Total Tested	Urban Choice CS	NYS	Differential to NYS
<b>Living Environment</b>	2017-2018	36	39%	86%	<b>-47</b>	5	0%	53%	<b>-53</b>	-	-	-	-	35	40%	77%	<b>-37</b>

\*See NOTES (1), (2), (3), (4), and (7).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

Charter School

URBAN CHOICE CHARTER SCHOOL

**3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:**

*Not applicable to this charter school*

**3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:**

*Not applicable to this charter school*

**3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:**

*Not applicable to this charter school*

**3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:**

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

URBAN CHOICE CHARTER SCHOOL

#### 1.a.i. Aggregate Enrollment:

#### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Urban Choice CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	400	400	100%
2018-2019	400	396	99%
2019-2020	400	392	98%
2020-2021	400	392	98%
2021-2022	400	382	96%

#### 1.a.ii. Subgroup Enrollment:

#### Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2017-2018	12%	22%	-10	5%	17%	-12	91%	92%	-1
2018-2019	12%	23%	-11	4%	17%	-13	90%	91%	-1
2019-2020	13%	23%	-10	5%	17%	-12	99%	91%	+8
2020-2021	13%	22%	-9	4%	18%	-14	100%	90%	+10
2021-2022	9%	21%	-12	5%	18%	-13	80%	90%	-10

\*See NOTES (2) and (6).



# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### 1.b.i. and 1.b.ii. Retention:

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District	Urban Choice CS	Rochester CSD	Differential to District
2017-2018	86%	87%	-1	87%	90%	-3	94%	87%	+7	87%	87%	0
2018-2019	90%	86%	+4	88%	89%	-1	83%	85%	-2	91%	86%	+5
2019-2020	85%	87%	-2	93%	90%	+3	100%	86%	+14	86%	87%	-1
2020-2021	84%	88%	-4	72%	89%	-17	53%	89%	-36	85%	88%	-3
2021-2022	84%	86%	-2	77%	88%	-11	93%	86%	+7	84%	86%	-2

\*See NOTES (2) and (6) below.

**1.c.i. and 1.c.ii. High School Persistence:**

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

## Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.





New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



# NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual  
Survey of Charter  
School  
Parents/Guardians,  
Teachers, and  
Students

Prepared for Urban Choice Charter School

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NYS Education Department Charter School Office



## *Introduction*

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In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

A handwritten signature in black ink that reads "David M. Frank". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

David Frank  
Executive Director, Charter Schools Office

**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q1a The charter school has high academic expectations for my child.</b>	<b>Strongly Agree</b>	77%	7,064	53%	23	-24
	<b>Somewhat Agree</b>	18%	1,633	33%	14	15
	<b>Neither Agree nor Disagree</b>	4%	331	2%	1	-2
	<b>Somewhat Disagree</b>	1%	96	5%	2	4
	<b>Strongly Disagree</b>	1%	81	7%	3	6
<b>Q1b I am aware of the academic supports available to my child.</b>	<b>Strongly Agree</b>	71%	6,563	51%	22	-20
	<b>Somewhat Agree</b>	21%	1,916	30%	13	9
	<b>Neither Agree nor Disagree</b>	4%	401	7%	3	3
	<b>Somewhat Disagree</b>	2%	198	2%	1	0
	<b>Strongly Disagree</b>	1%	127	9%	4	8
<b>Q1c The teaching quality at this school is very high.</b>	<b>Strongly Agree</b>	72%	6,617	56%	24	-16
	<b>Somewhat Agree</b>	20%	1,887	28%	12	8
	<b>Neither Agree nor Disagree</b>	5%	443	7%	3	2
	<b>Somewhat Disagree</b>	2%	154	2%	1	0
	<b>Strongly Disagree</b>	1%	104	7%	3	6
<b>Q2a The school's discipline policy is clear.</b>	<b>Strongly Agree</b>	72%	6,640	56%	24	-16
	<b>Somewhat Agree</b>	17%	1,557	21%	9	4
	<b>Neither Agree nor Disagree</b>	9%	792	12%	5	3
	<b>Somewhat Disagree</b>	1%	122	5%	2	4
	<b>Strongly Disagree</b>	1%	94	7%	3	6

**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q2b The school's discipline policy is fair to all students.</b>	<b>Strongly Agree</b>	67%	6,210	58%	25	-9
	<b>Somewhat Agree</b>	18%	1,628	16%	7	-2
	<b>Neither Agree nor Disagree</b>	11%	1,058	16%	7	5
	<b>Somewhat Disagree</b>	2%	159	2%	1	0
	<b>Strongly Disagree</b>	2%	150	7%	3	5
<b>Q2c The school's discipline policy is enforced by all teachers and staff.</b>	<b>Strongly Agree</b>	67%	6,147	60%	26	-7
	<b>Somewhat Agree</b>	17%	1,574	16%	7	-1
	<b>Neither Agree nor Disagree</b>	13%	1,240	14%	6	1
	<b>Somewhat Disagree</b>	1%	133	0%	0	-1
	<b>Strongly Disagree</b>	1%	111	9%	4	8
<b>Q2d I am aware of how the school supports student social-emotional development.</b>	<b>Strongly Agree</b>	67%	6,125	37%	16	-30
	<b>Somewhat Agree</b>	20%	1,835	30%	13	10
	<b>Neither Agree nor Disagree</b>	9%	840	23%	10	14
	<b>Somewhat Disagree</b>	2%	218	2%	1	0
	<b>Strongly Disagree</b>	2%	187	7%	3	5
<b>Q2e The school has social, emotional, and mental health programs and supports for all students.</b>	<b>Strongly Agree</b>	61%	5,570	37%	16	-24
	<b>Somewhat Agree</b>	20%	1,873	23%	10	3
	<b>Neither Agree nor Disagree</b>	15%	1,367	28%	12	13
	<b>Somewhat Disagree</b>	2%	207	5%	2	3
	<b>Strongly Disagree</b>	2%	188	7%	3	5



**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q3a The school provides a safe environment.</b>	<b>Strongly Agree</b>	76%	7,006	74%	32	-2
	<b>Somewhat Agree</b>	15%	1,366	9%	4	-6
	<b>Neither Agree nor Disagree</b>	7%	677	9%	4	2
	<b>Somewhat Disagree</b>	1%	95	2%	1	1
	<b>Strongly Disagree</b>	1%	61	5%	2	4
<b>Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.</b>	<b>Strongly Agree</b>	66%	6,075	58%	25	-8
	<b>Somewhat Agree</b>	20%	1,801	19%	8	-1
	<b>Neither Agree nor Disagree</b>	11%	1,018	12%	5	1
	<b>Somewhat Disagree</b>	2%	193	7%	3	5
	<b>Strongly Disagree</b>	1%	118	5%	2	4
<b>Q3c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	65%	5,997	58%	25	-7
	<b>Somewhat Agree</b>	21%	1,916	19%	8	-2
	<b>Neither Agree nor Disagree</b>	11%	1,026	14%	6	3
	<b>Somewhat Disagree</b>	2%	160	5%	2	3
	<b>Strongly Disagree</b>	1%	106	5%	2	4
<b>Q3d The school has high behavioral expectations for my child.</b>	<b>Strongly Agree</b>	75%	6,923	65%	28	-10
	<b>Somewhat Agree</b>	17%	1,570	12%	5	-5
	<b>Neither Agree nor Disagree</b>	6%	581	16%	7	10
	<b>Somewhat Disagree</b>	1%	57	2%	1	1
	<b>Strongly Disagree</b>	1%	74	5%	2	4

**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q4a The school provides opportunities for parent participation within the school community.</b>	<b>Strongly Agree</b>	69%	6,353	53%	23	-16
	<b>Somewhat Agree</b>	19%	1,753	7%	3	-12
	<b>Neither Agree nor Disagree</b>	9%	827	30%	13	21
	<b>Somewhat Disagree</b>	2%	152	2%	1	0
	<b>Strongly Disagree</b>	1%	120	7%	3	6
<b>Q4b I receive regular and timely information on my child's academic progress in my home language.</b>	<b>Strongly Agree</b>	77%	7,104	47%	20	-30
	<b>Somewhat Agree</b>	15%	1,398	26%	11	11
	<b>Neither Agree nor Disagree</b>	4%	354	12%	5	8
	<b>Somewhat Disagree</b>	2%	204	12%	5	10
	<b>Strongly Disagree</b>	2%	145	5%	2	3
<b>Q4c The school uses many methods of communication with families.</b>	<b>Strongly Agree</b>	80%	7,393	58%	25	-22
	<b>Somewhat Agree</b>	14%	1,274	26%	11	12
	<b>Neither Agree nor Disagree</b>	4%	325	2%	1	-2
	<b>Somewhat Disagree</b>	1%	119	7%	3	6
	<b>Strongly Disagree</b>	1%	94	7%	3	6
<b>Q4d The school seeks feedback from parents through surveys, meetings, or some other way.</b>	<b>Strongly Agree</b>	76%	7,029	44%	19	-32
	<b>Somewhat Agree</b>	16%	1,508	33%	14	17
	<b>Neither Agree nor Disagree</b>	5%	418	9%	4	4
	<b>Somewhat Disagree</b>	2%	159	5%	2	3
	<b>Strongly Disagree</b>	1%	91	9%	4	8

**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q4e The school has a complaint policy that is easy to find.</b>	<b>Strongly Agree</b>	53%	4,900	35%	15	-18
	<b>Somewhat Agree</b>	20%	1,820	21%	9	1
	<b>Neither Agree nor Disagree</b>	21%	1,970	33%	14	12
	<b>Somewhat Disagree</b>	3%	288	2%	1	-1
	<b>Strongly Disagree</b>	2%	227	9%	4	7
<b>Q4f The school has a complaint policy that is easy to understand.</b>	<b>Strongly Agree</b>	55%	5,098	35%	15	-20
	<b>Somewhat Agree</b>	19%	1,744	26%	11	7
	<b>Neither Agree nor Disagree</b>	21%	1,970	30%	13	9
	<b>Somewhat Disagree</b>	2%	211	2%	1	0
	<b>Strongly Disagree</b>	2%	182	7%	3	5
<b>Q4g The school informs parents about how it performs compared to other schools in the district and New York State.</b>	<b>Strongly Agree</b>	54%	4,989	26%	11	-28
	<b>Somewhat Agree</b>	20%	1,803	23%	10	3
	<b>Neither Agree nor Disagree</b>	19%	1,754	35%	15	16
	<b>Somewhat Disagree</b>	4%	364	7%	3	3
	<b>Strongly Disagree</b>	3%	295	9%	4	6
<b>Q5 Thinking about this school's board meetings, which of the following statements best applies to you?</b>	<b>I attend almost every board meeting</b>	15%	1,375	5%	2	-10
	<b>I occasionally attend board meetings</b>	27%	2,477	9%	4	-18
	<b>I know when board meetings take place, but do not attend</b>	31%	2,808	47%	20	16
	<b>I do not know when board meetings take place and I do not attend</b>	28%	2,545	40%	17	12

**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
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Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q6 Do you feel the school is fulfilling its mission?</b>	<b>Yes</b>	87%	7,969	77%	33	-10
	<b>No</b>	4%	353	9%	4	5
	<b>I don't know the school's mission</b>	10%	883	14%	6	4
<b>Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.</b>	<b>Strongly Agree</b>	52%	4,758	47%	20	-5
	<b>Somewhat Agree</b>	12%	1,073	5%	2	-7
	<b>Neither Agree nor Disagree</b>	7%	685	12%	5	5
	<b>Somewhat Disagree</b>	1%	57	0%	0	-1
	<b>Strongly Disagree</b>	0%	46	2%	1	2
	<b>Did not experience in-person learning</b>	28%	2,586	35%	15	7
<b>Q7b I am confident the school is following the proper safety standards.</b>	<b>Strongly Agree</b>	58%	5,347	49%	21	-9
	<b>Somewhat Agree</b>	10%	953	7%	3	-3
	<b>Neither Agree nor Disagree</b>	6%	507	7%	3	1
	<b>Somewhat Disagree</b>	0%	43	2%	1	2
	<b>Strongly Disagree</b>	0%	39	0%	0	0
	<b>Did not experience in-person learning</b>	25%	2,316	35%	15	10
<b>Q7c My child has difficulty learning in the current school setting.</b>	<b>Strongly Agree</b>	13%	1,186	9%	4	-4
	<b>Somewhat Agree</b>	13%	1,191	14%	6	1
	<b>Neither Agree nor Disagree</b>	11%	1,021	16%	7	5
	<b>Somewhat Disagree</b>	7%	604	12%	5	5
	<b>Strongly Disagree</b>	27%	2,455	16%	7	-11
	<b>Did not experience in-person learning</b>	30%	2,748	33%	14	3

**New York State Department of Education  
Charter School Office  
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Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q7d I worry my child will come in contact with COVID19 while in school.</b>	<b>Strongly Agree</b>	23%	2,082	12%	5	-11
	<b>Somewhat Agree</b>	15%	1,419	12%	5	-3
	<b>Neither Agree nor Disagree</b>	13%	1,207	26%	11	13
	<b>Somewhat Disagree</b>	7%	631	7%	3	0
	<b>Strongly Disagree</b>	14%	1,301	14%	6	0
	<b>Did not experience in-person learning</b>	28%	2,565	30%	13	2
<b>Q8a The school has provided me with help to support my child's remote learning.</b>	<b>Strongly Agree</b>	69%	6,334	47%	20	-22
	<b>Somewhat Agree</b>	19%	1,739	30%	13	11
	<b>Neither Agree nor Disagree</b>	6%	552	5%	2	-1
	<b>Somewhat Disagree</b>	3%	256	5%	2	2
	<b>Strongly Disagree</b>	2%	202	14%	6	12
	<b>Did not experience remote learning</b>	1%	122	0%	0	-1
<b>Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.</b>	<b>Strongly Agree</b>	28%	2,552	16%	7	-12
	<b>Somewhat Agree</b>	21%	1,913	26%	11	5
	<b>Neither Agree nor Disagree</b>	11%	1,004	16%	7	5
	<b>Somewhat Disagree</b>	12%	1,094	14%	6	2
	<b>Strongly Disagree</b>	27%	2,529	28%	12	1
	<b>Did not experience remote learning</b>	1%	113	0%	0	-1

**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.</b>	<b>Strongly Agree</b>	42%	3,829	44%	19	2
	<b>Somewhat Agree</b>	25%	2,258	21%	9	-4
	<b>Neither Agree nor Disagree</b>	11%	974	16%	7	5
	<b>Somewhat Disagree</b>	7%	656	5%	2	-2
	<b>Strongly Disagree</b>	15%	1,381	14%	6	-1
	<b>Did not experience remote learning</b>	1%	107	0%	0	-1
<b>Q8d The internet in my home works when my child needs to access school materials for remote learning</b>	<b>Strongly Agree</b>	65%	6,023	72%	31	7
	<b>Somewhat Agree</b>	22%	2,003	7%	3	-15
	<b>Neither Agree nor Disagree</b>	5%	479	2%	1	-3
	<b>Somewhat Disagree</b>	4%	388	12%	5	8
	<b>Strongly Disagree</b>	2%	227	7%	3	5
	<b>Did not experience remote learning</b>	1%	85	0%	0	-1
<b>Q8e My child has access to a tech device for school when needed for remote learning.</b>	<b>Strongly Agree</b>	84%	7,747	72%	31	-12
	<b>Somewhat Agree</b>	10%	928	7%	3	-3
	<b>Neither Agree nor Disagree</b>	3%	263	7%	3	4
	<b>Somewhat Disagree</b>	1%	97	7%	3	6
	<b>Strongly Disagree</b>	1%	88	7%	3	6
	<b>Did not experience remote learning</b>	1%	82	0%	0	-1
<b>Q9a I have a clear idea how the school is educating my child.</b>	<b>Strongly Agree</b>	67%	6,173	49%	21	-18
	<b>Somewhat Agree</b>	24%	2,170	21%	9	-3
	<b>Neither Agree nor Disagree</b>	6%	508	19%	8	13
	<b>Somewhat Disagree</b>	3%	234	7%	3	4
	<b>Strongly Disagree</b>	1%	120	5%	2	4

**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
All Charter Schools Response n = 9,205**

Urban Choice CS Response n = 43 Response Rate = 11%

		All Charter Schools		Urban Choice CS		Difference
<b>Q9b I need to devote a great amount of time to support my child's school participation.</b>	<b>Strongly Agree</b>	39%	3,628	35%	15	-4
	<b>Somewhat Agree</b>	27%	2,507	30%	13	3
	<b>Neither Agree nor Disagree</b>	15%	1,420	14%	6	-1
	<b>Somewhat Disagree</b>	9%	867	16%	7	7
	<b>Strongly Disagree</b>	9%	783	5%	2	-4
<b>Q9c I am concerned about my child's social or emotional well-being.</b>	<b>Strongly Agree</b>	35%	3,258	21%	9	-14
	<b>Somewhat Agree</b>	23%	2,123	19%	8	-4
	<b>Neither Agree nor Disagree</b>	14%	1,313	30%	13	16
	<b>Somewhat Disagree</b>	10%	877	9%	4	-1
	<b>Strongly Disagree</b>	18%	1,634	21%	9	3
<b>Q9d I am more connected with my child's day-to-day education now than ever before.</b>	<b>Strongly Agree</b>	52%	4,773	35%	15	-17
	<b>Somewhat Agree</b>	24%	2,249	28%	12	4
	<b>Neither Agree nor Disagree</b>	15%	1,360	12%	5	-3
	<b>Somewhat Disagree</b>	5%	447	14%	6	9
	<b>Strongly Disagree</b>	4%	376	12%	5	8

NYSED CSO Parent Survey 2021

New York State Department of Education  
 Charter School Office  
 Parent Survey 2021  
 Open End Responses

Urban Choice CS

<p><b>OPEN1</b> Why did you choose this school for your child to attend?</p>	<p>Wry highly recommended</p>
	<p>Because it was devised and had high expectations for children success</p>
	<p>Because my daughter has family in this school</p>
	<p>Daughter has been attending since Kindergarten, we love the school and she excels beyond our expectations. We initially chose due to atmosphere and good word of mouth</p>
	<p>Hate this school</p>
	<p>He has been there since kindergarten and heard about how well the reputation was there that it was very good. PLEASE the school really needs and would benefit going all the way to 12th grade because parents really do not want their kids in city schools. They learn better staying in the same environment.</p>
	<p>Heard a lot of great things about it ...</p>
	<p>Highly recommend by a friend</p>
	<p>I choose this school because the teachers really Care plus educate the children. When a child is struggling they really try helping to make it better for them To learn my daughter has went here since kindergarten and the staff all know her and principals as well by name and face</p>
	<p>I chooses this school because the salted if nice my child was above grade level before the pandemic and they love the school</p>
	<p>I chose this school because a friend of mine had a daughter that went to UCCS and she told me it was a great school and so far it has been.</p>
	<p>I do not know !</p>
	<p>I feel like it's smaller classes so it's a better environment for the kids to learn in</p>
	<p>I heard good things about this school</p>
	<p>I heard great things about the school.</p>
<p>I honestly choose this school because of culture. I thought that would help him encourage him more but it hasn't. He has learned a lot, but I feel like he is in the wrong grade and should not been promoted to the 3rd. I've expressed that with his teacher numerous times that the work thats being provided isn't the level my son is on. Yes I do try to get him to participate every morning but he has no clue what's going on majority of the time so before work most of the time I make sure that I provide him with things</p>	
<p>I like the school</p>	



New York State Department of Education  
 Charter School Office  
 Parent Survey 2021  
 Open End Responses

Urban Choice CS

	I like the school tries to teach students based on their learning style. The kids are able to express the individuality at the school. The teaching is more open the my child's last school which put too much pressure on behavior versus learning. The teachers send out reminders on what the child is missing for the semester and how the can get it completed. Overall the teaching style and the understanding of different ethnicities is great.
	I love the teachers there. All of them are very supportive and their communication is great!
	I wanted him to be in an environment that can help him economically and take him to the next grade I don't know much about this because we just put him in it and by the time we put a minute this virus started
	I've heard a lot of good things about charter schools. We decided charter school is what is best for our son after looking into them.
	Initially, it was because they were a feasible alternative to the city school district that we reside in. Now it's more that we don't want him to have to change schools again until high school, if possible.
	It was a better option than attending a public school.
	It's a great school and the facility member are all about the children.
	Its a great school with great teachers
	My child has been attending this school since kindergarten. I thought the school was perfect for my child's needs now since the pandemic I don't feel the same.
	My son has been in this school since kindergarten and he loves it. This year has been hard but all the teachers I spoke with have tried to make it easier on me and my child.
	My son wasn't learning in the school I had him in when I changed him to Urban choice his grade tremendously skyrocketed
	The Admin Jackie was wonderful.
	This School is one of the best. Students first. They care! Been with this School with 3 of my kids. Organization, communication is wonderful. My kids feel safe and not just a number. They get the education they need. I lov
	This is a great school the staff is very nice and b4 the pandemic all my children where above grade level in learning or on task. And they loved being at this school .
	Wanted to make sure he would be in a good environment and learn
	We came up on the list.

**New York State Department of Education  
Charter School Office  
Parent Survey 2021  
Open End Responses**

**Urban Choice CS**

**OPEN2** Please use the box below if you have any additional comments or concerns regarding this school or click **SUBMIT** to submit your survey.

<p>Communication with building administration has not been consistent; the website hasn't been updated in over a year, I had to get a copy of the school calendar from my child's teacher, the Facebook page is barely used, and when a new Family Engagement Coordinator was finally hired, she's seemed to focus her efforts on a single activity. We have been here seven years and I believe that less than 20% of the original staff remain. In a year of isolation and upheaval, school administration could have made a greater effort to help build and strengthen the school community.</p>
<p>Even though we started his first year during the pandemic we are very happy with the choice we made.</p>
<p>I believe the school should have more days for in school learning.</p>
<p>I feel like if a parent has said it numerous times about a teacher they would like to connect with then that should not be a problem. If I expressed more then one time that the work thats giving to my child and he has a difficult time learning then some new materials should have been provided via email or on Google classroom. Also make sure contact info is updated, I've provided 3 ways to make contact with me. Home address was never updated from the lack of communication in the front office no one ever pays attention to the fact that the area code isn't 585 so im never getting a phone call, only time I do get in contact with. Someone via email</p>
<p>I feel the school is very closed minded when it comes to the community. The school dosen't realize how much the pandemic really effected families financially or emotionality.</p>
<p>I honestly just wish that they were able to provide more after school activities and also wish they were able to attend more than just 2 days a week in person because my son strives in the in school environment and struggles learning from home.</p>
<p>I know the school is taking all of the necessary precautions to keep the staff and students safe but really would like to see the school open back up because my child goes 2 times a week and the rest remote but these times I can't get him on because I have to work he's not getting that extra academic work I know it's tough for the school and parents as well I just want to see my child and everyone else succeed properly.</p>
<p>Some of your questions I don't understand what you're axing</p>
<p>The wall for Goggle Class should NOT be shut down because it is difficult for students to brainstorm with Teachers or peers when techno or class issues arise. Also remote learners need a portion of the day in which the wall is open for the social emotional interaction between peers to engage with each other if only but for 20 minutes a day. Please remember a lot of these kids have not seen classmates or been in a physical classroom in almost a year.</p>

New York State Department of Education  
Charter School Office  
Parent Survey 2021  
Open End Responses

Urban Choice CS

They haven't given clear instruction on how my child can make a good grade. They said all there student are behind and then they are not helping us find out how to improve the grade,

This a very good school with excellent teachers.

We are very pleased with our daughters education at UCCS. They are a great option that is needed , especially with RCSD failures. The more options we have to keep our kids out of that school system directly the better!

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q1a The school has a documented curriculum that is aligned to the New York State learning standards.</b>	<b>Strongly Agree</b>	75%	1,804	71%	15	-4
	<b>Somewhat Agree</b>	19%	456	24%	5	5
	<b>Neither Agree nor Disagree</b>	4%	87	0%	0	-4
	<b>Somewhat Disagree</b>	2%	41	5%	1	3
	<b>Strongly Disagree</b>	1%	24	0%	0	-1
<b>Q1b The school's curriculum is aligned horizontally across same grade level classrooms.</b>	<b>Strongly Agree</b>	66%	1,602	52%	11	-14
	<b>Somewhat Agree</b>	22%	528	33%	7	11
	<b>Neither Agree nor Disagree</b>	8%	182	10%	2	2
	<b>Somewhat Disagree</b>	3%	66	0%	0	-3
	<b>Strongly Disagree</b>	1%	34	5%	1	4
<b>Q1c The school's curriculum is aligned vertically between grade levels.</b>	<b>Strongly Agree</b>	59%	1,413	52%	11	-7
	<b>Somewhat Agree</b>	28%	664	29%	6	1
	<b>Neither Agree nor Disagree</b>	9%	219	14%	3	5
	<b>Somewhat Disagree</b>	3%	83	0%	0	-3
	<b>Strongly Disagree</b>	1%	33	5%	1	4
<b>Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.</b>	<b>Strongly Agree</b>	60%	1,436	52%	11	-8
	<b>Somewhat Agree</b>	29%	692	38%	8	9
	<b>Neither Agree nor Disagree</b>	5%	130	5%	1	0
	<b>Somewhat Disagree</b>	4%	108	0%	0	-4
	<b>Strongly Disagree</b>	2%	46	5%	1	3

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q1e The curriculum is systematically reviewed and revised.</b>	<b>Strongly Agree</b>	61%	1,480	57%	12	-4
	<b>Somewhat Agree</b>	24%	576	33%	7	9
	<b>Neither Agree nor Disagree</b>	8%	196	5%	1	-3
	<b>Somewhat Disagree</b>	4%	101	0%	0	-4
	<b>Strongly Disagree</b>	2%	59	5%	1	3
<b>Q1f The school has a strong science curriculum.</b>	<b>Strongly Agree</b>	42%	1,009	10%	2	-32
	<b>Somewhat Agree</b>	27%	660	57%	12	30
	<b>Neither Agree nor Disagree</b>	21%	509	29%	6	8
	<b>Somewhat Disagree</b>	6%	135	0%	0	-6
	<b>Strongly Disagree</b>	4%	99	5%	1	1
<b>Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.</b>	<b>Strongly Agree</b>	65%	1,572	62%	13	-3
	<b>Somewhat Agree</b>	27%	650	33%	7	6
	<b>Neither Agree nor Disagree</b>	4%	87	0%	0	-4
	<b>Somewhat Disagree</b>	3%	69	5%	1	2
	<b>Strongly Disagree</b>	1%	34	0%	0	-1
<b>Q2b Instructional delivery fosters engagement with all students.</b>	<b>Strongly Agree</b>	61%	1,468	62%	13	1
	<b>Somewhat Agree</b>	31%	751	38%	8	7
	<b>Neither Agree nor Disagree</b>	4%	104	0%	0	-4
	<b>Somewhat Disagree</b>	3%	69	0%	0	-3
	<b>Strongly Disagree</b>	1%	20	0%	0	-1

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q2c The school differentiates instruction to ensure equity and access for all students.</b>	<b>Strongly Agree</b>	63%	1,509	62%	13	-1
	<b>Somewhat Agree</b>	28%	673	38%	8	10
	<b>Neither Agree nor Disagree</b>	5%	110	0%	0	-5
	<b>Somewhat Disagree</b>	4%	90	0%	0	-4
	<b>Strongly Disagree</b>	1%	30	0%	0	-1
<b>Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)</b>	<b>Strongly Agree</b>	58%	1,405	81%	17	23
	<b>Somewhat Agree</b>	26%	634	19%	4	-7
	<b>Neither Agree nor Disagree</b>	6%	146	0%	0	-6
	<b>Somewhat Disagree</b>	7%	166	0%	0	-7
	<b>Strongly Disagree</b>	3%	61	0%	0	-3
<b>Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.</b>	<b>Strongly Agree</b>	64%	1,535	38%	8	-26
	<b>Somewhat Agree</b>	23%	560	43%	9	20
	<b>Neither Agree nor Disagree</b>	6%	154	14%	3	8
	<b>Somewhat Disagree</b>	5%	111	5%	1	0
	<b>Strongly Disagree</b>	2%	52	0%	0	-2
<b>Q3a The school uses a system of formative, diagnostic, and summative assessments.</b>	<b>Strongly Agree</b>	69%	1,676	52%	11	-17
	<b>Somewhat Agree</b>	25%	606	48%	10	23
	<b>Neither Agree nor Disagree</b>	3%	77	0%	0	-3
	<b>Somewhat Disagree</b>	2%	37	0%	0	-2
	<b>Strongly Disagree</b>	1%	16	0%	0	-1

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</b>	<b>Strongly Agree</b>	67%	1,623	52%	11	-15
	<b>Somewhat Agree</b>	26%	633	43%	9	17
	<b>Neither Agree nor Disagree</b>	4%	89	0%	0	-4
	<b>Somewhat Disagree</b>	2%	41	5%	1	3
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.</b>	<b>Strongly Agree</b>	63%	1,508	43%	9	-20
	<b>Somewhat Agree</b>	26%	632	52%	11	26
	<b>Neither Agree nor Disagree</b>	6%	152	0%	0	-6
	<b>Somewhat Disagree</b>	4%	87	5%	1	1
	<b>Strongly Disagree</b>	1%	33	0%	0	-1
<b>Q3d The school modifies its academic program after using data measurements.</b>	<b>Strongly Agree</b>	59%	1,419	62%	13	3
	<b>Somewhat Agree</b>	26%	631	19%	4	-7
	<b>Neither Agree nor Disagree</b>	8%	190	14%	3	6
	<b>Somewhat Disagree</b>	5%	124	5%	1	0
	<b>Strongly Disagree</b>	2%	48	0%	0	-2
<b>Q3e The school uses multiple measures to assess student progress toward State learning standards.</b>	<b>Strongly Agree</b>	64%	1,555	71%	15	7
	<b>Somewhat Agree</b>	25%	614	14%	3	-11
	<b>Neither Agree nor Disagree</b>	6%	142	10%	2	4
	<b>Somewhat Disagree</b>	3%	76	5%	1	2
	<b>Strongly Disagree</b>	1%	25	0%	0	-1

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q4a The school follows the NYSED approved identification process for students with disabilities.</b>	<b>Strongly Agree</b>	72%	1,743	90%	19	18
	<b>Somewhat Agree</b>	16%	375	0%	0	-16
	<b>Neither Agree nor Disagree</b>	10%	238	10%	2	0
	<b>Somewhat Disagree</b>	1%	30	0%	0	-1
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q4b The school follows the NYSED approved identification process for English language learners.</b>	<b>Strongly Agree</b>	68%	1,648	71%	15	3
	<b>Somewhat Agree</b>	17%	404	19%	4	2
	<b>Neither Agree nor Disagree</b>	12%	296	10%	2	-2
	<b>Somewhat Disagree</b>	2%	38	0%	0	-2
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q4c The school provides supports to meet the academic needs for students with disabilities.</b>	<b>Strongly Agree</b>	67%	1,606	86%	18	19
	<b>Somewhat Agree</b>	23%	553	14%	3	-9
	<b>Neither Agree nor Disagree</b>	5%	128	0%	0	-5
	<b>Somewhat Disagree</b>	3%	83	0%	0	-3
	<b>Strongly Disagree</b>	2%	42	0%	0	-2
<b>Q4d The school provides supports to meet the academic needs for English language learners.</b>	<b>Strongly Agree</b>	63%	1,520	86%	18	23
	<b>Somewhat Agree</b>	23%	560	14%	3	-9
	<b>Neither Agree nor Disagree</b>	8%	181	0%	0	-8
	<b>Somewhat Disagree</b>	4%	102	0%	0	-4
	<b>Strongly Disagree</b>	2%	49	0%	0	-2



**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q4e The school provides supports to meet the academic needs for economically disadvantaged students.</b>	<b>Strongly Agree</b>	72%	1,725	81%	17	9
	<b>Somewhat Agree</b>	19%	466	19%	4	0
	<b>Neither Agree nor Disagree</b>	6%	148	0%	0	-6
	<b>Somewhat Disagree</b>	2%	49	0%	0	-2
	<b>Strongly Disagree</b>	1%	24	0%	0	-1
<b>Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</b>	<b>Strongly Agree</b>	67%	1,627	67%	14	0
	<b>Somewhat Agree</b>	22%	533	29%	6	7
	<b>Neither Agree nor Disagree</b>	7%	159	5%	1	-2
	<b>Somewhat Disagree</b>	3%	67	0%	0	-3
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q5a The school has processes and procedures in place to address chronic absenteeism for all students.</b>	<b>Strongly Agree</b>	55%	1,337	62%	13	7
	<b>Somewhat Agree</b>	27%	644	19%	4	-8
	<b>Neither Agree nor Disagree</b>	8%	199	14%	3	6
	<b>Somewhat Disagree</b>	7%	157	5%	1	-2
	<b>Strongly Disagree</b>	3%	75	0%	0	-3
<b>Q5b In general, attendance is not an issue at the school.</b>	<b>Strongly Agree</b>	32%	776	14%	3	-18
	<b>Somewhat Agree</b>	30%	719	24%	5	-6
	<b>Neither Agree nor Disagree</b>	15%	353	38%	8	23
	<b>Somewhat Disagree</b>	15%	353	10%	2	-5
	<b>Strongly Disagree</b>	9%	211	14%	3	5

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q5c</b> The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	<b>Strongly Agree</b>	50%	1,202	67%	14	17
	<b>Somewhat Agree</b>	22%	541	14%	3	-8
	<b>Neither Agree nor Disagree</b>	23%	547	19%	4	-4
	<b>Somewhat Disagree</b>	3%	75	0%	0	-3
	<b>Strongly Disagree</b>	2%	47	0%	0	-2
<b>Q5d</b> The school has a process in place to measure and evaluate school climate culture.	<b>Strongly Agree</b>	51%	1,240	57%	12	6
	<b>Somewhat Agree</b>	27%	642	24%	5	-3
	<b>Neither Agree nor Disagree</b>	12%	301	19%	4	7
	<b>Somewhat Disagree</b>	6%	136	0%	0	-6
	<b>Strongly Disagree</b>	4%	93	0%	0	-4
<b>Q6a</b> The school's discipline policy is clear.	<b>Strongly Agree</b>	54%	1,306	67%	14	13
	<b>Somewhat Agree</b>	29%	696	24%	5	-5
	<b>Neither Agree nor Disagree</b>	7%	178	0%	0	-7
	<b>Somewhat Disagree</b>	7%	169	10%	2	3
	<b>Strongly Disagree</b>	3%	63	0%	0	-3
<b>Q6b</b> The school's discipline policy is fair to all students.	<b>Strongly Agree</b>	57%	1,371	86%	18	29
	<b>Somewhat Agree</b>	25%	601	5%	1	-20
	<b>Neither Agree nor Disagree</b>	10%	248	5%	1	-5
	<b>Somewhat Disagree</b>	6%	134	5%	1	-1
	<b>Strongly Disagree</b>	2%	58	0%	0	-2

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q6c The school's discipline policy is enforced by all teachers and staff.</b>	<b>Strongly Agree</b>	44%	1,067	62%	13	18
	<b>Somewhat Agree</b>	32%	766	19%	4	-13
	<b>Neither Agree nor Disagree</b>	12%	281	10%	2	-2
	<b>Somewhat Disagree</b>	9%	216	10%	2	1
	<b>Strongly Disagree</b>	3%	82	0%	0	-3
<b>Q6d The school's discipline policy is updated as necessary with feedback from faculty.</b>	<b>Strongly Agree</b>	49%	1,188	71%	15	22
	<b>Somewhat Agree</b>	25%	595	10%	2	-15
	<b>Neither Agree nor Disagree</b>	14%	337	5%	1	-9
	<b>Somewhat Disagree</b>	7%	179	14%	3	7
	<b>Strongly Disagree</b>	5%	113	0%	0	-5
<b>Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.</b>	<b>Strongly Agree</b>	62%	1,484	81%	17	19
	<b>Somewhat Agree</b>	25%	613	10%	2	-15
	<b>Neither Agree nor Disagree</b>	8%	185	5%	1	-3
	<b>Somewhat Disagree</b>	4%	89	5%	1	1
	<b>Strongly Disagree</b>	2%	41	0%	0	-2
<b>Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.</b>	<b>Strongly Agree</b>	58%	1,409	76%	16	18
	<b>Somewhat Agree</b>	26%	626	10%	2	-16
	<b>Neither Agree nor Disagree</b>	9%	229	10%	2	1
	<b>Somewhat Disagree</b>	5%	110	5%	1	0
	<b>Strongly Disagree</b>	2%	38	0%	0	-2

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q7a The school provides a safe environment.</b>	<b>Strongly Agree</b>	78%	1,879	81%	17	3
	<b>Somewhat Agree</b>	17%	409	19%	4	2
	<b>Neither Agree nor Disagree</b>	3%	77	0%	0	-3
	<b>Somewhat Disagree</b>	1%	29	0%	0	-1
	<b>Strongly Disagree</b>	1%	18	0%	0	-1
<b>Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.</b>	<b>Strongly Agree</b>	66%	1,596	81%	17	15
	<b>Somewhat Agree</b>	24%	590	10%	2	-14
	<b>Neither Agree nor Disagree</b>	6%	141	10%	2	4
	<b>Somewhat Disagree</b>	2%	57	0%	0	-2
	<b>Strongly Disagree</b>	1%	28	0%	0	-1
<b>Q7c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	61%	1,470	62%	13	1
	<b>Somewhat Agree</b>	27%	662	29%	6	2
	<b>Neither Agree nor Disagree</b>	5%	130	0%	0	-5
	<b>Somewhat Disagree</b>	5%	110	5%	1	0
	<b>Strongly Disagree</b>	2%	40	5%	1	3
<b>Q7d The school has high behavioral expectations for all students</b>	<b>Strongly Agree</b>	67%	1,627	81%	17	14
	<b>Somewhat Agree</b>	22%	528	14%	3	-8
	<b>Neither Agree nor Disagree</b>	6%	134	5%	1	-1
	<b>Somewhat Disagree</b>	3%	84	0%	0	-3
	<b>Strongly Disagree</b>	2%	39	0%	0	-2

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q7e Teacher-student interactions could typically be described as supportive and respectful.</b>	<b>Strongly Agree</b>	76%	1,836	81%	17	5
	<b>Somewhat Agree</b>	20%	480	14%	3	-6
	<b>Neither Agree nor Disagree</b>	2%	59	0%	0	-2
	<b>Somewhat Disagree</b>	1%	24	0%	0	-1
	<b>Strongly Disagree</b>	1%	13	5%	1	4
<b>Q7f There is a uniform expectation for all teachers' classroom management in your school.</b>	<b>Strongly Agree</b>	66%	1,600	71%	15	5
	<b>Somewhat Agree</b>	23%	554	19%	4	-4
	<b>Neither Agree nor Disagree</b>	6%	138	5%	1	-1
	<b>Somewhat Disagree</b>	4%	85	5%	1	1
	<b>Strongly Disagree</b>	1%	35	0%	0	-1
<b>Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?</b>	<b>Name Given</b>	66%	1,597	67%	14	1
	<b>Don't Know</b>	34%	815	33%	7	-1
<b>Q9 When is the last time you received a copy of the school's DASA policy?</b>	<b>This school year</b>	61%	1,469	62%	13	1
	<b>The previous school year</b>	16%	381	19%	4	3
	<b>Prior to the previous school year</b>	5%	121	10%	2	5
	<b>I'm not aware of any DASA policy</b>	18%	441	10%	2	-8
<b>Q10 When is the last time you received DASA training?</b>	<b>&lt;1 year ago</b>	48%	1,147	38%	8	-10
	<b>1-2 years ago</b>	23%	549	33%	7	10
	<b>3-4 years ago</b>	11%	270	5%	1	-6
	<b>&gt;4 years ago</b>	9%	214	14%	3	5
	<b>I've never received DASA training</b>	10%	232	10%	2	0
<b>Q11_Open What is the name of your school's McKinney-Vento Coordinator?</b>	<b>Name Given</b>	49%	1,191	33%	7	-16
	<b>Don't Know</b>	51%	1,221	67%	14	16

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

**Urban Choice CS Response n = 21**

		All Charter Schools		Urban Choice CS		Difference
<b>Q11a The school provides opportunities for parent participation within the school community.</b>	<b>Strongly Agree</b>	66%	1,601	62%	13	-4
	<b>Somewhat Agree</b>	24%	579	19%	4	-5
	<b>Neither Agree nor Disagree</b>	6%	139	14%	3	8
	<b>Somewhat Disagree</b>	3%	68	5%	1	2
	<b>Strongly Disagree</b>	1%	25	0%	0	-1
<b>Q11b Parents receive regular and timely information on their child's academic progress in their home language.</b>	<b>Strongly Agree</b>	71%	1,721	62%	13	-9
	<b>Somewhat Agree</b>	22%	528	38%	8	16
	<b>Neither Agree nor Disagree</b>	4%	90	0%	0	-4
	<b>Somewhat Disagree</b>	2%	54	0%	0	-2
	<b>Strongly Disagree</b>	1%	19	0%	0	-1
<b>Q11c The school uses many methods of communication with families.</b>	<b>Strongly Agree</b>	81%	1,960	71%	15	-10
	<b>Somewhat Agree</b>	15%	365	24%	5	9
	<b>Neither Agree nor Disagree</b>	2%	48	0%	0	-2
	<b>Somewhat Disagree</b>	1%	27	5%	1	4
	<b>Strongly Disagree</b>	0%	12	0%	0	0
<b>Q11d The school seeks feedback from parents through surveys, meetings, or some other way.</b>	<b>Strongly Agree</b>	73%	1,772	81%	17	8
	<b>Somewhat Agree</b>	18%	443	14%	3	-4
	<b>Neither Agree nor Disagree</b>	6%	134	5%	1	-1
	<b>Somewhat Disagree</b>	2%	39	0%	0	-2
	<b>Strongly Disagree</b>	1%	24	0%	0	-1

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q11e</b> The school has a systematic and transparent process for responding to family or community concerns.	<b>Strongly Agree</b>	66%	1,599	67%	14	1
	<b>Somewhat Agree</b>	22%	536	29%	6	7
	<b>Neither Agree nor Disagree</b>	7%	175	5%	1	-2
	<b>Somewhat Disagree</b>	3%	65	0%	0	-3
	<b>Strongly Disagree</b>	2%	37	0%	0	-2
<b>Q11f</b> The school informs parents about how it performs compared to other schools in the district and New York State.	<b>Strongly Agree</b>	59%	1,425	71%	15	12
	<b>Somewhat Agree</b>	18%	437	19%	4	1
	<b>Neither Agree nor Disagree</b>	20%	475	10%	2	-10
	<b>Somewhat Disagree</b>	2%	43	0%	0	-2
	<b>Strongly Disagree</b>	1%	32	0%	0	-1
<b>Q12a</b> The school has social, emotional, and mental health programs and supports for all students.	<b>Strongly Agree</b>	68%	1,632	86%	18	18
	<b>Somewhat Agree</b>	23%	553	14%	3	-9
	<b>Neither Agree nor Disagree</b>	4%	106	0%	0	-4
	<b>Somewhat Disagree</b>	3%	84	0%	0	-3
	<b>Strongly Disagree</b>	2%	37	0%	0	-2
<b>Q12b</b> School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	<b>Strongly Agree</b>	54%	1,299	62%	13	8
	<b>Somewhat Agree</b>	24%	578	19%	4	-5
	<b>Neither Agree nor Disagree</b>	14%	335	19%	4	5
	<b>Somewhat Disagree</b>	6%	144	0%	0	-6
	<b>Strongly Disagree</b>	2%	56	0%	0	-2

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</b>	<b>Strongly Agree</b>	53%	1,276	62%	13	9
	<b>Somewhat Agree</b>	23%	552	10%	2	-13
	<b>Neither Agree nor Disagree</b>	17%	400	29%	6	12
	<b>Somewhat Disagree</b>	5%	129	0%	0	-5
	<b>Strongly Disagree</b>	2%	55	0%	0	-2
<b>Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</b>	<b>Strongly Agree</b>	58%	1,409	52%	11	-6
	<b>Somewhat Agree</b>	26%	624	19%	4	-7
	<b>Neither Agree nor Disagree</b>	8%	189	24%	5	16
	<b>Somewhat Disagree</b>	6%	133	0%	0	-6
	<b>Strongly Disagree</b>	2%	57	5%	1	3
<b>Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.</b>	<b>Strongly Agree</b>	46%	1,106	29%	6	-17
	<b>Somewhat Agree</b>	16%	393	19%	4	3
	<b>Neither Agree nor Disagree</b>	32%	766	38%	8	6
	<b>Somewhat Disagree</b>	3%	76	5%	1	2
	<b>Strongly Disagree</b>	3%	71	10%	2	7
<b>Q13 How many total years of K-12 teaching experience do you have?</b>	<b>Less than 1 year</b>	6%	146	5%	1	-1
	<b>1-3 years</b>	21%	513	14%	3	-7
	<b>4-6 years</b>	29%	711	19%	4	-10
	<b>7-10 years</b>	19%	466	29%	6	10
	<b>More than 10 years</b>	24%	576	33%	7	9



**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q14 How long have you been teaching in this school in your current grade level?</b>	Less than 1 year	25%	602	43%	9	18
	1-3 years	44%	1,065	48%	10	4
	4-6 years	22%	523	0%	0	-22
	7-10 years	6%	134	0%	0	-6
	More than 10 years	4%	88	10%	2	6
<b>Q15 How long have you been teaching in this school in your current subject area/teaching assignment?</b>	Less than 1 year	19%	470	38%	8	19
	1-3 years	42%	1,016	38%	8	-4
	4-6 years	24%	584	5%	1	-19
	7-10 years	7%	180	0%	0	-7
	More than 10 years	7%	162	19%	4	12
<b>Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</b>	Strongly Agree	60%	1,439	48%	10	-12
	Somewhat Agree	26%	625	29%	6	3
	Neither Agree nor Disagree	6%	137	10%	2	4
	Somewhat Disagree	5%	121	5%	1	0
	Strongly Disagree	4%	90	10%	2	6
<b>Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</b>	Strongly Agree	53%	1,273	43%	9	-10
	Somewhat Agree	27%	658	33%	7	6
	Neither Agree nor Disagree	7%	172	10%	2	3
	Somewhat Disagree	8%	185	5%	1	-3
	Strongly Disagree	5%	124	10%	2	5

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q16c</b> The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	<b>Strongly Agree</b>	48%	1,154	29%	6	-19
	<b>Somewhat Agree</b>	26%	639	52%	11	26
	<b>Neither Agree nor Disagree</b>	12%	294	10%	2	-2
	<b>Somewhat Disagree</b>	8%	201	0%	0	-8
	<b>Strongly Disagree</b>	5%	124	10%	2	5
<b>Q16d</b> The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	<b>Strongly Agree</b>	56%	1,353	48%	10	-8
	<b>Somewhat Agree</b>	24%	578	33%	7	9
	<b>Neither Agree nor Disagree</b>	8%	189	5%	1	-3
	<b>Somewhat Disagree</b>	7%	166	5%	1	-2
	<b>Strongly Disagree</b>	5%	126	10%	2	5
<b>Q17a</b> Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	<b>Strongly Agree</b>	54%	1,304	52%	11	-2
	<b>Somewhat Agree</b>	26%	635	24%	5	-2
	<b>Neither Agree nor Disagree</b>	10%	251	14%	3	4
	<b>Somewhat Disagree</b>	6%	141	10%	2	4
	<b>Strongly Disagree</b>	3%	81	0%	0	-3
<b>Q17b</b> The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	<b>Strongly Agree</b>	57%	1,370	62%	13	5
	<b>Somewhat Agree</b>	27%	657	24%	5	-3
	<b>Neither Agree nor Disagree</b>	8%	194	10%	2	2
	<b>Somewhat Disagree</b>	5%	129	5%	1	0
	<b>Strongly Disagree</b>	3%	62	0%	0	-3

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</b>	<b>Strongly Agree</b>	60%	1,446	48%	10	-12
	<b>Somewhat Agree</b>	24%	575	29%	6	5
	<b>Neither Agree nor Disagree</b>	8%	199	10%	2	2
	<b>Somewhat Disagree</b>	5%	121	10%	2	5
	<b>Strongly Disagree</b>	3%	71	5%	1	2
<b>Q18a The school has established procedures for effective collaboration among teachers.</b>	<b>Strongly Agree</b>	62%	1,501	52%	11	-10
	<b>Somewhat Agree</b>	27%	645	33%	7	6
	<b>Neither Agree nor Disagree</b>	5%	125	5%	1	0
	<b>Somewhat Disagree</b>	4%	92	10%	2	6
	<b>Strongly Disagree</b>	2%	49	0%	0	-2
<b>Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</b>	<b>Strongly Agree</b>	65%	1,567	52%	11	-13
	<b>Somewhat Agree</b>	26%	621	38%	8	12
	<b>Neither Agree nor Disagree</b>	5%	129	0%	0	-5
	<b>Somewhat Disagree</b>	2%	57	10%	2	8
	<b>Strongly Disagree</b>	2%	38	0%	0	-2
<b>Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</b>	<b>Strongly Agree</b>	58%	1,391	48%	10	-10
	<b>Somewhat Agree</b>	25%	607	24%	5	-1
	<b>Neither Agree nor Disagree</b>	7%	171	14%	3	7
	<b>Somewhat Disagree</b>	6%	136	5%	1	-1
	<b>Strongly Disagree</b>	4%	107	10%	2	6

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

Urban Choice CS Response n = 21

		All Charter Schools		Urban Choice CS		Difference
<b>Q18d</b> The school provides you with the resources and support to do your job well when teaching remotely.	<b>Strongly Agree</b>	63%	1,514	33%	7	-30
	<b>Somewhat Agree</b>	24%	573	43%	9	19
	<b>Neither Agree nor Disagree</b>	6%	145	14%	3	8
	<b>Somewhat Disagree</b>	5%	123	5%	1	0
	<b>Strongly Disagree</b>	2%	57	5%	1	3
<b>Q18e</b> The school provides you with the resources and support to do your job well when teaching in-person.	<b>Strongly Agree</b>	64%	1,554	57%	12	-7
	<b>Somewhat Agree</b>	22%	537	33%	7	11
	<b>Neither Agree nor Disagree</b>	9%	219	5%	1	-4
	<b>Somewhat Disagree</b>	3%	65	0%	0	-3
	<b>Strongly Disagree</b>	2%	37	5%	1	3
<b>Q18f</b> The school provides you with the resources and support to do your job well when teaching concurrently.	<b>Strongly Agree</b>	57%	1,365	38%	8	-19
	<b>Somewhat Agree</b>	22%	529	38%	8	16
	<b>Neither Agree nor Disagree</b>	16%	390	19%	4	3
	<b>Somewhat Disagree</b>	3%	71	0%	0	-3
	<b>Strongly Disagree</b>	2%	57	5%	1	3
<b>Q19</b> How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	<b>Strongly Agree</b>	45%	1,077	48%	10	3
	<b>Somewhat Agree</b>	33%	804	19%	4	-14
	<b>Neither Agree nor Disagree</b>	10%	244	29%	6	19
	<b>Somewhat Disagree</b>	7%	180	0%	0	-7
	<b>Strongly Disagree</b>	4%	107	5%	1	1

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
All Charter Schools Response n = 2,412**

**Urban Choice CS Response n = 21**

		All Charter Schools		Urban Choice CS		Difference
<b>Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:</b>	<b>Well organized</b>	78%	1,878	76%	16	-2
	<b>Well attended</b>	83%	2,012	90%	19	7
	<b>Focused on relevant content</b>	70%	1,696	67%	14	-3
	<b>Recognized by all faculty as valuable</b>	45%	1,092	62%	13	17
	<b>None of the above</b>	2%	60	0%	0	-2
<b>Q21 Please select all types of meetings where faculty members collaborate with one another.</b>	<b>Team meetings</b>	94%	2,271	100%	21	6
	<b>Department meetings</b>	76%	1,834	71%	15	-5
	<b>Staff meetings</b>	86%	2,081	86%	18	0
	<b>Informal planning time</b>	78%	1,892	81%	17	3
	<b>Teacher/professional leadership meetings</b>	73%	1,764	81%	17	8
	<b>Other</b>	9%	226	0%	0	-9

NYSED CSO Teacher Survey 2021

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

<p><b>Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:</b></p>	<p>A lesson which requires students to think beyond the normal and foster self motivation by providing different ways for the students to express themselves in a variety of ways but still grasping the concept or skill of the lesson.</p>
	<p>Academically rigorous lessons have activities that are aligned to the NYS standard and students are fully engaged in the teaching and learning process.</p>
	<p>All instruction in my classroom begins with high expectations, both academically and behaviorally, and with the students knowing and understanding what those expectations are. All expectations and directions are explicitly stated multiple times. Students help to create models of what is expected, academically, and they are explicitly told what is expected on each assignment.</p>
	<p>All learners are challenged and lessons are purposeful relative to the prior knowledge and skill levels of each student, and targets their zone of proximal development.</p>
	<p>An academically rigorous lesson in my classroom has students actively engaged in the learning process. Students have to think deeply about their learning and be able to demonstrate that learning. Students are not simply engaged in "busy" work, but on activities and assignments that deepen their knowledge and understanding of a skill or concept.</p>
	<p>Each lesson has the objective to expand conceptual knowledge. Starting with different sources on the same topic builds the students ability to visualize the point so students can talk about what it is we are learning. Therefore they can better articulate what it is they are learning.</p>
	<p>Engaging, high expectations, formative assessment, focused and student-centered</p>

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

	<p>Every student in the classroom is not done with their work so easily. Students are constantly learning and thinking. Students are able to work with one another to build ideas. Students are able to work with little teacher assistance, as they are trying their best to figure out their work, using what they have learned during the class lesson.</p>
	<p>Holding students to high standards academically. We have a balance of practicing procedural fluency skills and conceptual development.</p>
	<p>I am a support teacher.</p>
	<p>It is a well paced lesson that includes high level thinking and questioning. Students will make progress and be able to apply their learning to different scenarios or settings.</p>
	<p>Lessons involve student engagement, critical thinking skills, connections beyond the assignment, and challenges appropriate to the student and/or group. Further, lessons cultivate a sense of personal accomplishment when the student(s) meet/exceed the learning challenge.</p>
	<p>My lessons begin with a fluency review from previous lessons, group led instruction through daily concepts, student opportunities to practice taught skills and independent work time.</p>
	<p>One that is aligned with grade level standards and builds in supports for differentiation to allow all students to complete work</p>
	<p>Our youngest students use math fluency, application problems, along with concept development and problem sets to learn new math concepts.</p>
	<p>Scaffolded instruction via best practice...opening activity to engage prior knowledge and stimulate thought...mini lessons to exemplify and instruct...experimentation/workshop for learners to engage material with support...reflection/summarize learning</p>
	<p>Students are required to read, write and think at higher levels.</p>

New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses

Urban Choice CS

	<b>Students engaged, collaborating, differentiated material</b>
	<b>Teacher mini lesson followed by student work time, student reflection</b>
	<b>The teacher implements it very well</b>
	<b>There is a clear target with differentiated instruction and materials, opportunity for student practice / activity, and questions / discussion to support the learning target, individualized student feedback from the teacher, and exit ticket to assess student understanding of the lesson.</b>



New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses

Urban Choice CS

Q2\_Open2 Explain how you differentiate instruction for students in your classes:

All students are divided into different RTI groups, in both Reading and Math, depending on their needs and abilities. Also, general instruction and assignments are altered to better serve students in need of more academic supports.

By modifying the structure, readings amount, chunking and breaking down reading into smaller pieces and applying scaffolding to assist students.

By providing a variety of ways for students to access and complete assignments.

By student ability so struggling students might receive a sentence stem to complete while a higher achieving student might write their own.

Differentiating lessons by omitting questions from an assignment to fit the needs of SWDs or providing extra time to complete assignments. It's crucial to follow the accommodations on their IEPs.

Having enough work for students to go ahead who are understanding the material and speaking, writing, listening, and reading components, using diagrams and pictures to represent concepts for students who struggle. I also use warm ups to allows for re-teaching of material (if necessary).

I am a support teacher.

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

	<p>I differentiate instruction in many ways in my classroom. Many assignments are given in multiple formats, such as paper and pencil, or computer based. Some students may have scaffolding embedded into the problems, whereas others may have fewer problems to complete. Another way I differentiate is in small group instruction. Students receive instruction based on what their needs are. For example, one group of students may be working on learning their multiplication facts, whereas another group will be working on multi-digit multiplication, and another group will be working on long division. I also have students that get more adult support on assignments, such as having directions read to them, or having notes partially pre-written for them. Advanced students have the opportunity to complete more challenging problems or even go ahead in the curriculum through online lessons in Zearn or iReady.</p>
	<p>I differentiate lessons by offering different levels of support and resources as well as different lesson specific tasks.</p>
	<p>I incorporate small group learning to make sure all my students are able to learn the material. The children are lead through a whole group reading lesson, then they are split into leveled groups tp read the emergent reading book.</p>
	<p>I may repeat instruction or ask students to repeat important information, incorporate examples and pictures, demonstrate or model expectations, and work with students one-on-one or in small groups whenever possible.</p>
	<p>Instruction is differentiated for students when tasks are leveled and modified to cater to diverse learners. Accommodations are also put in place for students to gain access to content and/or complete assigned tasks.</p>
	<p>Instruction not only meets students' targets (e.g., tactile, visual, auditory, kinesthetic) but it also includes creating different lessons/activities to meet individual learning needs.</p>
	<p>Modified instruction based on reading levels</p>

New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses

Urban Choice CS

	<p>Musically, I provide both standard music notation, symbolic notation, and audio visual examples to help all learning styles assimilate the material.</p>
	<p>My lessons are scaffolded to allow student who are on or above grade level to be challenged while supporting struggling students. We use a variety of models and methods to demonstrate concepts.</p>
	<p>Review documentation of special needs, collaborate with special education/ESOL staff to implement best practice activities/instruction</p>
	<p>Small groups, one to one, think pair share, allowing the students to choose a path for learning</p>
	<p>Some students have notes that are filled in while some do not. Independent readings are catered to the students reading level.</p>
	<p>Students work in differentiated groups based on skill level; accommodations for students with special needs</p>
	<p>The teacher does this</p>

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

<p><b>Q3_Open How do you use data in your classroom to guide instruction?</b></p>	<p>Data helps create groups in math and reading classes. Data is used to assign students tasks that are at an appropriate level for them.</p>
	<p>Data is used to enable teachers to assess the knowledge and understanding of students in order to teach to the appropriate level</p>
	<p>Data provides me with where students are lacking skills or have mastered skills. This allows me to know how to proceed with a lesson or module.</p>
	<p>Different assessments are used to inform the planning and teaching of both whole-group and small-group instruction. These assessments are used so that I know what my students already know, and what they need the most help with.</p>
	<p>I use both informal and formal assessments to guide individual student instruction. This data comes from scheduled progress monitoring/diagnostic assessments and other impromptu feedback/work samples.</p>
	<p>I use data as a way for me to identify ways I can adapt my lessons.</p>
	<p>I use data from i-Ready as a gauge as to what level reading I should be providing in the classroom. High level readings can result in student frustration. Reading and activities that cater to what the students can build from cause a more productive calssroom.</p>
	<p>I use data to develop goals and drive the instruction and lesson plans that I develop for my students.</p>
	<p>I use data to help determine where students are and how to best help them. I use the data to form Rtl and enrichment groups for small group instruction. The data is also used to determine if a concept or skill needs to be retaught, either to the whole class, or in small groups. The data also allows me to determine if the interventions I have put in place are successful for each students, and allows me to adjust these as needed.</p>
	<p>I use data to modify and adjust lessons based on students retention of knowledge.</p>

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

	I use exit tickets and formative in-the-moment assessments to plan for the next lessons, so that everyone is both held accountable and supported in learning the material.
	I use iReady data to help identify subject areas where extra support is needed and plan whole group and small group lessons accordingly. I also use data to different materials and group students to provide targeted support.
	I use it to inform lesson planning and levels of support. It also impacts small group work and intervention.
	It is used in every curriculum
	Reading levels are used to choose appropriate text choice
	Reading levels for small group instruction; diagnostic data informs focus skill
	Students and teachers review data of task completion and mastery to reflect on the learning process and set goals moving forward.
	Students are assessed before instructed, activities are provided at their levels. Their progress is tracked and assessed and there are interventions provided to support students and help them achieve their goals.
	To decide what needs to be retaught or taught. Also, to make goals for students.
	We use iReady diagnostic , pre-assessments, mid and end of unit assessments.
iReady data shows where students are able to perform in math and helps me to group students. Additionally test scores and exits slips on goformative guide my instruction by showing what concepts need re-teaching.	

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

<p><b>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</b></p>	<p>Class dojo and email is a way to contact parents when needed. Student services is also readily available when an intervention or removal is needed in the classroom. Referrals can also be written easily when needed.</p>
	<p>Communicating with families, calling the help zone for assistance, taking students out for a 1 on 1 talk.</p>
	<p>Conversations with staff in Help Zone and Dean of Students.</p>
	<p>Disciplinary infractions are logged electronically. There is a Student Support Unit that addresses these issues and collaborates with all parties to resolve them. Also, the students at our school are divided into leagues and each week there are meetings that focus on issues in that league such as students' behavior</p>
	<p>Help zone, PBIS, MTSS, support team</p>
	<p>Home visits, dean of students</p>
	<p>None</p>
	<p>Once not met with teachers then we have the Leadership team get involved in to guide better or access students in a better form</p>
	<p>Parent contact, working with the Student Support Team, escalating to the Dean of Students. Relationship building is highly emphasized here, however, in the hope that such methods are not necessary due to strong teacher-student relationships.</p>
	<p>Protocols are in place, from emails, to phone calls, to personal conversation, written referrals lead to the SWIZZ system of data collection keeps track.</p>
	<p>Referrals to Student Success Team (SST); open communication with school leadership</p>
	<p>Student Help Zone</p>

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

	<p>Teachers are able to utilize support from the help zone, dean of students, school counselors, and principles. Student concerns and parent contacts are logged in Power school, and there is a written referral form to raise student concerns as well.</p>
	<p>Teachers are expected to document all student discipline issues. A list of teacher-addressed and administration-addressed behaviors is given to all teachers. If a teacher has concerns about discipline with students, they know who to go to for help. In all my years here, I've always felt supported by administration regarding discipline issues.</p>
	<p>Teachers can fill out referral forms that are sent to the Student Support Team. We can also send e-mails to members of the Student Support Teams to make them aware of any concerns.</p>
	<p>Warning Private conversation-Tryto utilize restorative practices Student Success Team Phone call to parent In that order</p>
	<p>We can reach out to the Dean of Students and/or Principal(s)/Director(s)</p>
	<p>We have a referral form that can be filled out and handed to the student success team. The team then puts a plan together to assist the student.</p>
	<p>We use a system to write up any incidents which occurs that will needs disciplinary actions taken using the restorative justice approach.</p>
	<p>We utilize the "help zone" room with trained student support teachers. We also have help from our student success team.</p>
	<p>use of student success team and administers</p>

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

<p><b>Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."</b></p>	<p>Communication, documentation, and appropriate disciplinary action per student/UCC code of conduct plan with involved parties, Dean of Students/Principal(s)/Director(s), teacher(s), and parent(s)/guardian.</p>
	<p>Don't know</p>
	<p>I don't know.</p>
	<p>Interventions are planned where the students involved are allowed to respectfully relay their feelings in a positive way and then the counselor is always available to deal with issues among students or teachers until the situation is resolved.</p>
	<p>Restorative practice models. Mentors, school counselors, teachers and administration have at there disposal support for restorative conversations and accountabilities.</p>
	<p>Restorative practices</p>
	<p>Specific referral forms for bullying; Documentation in PowerSchool; communication with families</p>
	<p>Student success team is utilized to address and quelch these concerns.</p>
	<p>Support team, however, these issues are not tolerated at the school.</p>
	<p>Teachers are expected to address all of these instances immediately, as well as let administration know. From my experiences, though, this hasn't been an issue.</p>
	<p>The school uses restorative practices to address these issues.</p>
	<p>The student services team deals with students one on one when a conversation is needed about respecting one another.</p>
	<p>There is a coordinator who puts together activities to address these topics. These activities are professional development for staff, poster-making activity, displays focusing on these topics, guest speakers, circles focusing on these topics.</p>
<p>There is a no bullying, discrimination, and harassment in place</p>	



**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

	Through restorative circles.
	We have a student support team and school councilors that deal with these issues in conjunction with homeroom teachers.
	When an issue of bullying, discrimination, or harassment is brought to our attention, we can fill out a DASA form and return it to the DASA coordinator. The coordinator will then follow the process of investigating the report.
	don't know
	don't know.
	our younger students have discussions and presentations about bullying.
	using the dean of students and student success team

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

<p><b>Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:</b></p>	<p>A welcoming caring environment also the opportunity for students to talk out issues with student support.</p>
	<p>All students have counseling sessions with social workers from the school and counselors from other organizations that provide services for the school who meet with them to address their social-emotional and mental health needs.</p>
	<p>Cool down areas within classroom, restorative classroom management strategies collaboratively shared, councilors and social workers are always available, Student success team</p>
	<p>Counseling services and student help zone.</p>
	<p>Daily check-ins with students; student check-ins with teachers; HelpZone when needed; counseling</p>
	<p>Group/individual counseling</p>
	<p>I provide a daily check-in for my students where they can let us know how they are feeling that day and if there is anything they want to talk to us about. In addition, Grades k-4 use the Getting Along Together Program to teach students about social-emotional skills and concepts.</p>
	<p>Multiple resources available to students during regularly schedule school day... Dean of Students, Counselor, assistants... I cannot speak to the exact program/protocol they follow.</p>
	<p>Our school social workers create student lunch groups to help students with similar social-emotional skills to practice strategies together.</p>
	<p>SEL practices are integrated daily. The school utilizes PBIS and restorative practices to support students and foster positive teacher-student relationships. The help zone and school counselors are also always available to support students and classrooms.</p>

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

	School counselor and social worker available daily for students to work with when they need to. Teachers are constantly helping students with emotional and mental health needs by collaborating with student success team. Support staff such as rti nd sped are available to help students regularly.
	Strong teacher-student relationships, two in-school counselors, providing opportunities for positive socialization among students.
	Student Success Team
	Teachers and staff work hard to develop and maintain strong relationships with students. For students who need more support, our Student Support Team offers services to students in need.
	Team of therapists in the building at all times, PBIS
	The school has the student success team that walks students through restorative practices, two counselors that students can talk to on a weekly basis about school and life, there is also a list of teachers and support staff that students have identified as people that they trust and can talk with.
	There is counseling available and a school social worker
	They give them time to express they feeling of any and then we give our feedback and see if it helps of any sort. Also we have them take some time to calm down and then help with any resolution if it is one
	We did this with support of the student success team. We also provide school counseling services.
	We provide counseling in a variety of ways. through a variety of programs

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

**Q18\_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.**

At the start of the school year, teachers are made aware of the areas (competencies) they will be evaluated on. Teachers are observed and feedback is provided on these observations. Teachers are also given the opportunity to respond to feedback from the administration. There is a mid-year evaluation meeting to assess performance so far in the school year and how to improve for the rest of the year. The school year culminates with a final year evaluation meeting.

Danielson Framework

Follows Danielson

Formal observations using Danielson Framework w/ pre and post observation meetings

I have not experienced this yet. Observations are coming up.

I'm new... Not sure how it works.

Meetings with supervisor through out the fall and winter, two lesson observed in mid-Spring, reflective conversations to follow seeking to improve that which is lacking and or reinforce that which is of quality

None

Observations done sporadically.

Principal Observation two time a year.

Supervisors complete regular formal observations of teachers, provide feedback, and assist in creating action plans with SMART goals.

The Danielson Model is used for teacher evaluations. Informal evaluations are also sprinkled in throughout the school year.

The school uses the Danielson Framework to evaluate teachers in a two-lesson observation. However as it is my first year, I have not yet experienced this process firsthand.

The school utilizes the Danielson Framework to evaluate teachers.

The use of the danielson model is used.

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

	<b>Three part interview , demo lesson, background check.</b>
	<b>We are evaluated using the Danielson Model. Our supervisor drops into our rooms regularly. In addition, we have a formal observation that is based on the key elements of the Danielson Model. We also turn in lesson plans weekly. We have also set personal professional goals for ourselves.</b>
	<b>We have a Danielson evaluation process.</b>
	<b>We have a weekly meeting with our subject principal. We are given two informal observations and one formal observation.</b>
	<b>don't know</b>
	<b>teachers are evaluated by administrators</b>

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

<p><b>Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.</b></p>	<p>1 on 1 meetings... Discussion of lesson plans/strategies</p>
	<p>Face-to-face communication and email; occasional survey on school climate/culture</p>
	<p>Frequently stating "come to us with your questions and concerns" in meetings. Unsure if there is a formal way to solicit feedback, no surveys have been sent out from leadership, etc.</p>
	<p>Informal conversations, group discussions, and surveys.</p>
	<p>Leadership welcomes feedback at anytime, they reiterate the message during staff meetings and emails.</p>
	<p>None</p>
	<p>Opportunities for feedback are provided by way of emails, surveys, forms to respond to specific issues, and even verbal feedback at times</p>
	<p>Principals ask for feedback during weekly staff meetings, team meetings, teacher meeting, and have an open door policy.</p>
	<p>Staff surveys, weekly meetings.</p>
	<p>Surveys</p>
	<p>Surveys and meetings</p>
	<p>Surveys are conducted after PDs and meetings, and many administrators have asked for unsolicited feedback throughout the year.</p>
	<p>Surveys, Professional developments, email (written documentation) as well as the ever open doors of our leadership</p>
	<p>Surveys, open dialogue, etc.</p>
	<p>They have an open door policy and always come around to check on teachers.</p>
<p>We are given surveys during professional development days.</p>	
<p>don't know</p>	
<p>none</p>	

New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses

Urban Choice CS

through informal conversations and group  
dialogue on matters as well as surveys

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

<p><b>Q22_Open Describe your understanding of the mission and key design elements of the school:</b></p>	<p>Collaborating with families in the community to better serve our students in an urban setting remains the most relevant mission of our school. We try to work with our families, but COVID has made it more difficult. Thanks to the teachers and staff of the school, we are able to do as much as possible with what we have.</p>
	<p>I don't know</p>
	<p>Our mission is to ensure a safe, rigorous educational experience for our community.</p>
	<p>Our mission is to provide students with a safe, supportive, and intellectually challenging educational environment. We use a rigorous curriculum and teacher-student relationships to help us achieve these goals.</p>
	<p>Provide a safe, supportive environment where students learn in through authentic ways that meets their individual needs. The challenging curriculum engages all students, at all levels/abilities, to meet and exceed New York State learning standards.</p>
	<p>Supportive and safe school for all our children and staff.</p>
	<p>The UCCS mission is to provide Rochester students with a safe, supportive, and intellectually challenging educational environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement, and achievement.</p>
	<p>The mission is evident in the structure of the school.</p>
	<p>The mission of the school is to provide a structured environment for student to learn.</p>
	<p>The mission of the school is to provide an education to all students that is rigorous and meets the NYS standards.</p>
<p>The school is focused on strong student-teacher relationships, and providing children with a safe socio-emotionally nurturing environment so that they are best equipped to learn.</p>	



**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

	<b>The school's mission is to provide young people, regardless of their socio-economic background a rigorous education with the critical skills needed to develop into strong, successful adults who are economically, socially and emotionally independent.</b>
	<b>The school's mission, in a nutshell, is to provide a safe, supportive, and intellectually-challenging learning environment for all of its students.</b>
	<b>The schools mission is about relationships. Student teacher relationships are pivotal in making a difference and/or impact on a students academic career and life.</b>
	<b>To help each student and support each other.</b>
	<b>To keep kids guided and focused with intent to provide a understanding and engaging atmosphere for the students</b>
	<b>To provide Rochester students with a safe, supportive and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic challenges of poverty.</b>
	<b>To provide a safe, caring, rigorous learning experience for the children of Rochester.</b>
	<b>To provide social and emotional support needed to allow for a successful education for all students</b>
	<b>Very clear</b>
	<b>We teach the students that are before us...we see the humanity of each and every child and seek to find best practices that reach them where they are; regardless of mitigating circumstances we see the student as a person.</b>

**New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses**

**Urban Choice CS**

<p><b>Q23_Open</b> Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.</p>	<p><b>Administration</b></p>
	<p>During COVID, Urban Choice Charter School has had a strong performance teaching both remote and in-class students. Our students have been hybrid since September, and for that reason our school has limited any learning loss and has allowed our students to not only survive, but thrive.</p>
	<p>I feel lucky to be a part of the team here. I feel respected as a professional.</p>
	<p>I have been teaching for over fifteen years, in my fifteen years, I have been at three schools. UCCS is the first school that I have observed that cares for the whole well being of a child and their family. They recognize the importance of providing a learning environment that engages and supports the multiple learning needs of our students. They don't ignore the community and poverty that many of these students are coming from daily, they provide uniforms, weekend food in the backpack program, learning opportunities for parents, and multiple events to engage parents in the learning experience of their child. I have had the opportunity to move onto other teaching positions but I believe in the opportunities and support that UCCS provides for the children of Rochester and I want to continue to be a part of that.</p>
	<p>I'm good, thanks.</p>
	<p>I've seen the school culture grow over the last few years. I would like to see chances for staff collaboration to increase.</p>
	<p>It's a fantastic school which is helping to meet the needs of the community by providing quality education and support to students and families.</p>

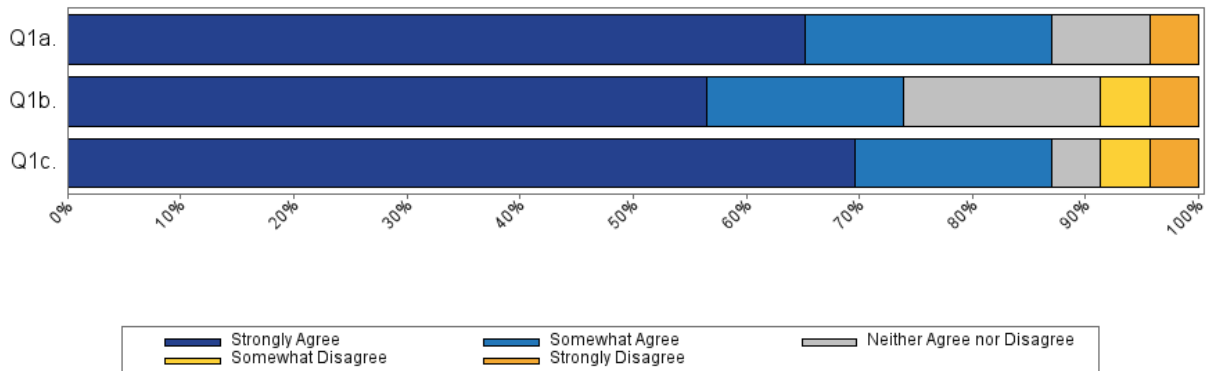
New York State Department of Education  
Charter School Office  
Teacher Survey 2021  
Open End Responses

Urban Choice CS

	<p>The staff here are wonderful and dedicated, and care about the academic outcomes of our students; UCCS has many growth areas but the community built around this school is strong and is palpable even to a new staff member such as myself. UCCS would benefit most from strong leader-to-staff communication, systems of staff accountability (meeting deadlines, quality of lesson plans, etc.), and a clear school-wide behavior management system that balances rewards and consequences that teachers are held accountable to consistently upholding.</p>
	<p>There is no additional information that is relevant at this time.</p>
	<p>We work hard to maintain good data on our lesson efficacy in the process, we maintain excellent data records on our student's performance; differentiating and reflecting every step of the way. We have come along way in making sure we have staff that are compassionate and knowledgeable, consistent and creative. We are a community of staff and families, we are a family.</p>
	<p>n/a</p>

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
**6% RESPONSE RATE**

**Academics**

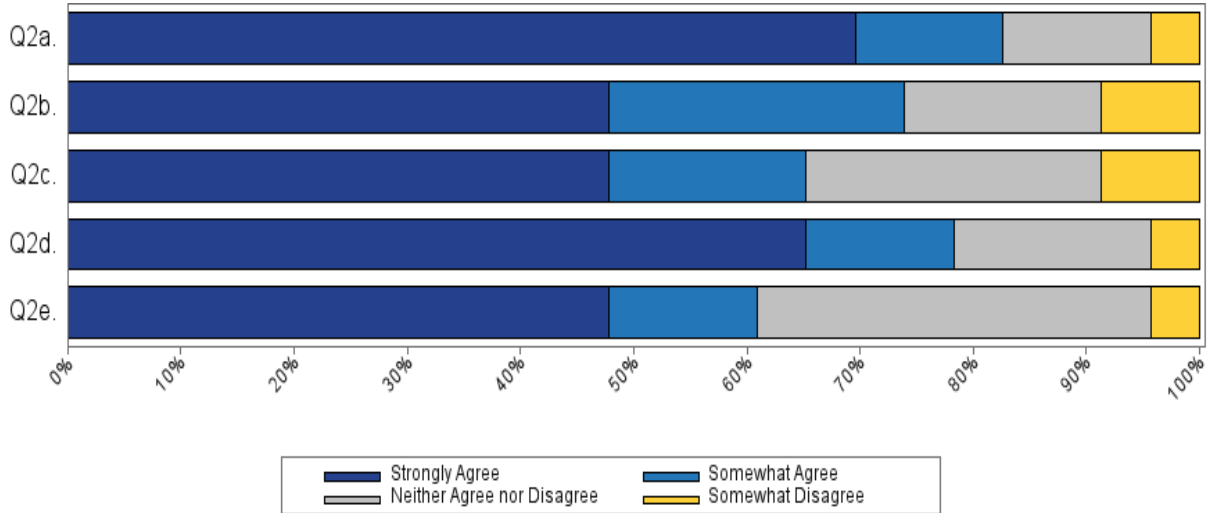


<b>Academics</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	65%	15	74%	4,204
	Somewhat Agree	22%	5	19%	1,080
	Neither Agree nor Disagree	9%	2	4%	225
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	4%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	57%	13	70%	3,988
	Somewhat Agree	17%	4	20%	1,166
	Neither Agree nor Disagree	17%	4	4%	254
	Somewhat Disagree	4%	1	3%	143
	Strongly Disagree	4%	1	3%	144

<b>Academics</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q1c. The teaching quality at this school is very high.	Strongly Agree	70%	16	67%	3,790
	Somewhat Agree	17%	4	23%	1,335
	Neither Agree nor Disagree	4%	1	5%	309
	Somewhat Disagree	4%	1	3%	148
	Strongly Disagree	4%	1	2%	113

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
**6% RESPONSE RATE**

**Behavior Management and Safety**

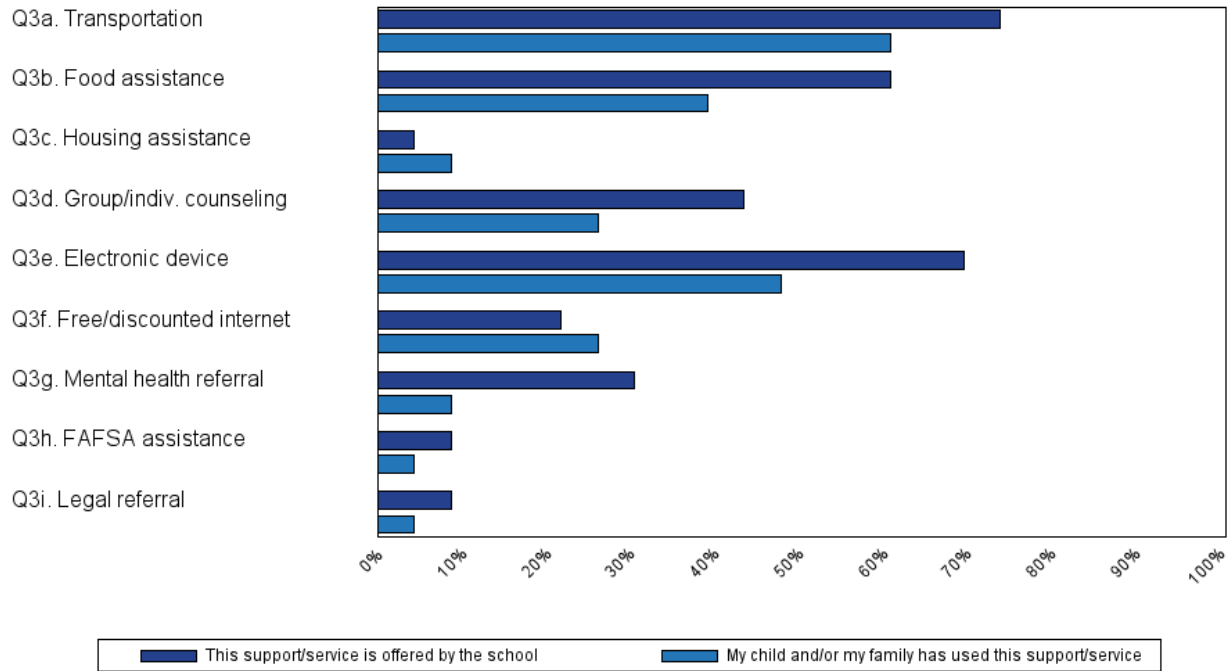


<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q2a. The school's discipline policy is clear.	Strongly Agree	70%	16	68%	3,849
	Somewhat Agree	13%	3	18%	1,051
	Neither Agree nor Disagree	13%	3	8%	456
	Somewhat Disagree	0%	0	3%	173
	Strongly Disagree	4%	1	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	48%	11	63%	3,610
	Somewhat Agree	26%	6	19%	1,068
	Neither Agree nor Disagree	17%	4	10%	593
	Somewhat Disagree	0%	0	4%	205
	Strongly Disagree	9%	2	4%	219

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	48%	11	61%	3,481
	Somewhat Agree	17%	4	20%	1,132
	Neither Agree nor Disagree	26%	6	12%	703
	Somewhat Disagree	0%	0	3%	189
	Strongly Disagree	9%	2	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	65%	15	63%	3,610
	Somewhat Agree	13%	3	22%	1,233
	Neither Agree nor Disagree	17%	4	9%	498
	Somewhat Disagree	0%	0	3%	172
	Strongly Disagree	4%	1	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	48%	11	59%	3,372
	Somewhat Agree	13%	3	21%	1,183
	Neither Agree nor Disagree	35%	8	14%	809
	Somewhat Disagree	0%	0	3%	159
	Strongly Disagree	4%	1	3%	172

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
**6% RESPONSE RATE**

**Support Services**



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	74%	17	68%	3,897
	My child and/or my family has used this support/service	61%	14	28%	1,601

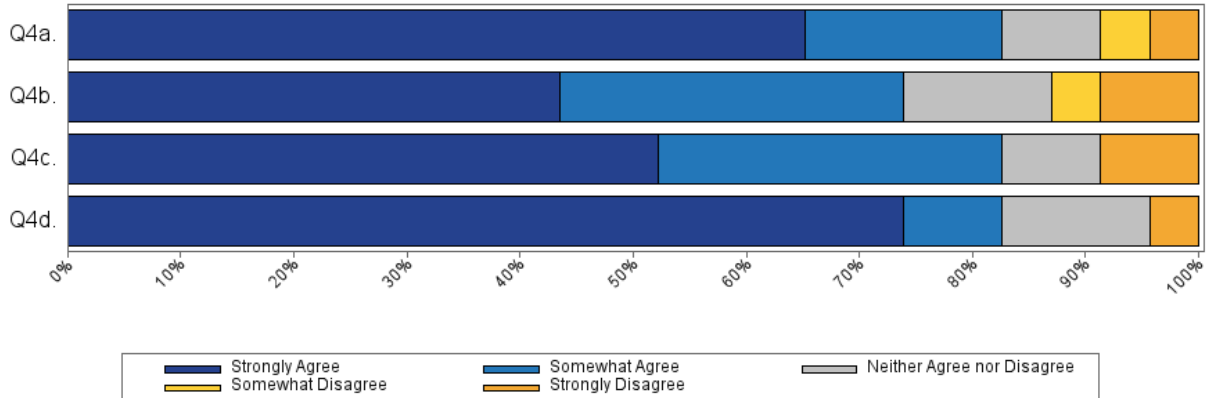


Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	61%	14	63%	3,572
	My child and/or my family has used this support/service	39%	9	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	4%	1	26%	1,475
	My child and/or my family has used this support/service	9%	2	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	43%	10	56%	3,182
	My child and/or my family has used this support/service	26%	6	16%	905
Q3e. Electronic device	This support/service is offered by the school	70%	16	70%	3,986
	My child and/or my family has used this support/service	48%	11	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	22%	5	43%	2,429
	My child and/or my family has used this support/service	26%	6	14%	799
Q3g. Mental health referral	This support/service is offered by the school	30%	7	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	9%	2	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	9%	2	34%	1,957
	My child and/or my family has used this support/service	4%	1	8%	470
Q3i. Legal referral	This support/service is offered by the school	9%	2	27%	1,523
	My child and/or my family has used this support/service	4%	1	5%	281

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
**6% RESPONSE RATE**

**Behavior Management**

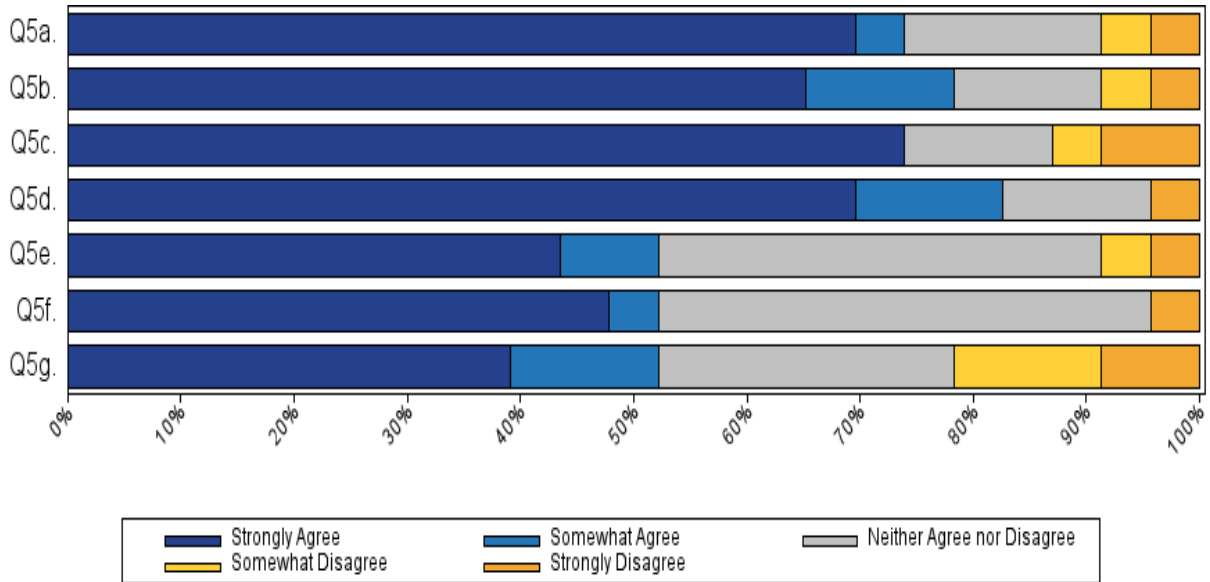


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	65%	15	70%	3,988
	Somewhat Agree	17%	4	20%	1,160
	Neither Agree nor Disagree	9%	2	5%	296
	Somewhat Disagree	4%	1	3%	143
	Strongly Disagree	4%	1	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	43%	10	60%	3,406
	Somewhat Agree	30%	7	23%	1,293
	Neither Agree nor Disagree	13%	3	10%	546
	Somewhat Disagree	4%	1	4%	255
	Strongly Disagree	9%	2	3%	195

<b>Behavior Management</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	52%	12	59%	3,369
	Somewhat Agree	30%	7	24%	1,383
	Neither Agree nor Disagree	9%	2	10%	568
	Somewhat Disagree	0%	0	4%	221
	Strongly Disagree	9%	2	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	74%	17	71%	4,023
	Somewhat Agree	9%	2	20%	1,129
	Neither Agree nor Disagree	13%	3	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	4%	1	1%	80

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
**6% RESPONSE RATE**

**Family Engagement and Communication**



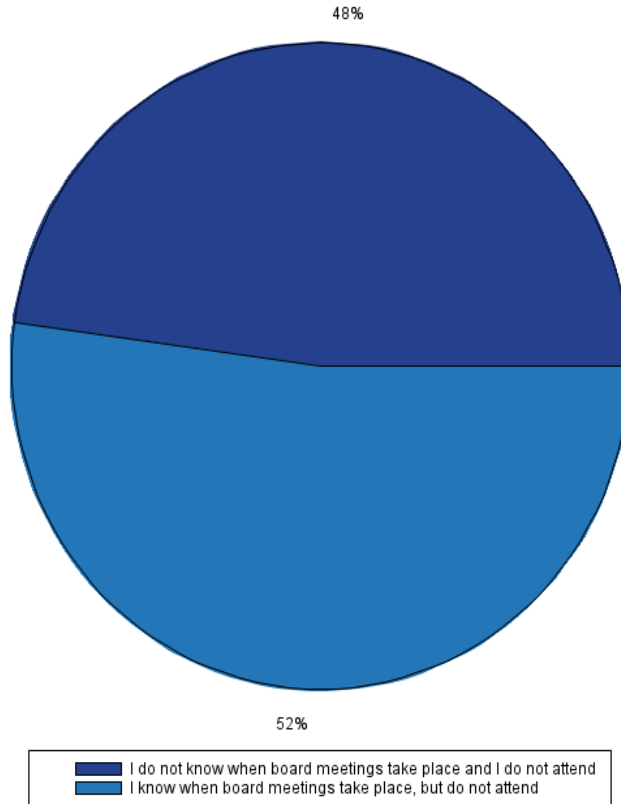
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	70%	16	63%	3,613
	Somewhat Agree	4%	1	21%	1,172
	Neither Agree nor Disagree	17%	4	10%	582
	Somewhat Disagree	4%	1	3%	175
	Strongly Disagree	4%	1	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	65%	15	74%	4,219
	Somewhat Agree	13%	3	16%	937
	Neither Agree nor Disagree	13%	3	4%	235
	Somewhat Disagree	4%	1	3%	157
	Strongly Disagree	4%	1	3%	147

<b>Family Engagement and Communication</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q5c. The school uses many methods of communication with families.	Strongly Agree	74%	17	77%	4,411
	Somewhat Agree	0%	0	15%	875
	Neither Agree nor Disagree	13%	3	4%	213
	Somewhat Disagree	4%	1	2%	96
	Strongly Disagree	9%	2	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	70%	16	72%	4,123
	Somewhat Agree	13%	3	18%	1,003
	Neither Agree nor Disagree	13%	3	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	4%	1	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	43%	10	51%	2,911
	Somewhat Agree	9%	2	19%	1,055
	Neither Agree nor Disagree	39%	9	22%	1,271
	Somewhat Disagree	4%	1	4%	209
	Strongly Disagree	4%	1	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	48%	11	53%	3,016
	Somewhat Agree	4%	1	18%	1,018
	Neither Agree nor Disagree	43%	10	23%	1,295
	Somewhat Disagree	0%	0	3%	150
	Strongly Disagree	4%	1	4%	216

<b>Family Engagement and Communication</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	39%	9	51%	2,877
	Somewhat Agree	13%	3	19%	1,107
	Neither Agree nor Disagree	26%	6	20%	1,162
	Somewhat Disagree	13%	3	5%	261
	Strongly Disagree	9%	2	5%	288

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
**6% RESPONSE RATE**

**Q6. Thinking about this school's board meetings, which of the following statements best applies to you?**

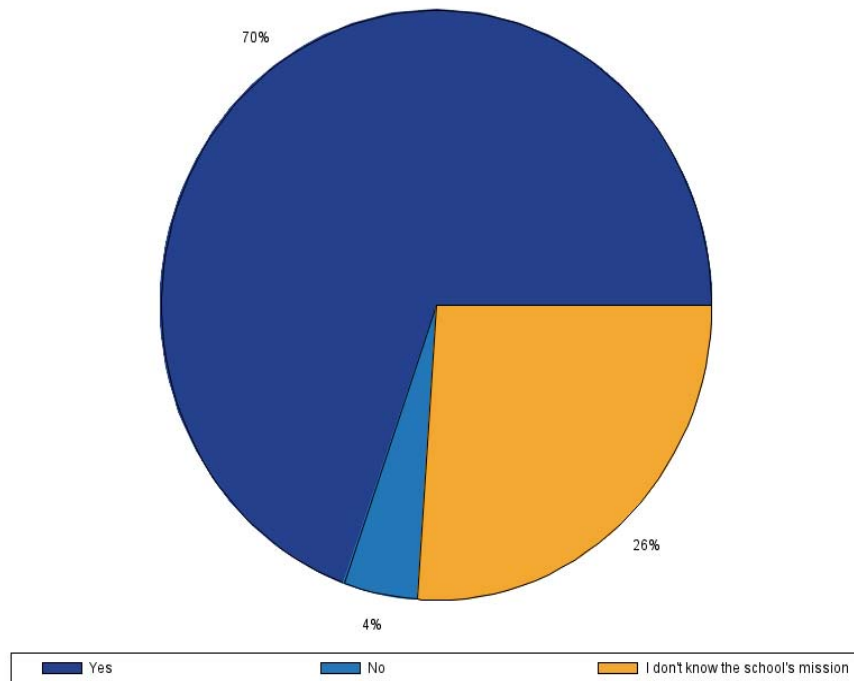


Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	0%	0	14%	808
	I occasionally attend board meetings	0%	0	23%	1,314
	I know when board meetings take place, but do not attend	52%	12	35%	1,975
	I do not know when board meetings take place and I do not attend	48%	11	28%	1,598



**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
**6% RESPONSE RATE**

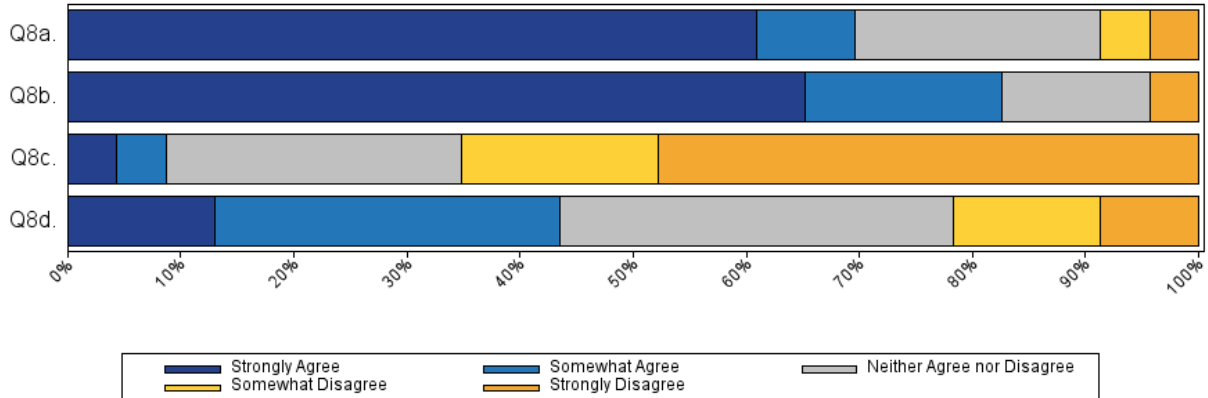
**Q7. Do you feel the school is fulfilling its mission?**



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	70%	16	83%	4,724
	No	4%	1	6%	328
	I don't know the school's mission	26%	6	11%	643

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
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**COVID-19 In-Person Learning Environment**

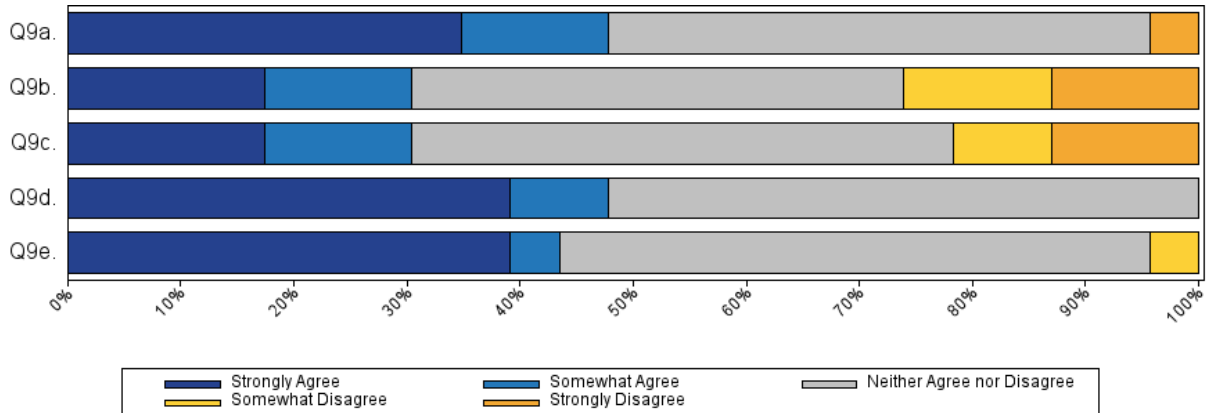


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	61%	14	64%	3,665
	Somewhat Agree	9%	2	18%	1,042
	Neither Agree nor Disagree	22%	5	14%	798
	Somewhat Disagree	4%	1	2%	97
	Strongly Disagree	4%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	65%	15	70%	3,979
	Somewhat Agree	17%	4	19%	1,060
	Neither Agree nor Disagree	13%	3	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	4%	1	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	4%	1	14%	779
	Somewhat Agree	4%	1	12%	663
	Neither Agree nor Disagree	26%	6	14%	790
	Somewhat Disagree	17%	4	9%	523
	Strongly Disagree	48%	11	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	13%	3	19%	1,085
	Somewhat Agree	30%	7	21%	1,194
	Neither Agree nor Disagree	35%	8	24%	1,384
	Somewhat Disagree	13%	3	11%	623
	Strongly Disagree	9%	2	25%	1,409

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
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**COVID-19 Remote Learning Environment**

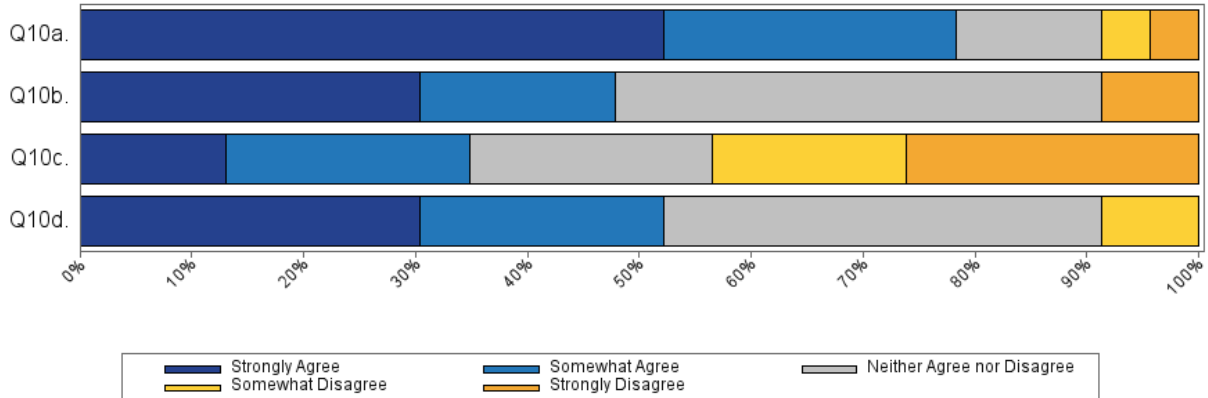


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	35%	8	58%	3,325
	Somewhat Agree	13%	3	17%	943
	Neither Agree nor Disagree	48%	11	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	4%	1	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	17%	4	26%	1,463
	Somewhat Agree	13%	3	16%	888
	Neither Agree nor Disagree	43%	10	24%	1,359
	Somewhat Disagree	13%	3	11%	603
	Strongly Disagree	13%	3	24%	1,382

<b>COVID-19 Remote Learning Environment</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	17%	4	29%	1,657
	Somewhat Agree	13%	3	20%	1,153
	Neither Agree nor Disagree	48%	11	26%	1,500
	Somewhat Disagree	9%	2	8%	434
	Strongly Disagree	13%	3	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	39%	9	64%	3,669
	Somewhat Agree	9%	2	14%	824
	Neither Agree nor Disagree	52%	12	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	39%	9	73%	4,151
	Somewhat Agree	4%	1	10%	585
	Neither Agree nor Disagree	52%	12	14%	814
	Somewhat Disagree	4%	1	1%	57
	Strongly Disagree	0%	0	2%	88

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
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**COVID-19 Learning Environment**



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	52%	12	66%	3,744
	Somewhat Agree	26%	6	24%	1,354
	Neither Agree nor Disagree	13%	3	6%	335
	Somewhat Disagree	4%	1	3%	165
	Strongly Disagree	4%	1	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	30%	7	32%	1,812
	Somewhat Agree	17%	4	25%	1,437
	Neither Agree nor Disagree	43%	10	23%	1,332
	Somewhat Disagree	0%	0	11%	621
	Strongly Disagree	9%	2	9%	493

<b>COVID-19 Learning Environment</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	13%	3	27%	1,564
	Somewhat Agree	22%	5	18%	1,028
	Neither Agree nor Disagree	22%	5	17%	947
	Somewhat Disagree	17%	4	14%	771
	Strongly Disagree	26%	6	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	30%	7	48%	2,721
	Somewhat Agree	22%	5	24%	1,389
	Neither Agree nor Disagree	39%	9	19%	1,075
	Somewhat Disagree	9%	2	5%	284
	Strongly Disagree	0%	0	4%	226

**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
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**Q11. Why did you choose this school for your child to attend?**

<b>Question Answer</b>
I like the one on one services that are provided for my son.
More structured and close to home
I thought it would be a good school academically.
Family
When reading everything the school had to offer I felt like this school would be the perfect fit for my little one and my other 2 children have been and graduated from charter schools I felt like I should keep it going with him as well
Awesome school
It's a good school
My 2 older children attended UCCS. I love the environment of UCCS. I feel heard and included in my child's education.
I chose UCCS because I wanted my daughter to attend a school that has rules, great teachers, great communication, extra help and more.
School size and previous location
Admin Jackie was very professional.
My child was chosen for this school through a lottery. My child has family that also attends the school. So I continued to keep my child in the school. The relationship with the school has been difficult and very stressful for my household.
Was looking for smaller class sizes and a timeframe that fit my schedule. And after talking to ms. Jackie in the office, i was just comfortable. Come to find out the teachers are great too.
I read some other pamphlets and I thought it would be a good match I still think it is there's some work need to be done I think some teachers and aids I know kids are hard and they need to learn thanks and I hope this will help some of your questions on the survey I didn't know how to answer. Some of the questions I agree with Summer I wasn't sure about so I didn't answer.
The standards and high education level there also teach in small groups
She has been here since Kindergarten.
I believe that she would get better schooling with this school the teachers there really help the kids there and may sure they learn the right thing
They have a good reputation in our community
Been here since kindergarten love the atmosphere of the staff and teachers
The high standards and interactions with parents



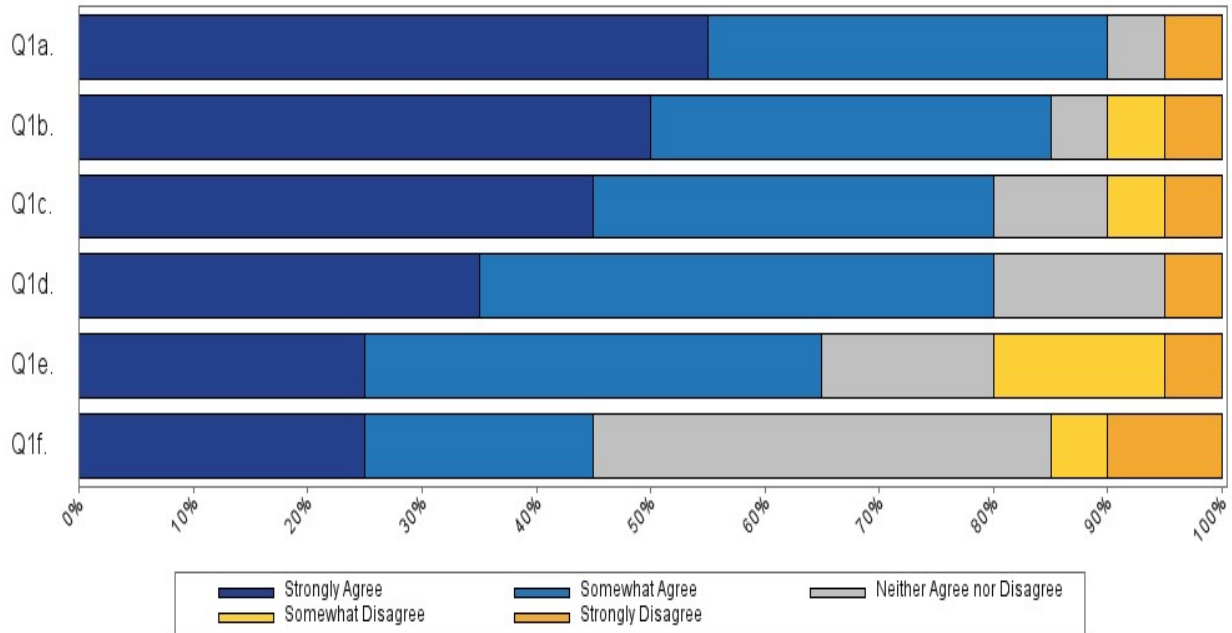
**NYSED CSO Parent Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**23 RESPONSES**  
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**Q12. Do you have any additional comments or concerns regarding this school?**

<b>Question Answer</b>
The teachers and entire staff go out of their way to help each student. I am most please and grateful for the care, communication and assistance that has been provided to my daughter.
Just wish that the school communicated better and in a timely manner.
Teachers to often do victim blaming or sweep naughty behavior under rug and I am SICK OF IT!
Our teacher Mrs Dix was a great teacher however she has an assistant in the classroom who has brought a great deal of stress an confusion to the class. She made the learning enviroment very stressful. I spoke to administration about the situation and my child ketp being bullied by this teacher and Mrs Flaff
5th and kinder

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
**56% RESPONSE RATE**

**Curriculum**

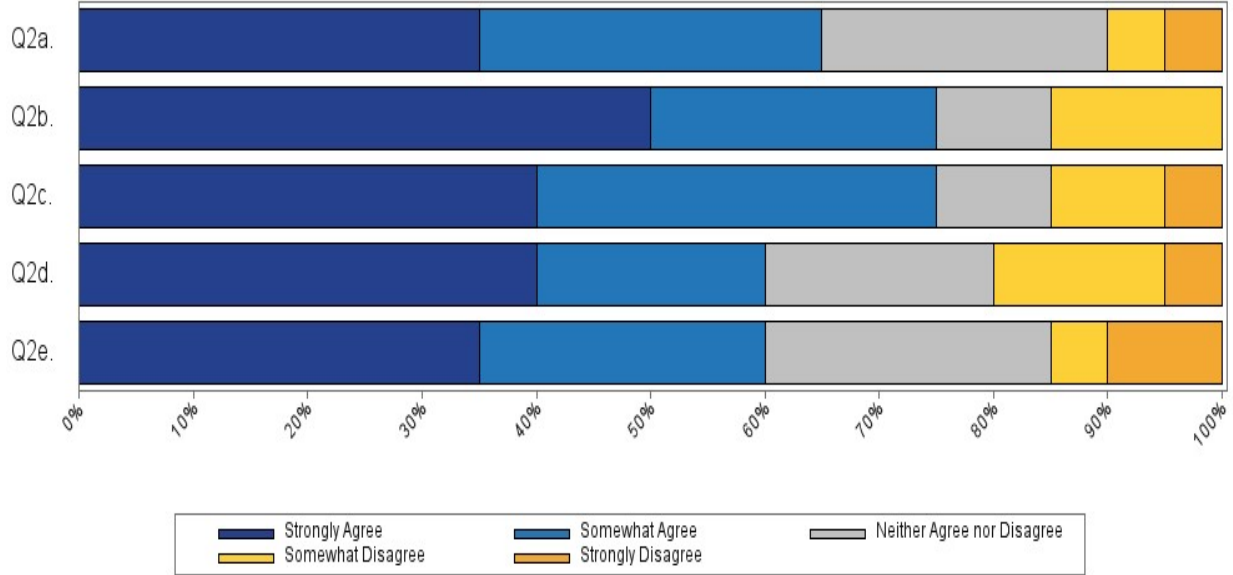


Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	55%	11	68%	1,310
	Somewhat Agree	35%	7	24%	460
	Neither Agree nor Disagree	5%	1	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	5%	1	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	50%	10	58%	1,113
	Somewhat Agree	35%	7	26%	506
	Neither Agree nor Disagree	5%	1	10%	190
	Somewhat Disagree	5%	1	4%	82
	Strongly Disagree	5%	1	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	45%	9	51%	978
	Somewhat Agree	35%	7	32%	612
	Neither Agree nor Disagree	10%	2	11%	212
	Somewhat Disagree	5%	1	4%	85
	Strongly Disagree	5%	1	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	35%	7	50%	975
	Somewhat Agree	45%	9	34%	651
	Neither Agree nor Disagree	15%	3	8%	146
	Somewhat Disagree	0%	0	5%	106
	Strongly Disagree	5%	1	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	25%	5	50%	966
	Somewhat Agree	40%	8	28%	545
	Neither Agree nor Disagree	15%	3	11%	222
	Somewhat Disagree	15%	3	7%	127
	Strongly Disagree	5%	1	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	25%	5	35%	683
	Somewhat Agree	20%	4	30%	574
	Neither Agree nor Disagree	40%	8	23%	436
	Somewhat Disagree	5%	1	7%	136
	Strongly Disagree	10%	2	5%	102

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
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**Instruction**

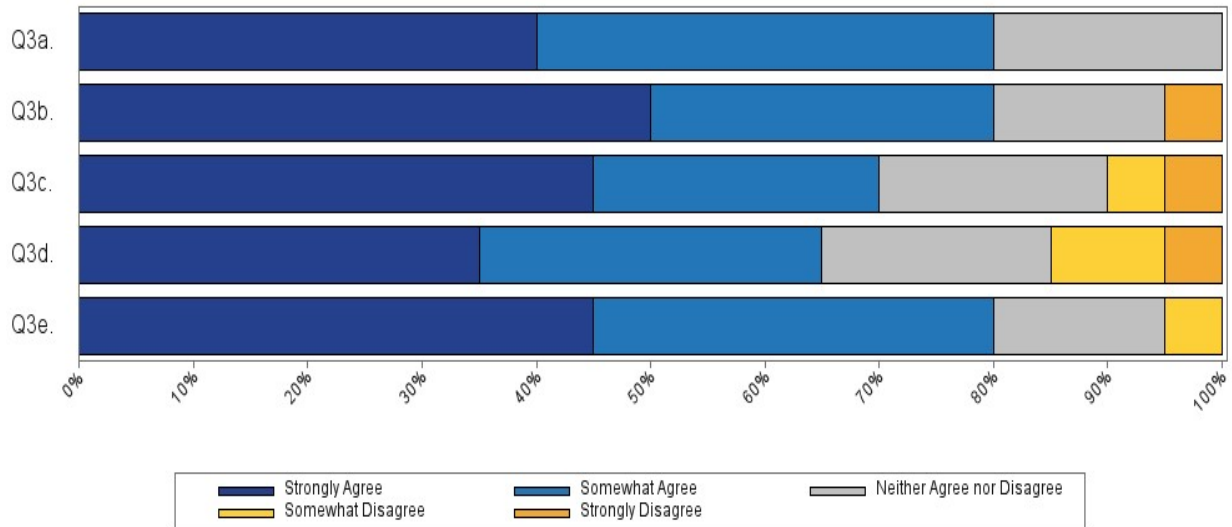


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	35%	7	54%	1,038
	Somewhat Agree	30%	6	34%	653
	Neither Agree nor Disagree	25%	5	4%	86
	Somewhat Disagree	5%	1	6%	113
	Strongly Disagree	5%	1	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	50%	10	52%	1,008
	Somewhat Agree	25%	5	36%	691
	Neither Agree nor Disagree	10%	2	6%	114
	Somewhat Disagree	15%	3	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	40%	8	52%	999
	Somewhat Agree	35%	7	34%	654
	Neither Agree nor Disagree	10%	2	6%	124
	Somewhat Disagree	10%	2	6%	115
	Strongly Disagree	5%	1	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	40%	8	48%	922
	Somewhat Agree	20%	4	30%	570
	Neither Agree nor Disagree	20%	4	9%	170
	Somewhat Disagree	15%	3	8%	162
	Strongly Disagree	5%	1	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	35%	7	53%	1,022
	Somewhat Agree	25%	5	29%	566
	Neither Agree nor Disagree	25%	5	8%	159
	Somewhat Disagree	5%	1	6%	114
	Strongly Disagree	10%	2	4%	70

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
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**Assessment and Program Evaluation**

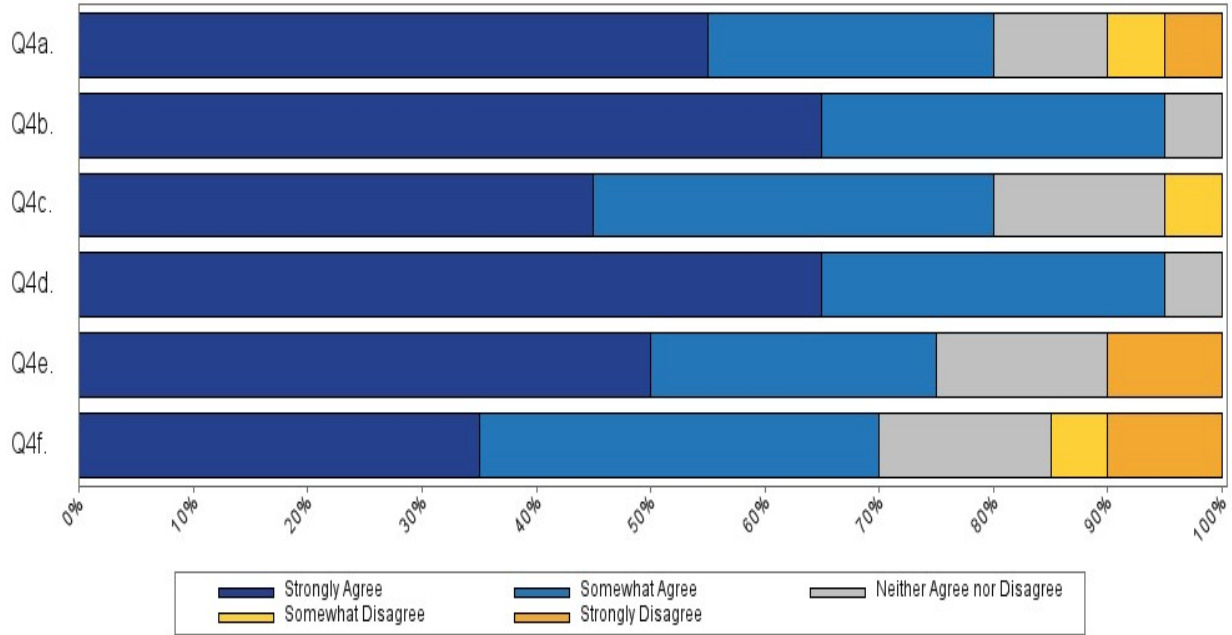


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	40%	8	66%	1,267
	Somewhat Agree	40%	8	27%	522
	Neither Agree nor Disagree	20%	4	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	50%	10	62%	1,200
	Somewhat Agree	30%	6	28%	532
	Neither Agree nor Disagree	15%	3	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	5%	1	1%	24

<b>Assessment and Program Evaluation</b>		<b>% by School</b>	<b>Total by School Answer Count</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	45%	9	58%	1,129
	Somewhat Agree	25%	5	29%	555
	Neither Agree nor Disagree	20%	4	7%	134
	Somewhat Disagree	5%	1	5%	87
	Strongly Disagree	5%	1	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	35%	7	50%	964
	Somewhat Agree	30%	6	30%	583
	Neither Agree nor Disagree	20%	4	11%	218
	Somewhat Disagree	10%	2	7%	126
	Strongly Disagree	5%	1	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	45%	9	59%	1,144
	Somewhat Agree	35%	7	28%	532
	Neither Agree nor Disagree	15%	3	8%	156
	Somewhat Disagree	5%	1	4%	69
	Strongly Disagree	0%	0	2%	30

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
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**56% RESPONSE RATE**

**Supports for Diverse Learners**



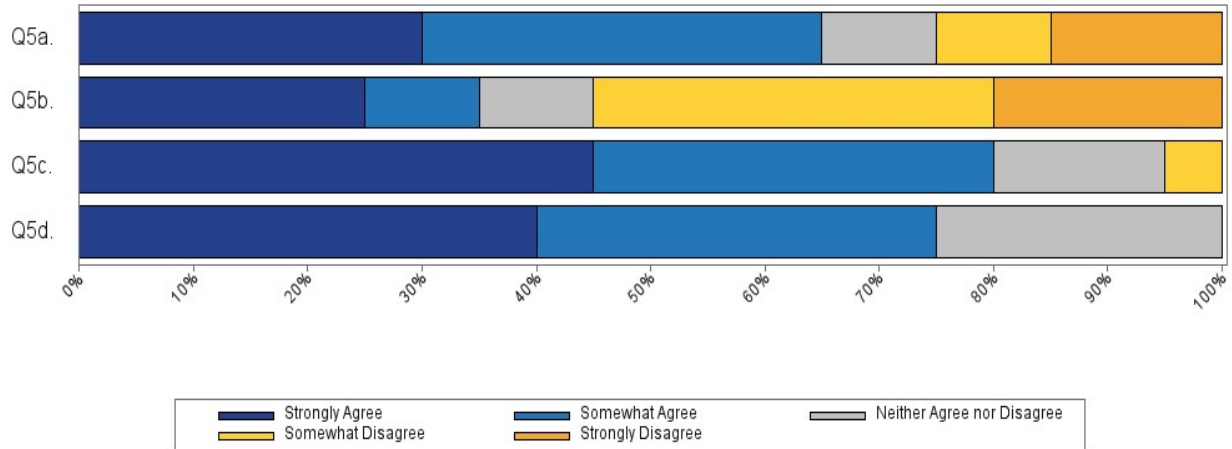
Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	55%	11	62%	1,194
	Somewhat Agree	25%	5	20%	391
	Neither Agree nor Disagree	10%	2	14%	262
	Somewhat Disagree	5%	1	3%	55
	Strongly Disagree	5%	1	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	65%	13	61%	1,181
	Somewhat Agree	30%	6	20%	393
	Neither Agree nor Disagree	5%	1	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21



<b>Supports for Diverse Learners</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	45%	9	56%	1,079
	Somewhat Agree	35%	7	27%	516
	Neither Agree nor Disagree	15%	3	9%	172
	Somewhat Disagree	5%	1	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	65%	13	55%	1,053
	Somewhat Agree	30%	6	26%	511
	Neither Agree nor Disagree	5%	1	10%	200
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	50%	10	61%	1,169
	Somewhat Agree	25%	5	25%	477
	Neither Agree nor Disagree	15%	3	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	10%	2	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	35%	7	54%	1,050
	Somewhat Agree	35%	7	28%	533
	Neither Agree nor Disagree	15%	3	9%	183
	Somewhat Disagree	5%	1	6%	110
	Strongly Disagree	10%	2	3%	55

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
**56% RESPONSE RATE**

**Measures of Culture, Climate, and Student Engagement**

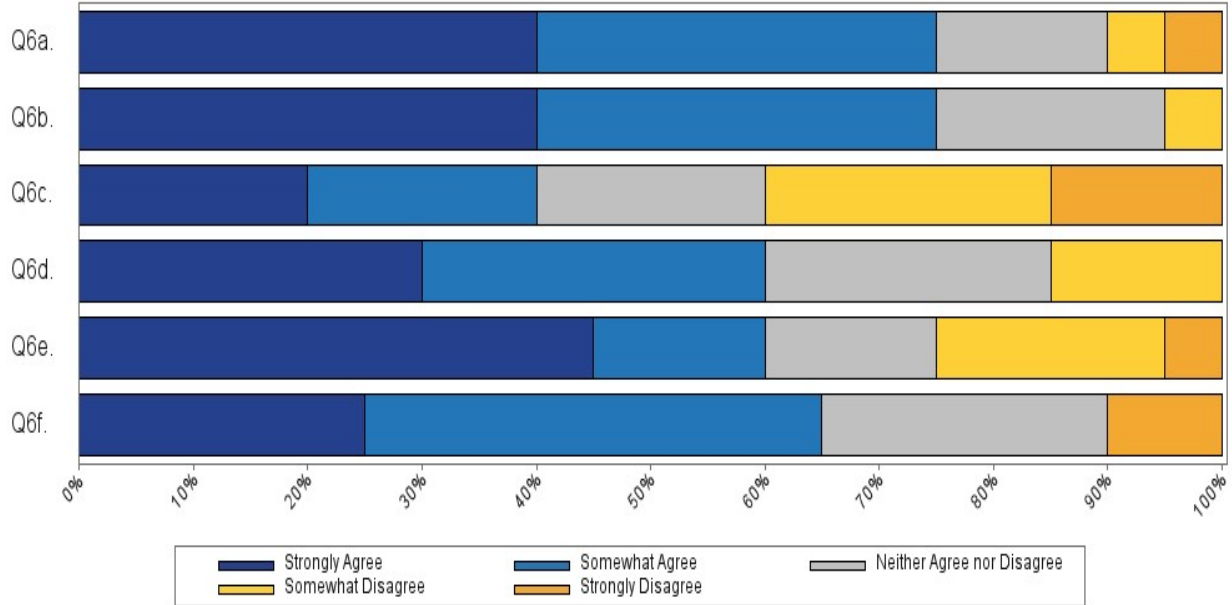


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	30%	6	38%	725
	Somewhat Agree	35%	7	30%	577
	Neither Agree nor Disagree	10%	2	12%	238
	Somewhat Disagree	10%	2	12%	225
	Strongly Disagree	15%	3	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	25%	5	24%	456
	Somewhat Agree	10%	2	27%	512
	Neither Agree nor Disagree	10%	2	15%	293
	Somewhat Disagree	35%	7	21%	405
	Strongly Disagree	20%	4	14%	265

<b>Measures of Culture, Climate, and Student Engagement</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	45%	9	37%	717
	Somewhat Agree	35%	7	29%	569
	Neither Agree nor Disagree	15%	3	21%	407
	Somewhat Disagree	5%	1	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	40%	8	38%	738
	Somewhat Agree	35%	7	31%	589
	Neither Agree nor Disagree	25%	5	16%	306
	Somewhat Disagree	0%	0	8%	161
	Strongly Disagree	0%	0	7%	137

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
**56% RESPONSE RATE**

**Behavior Management and Safety**

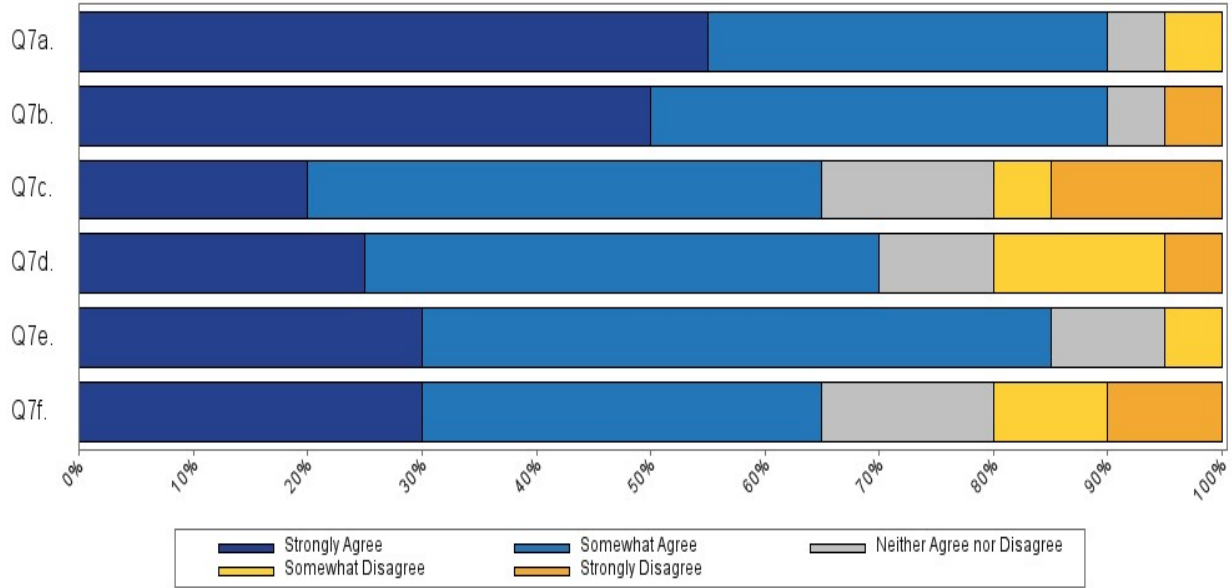


<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q6a. The school's discipline policy is clear.	Strongly Agree	40%	8	35%	674
	Somewhat Agree	35%	7	30%	580
	Neither Agree nor Disagree	15%	3	10%	190
	Somewhat Disagree	5%	1	14%	270
	Strongly Disagree	5%	1	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	40%	8	39%	751
	Somewhat Agree	35%	7	26%	509
	Neither Agree nor Disagree	20%	4	13%	257
	Somewhat Disagree	5%	1	13%	256
	Strongly Disagree	0%	0	8%	158

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	20%	4	28%	545
	Somewhat Agree	20%	4	30%	581
	Neither Agree nor Disagree	20%	4	13%	244
	Somewhat Disagree	25%	5	18%	352
	Strongly Disagree	15%	3	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	30%	6	33%	641
	Somewhat Agree	30%	6	26%	509
	Neither Agree nor Disagree	25%	5	16%	310
	Somewhat Disagree	15%	3	14%	273
	Strongly Disagree	0%	0	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	45%	9	42%	818
	Somewhat Agree	15%	3	32%	617
	Neither Agree nor Disagree	15%	3	11%	209
	Somewhat Disagree	20%	4	9%	181
	Strongly Disagree	5%	1	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	25%	5	42%	811
	Somewhat Agree	40%	8	33%	628
	Neither Agree nor Disagree	25%	5	14%	265
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	10%	2	4%	82

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
**56% RESPONSE RATE**

**Behavior Management and Safety**

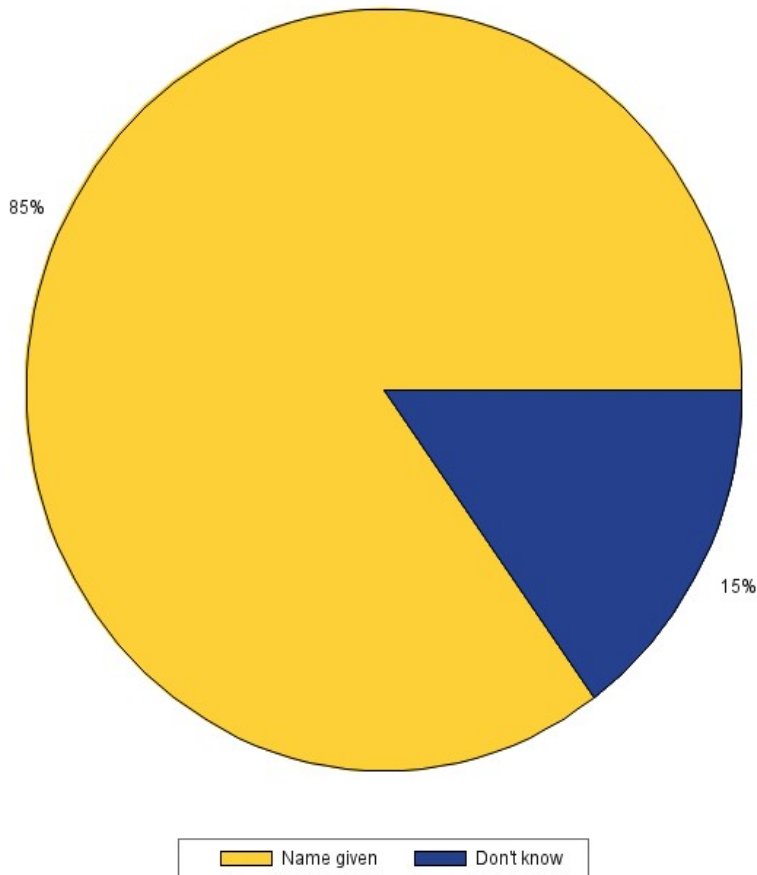


<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q7a. The school provides a safe environment.	Strongly Agree	55%	11	60%	1,162
	Somewhat Agree	35%	7	27%	523
	Neither Agree nor Disagree	5%	1	5%	103
	Somewhat Disagree	5%	1	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	50%	10	49%	945
	Somewhat Agree	40%	8	30%	586
	Neither Agree nor Disagree	5%	1	8%	155
	Somewhat Disagree	0%	0	9%	165
	Strongly Disagree	5%	1	4%	80

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	20%	4	38%	741
	Somewhat Agree	45%	9	34%	654
	Neither Agree nor Disagree	15%	3	9%	180
	Somewhat Disagree	5%	1	12%	233
	Strongly Disagree	15%	3	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	25%	5	47%	899
	Somewhat Agree	45%	9	30%	570
	Neither Agree nor Disagree	10%	2	9%	171
	Somewhat Disagree	15%	3	10%	194
	Strongly Disagree	5%	1	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	30%	6	55%	1,062
	Somewhat Agree	55%	11	33%	637
	Neither Agree nor Disagree	10%	2	7%	126
	Somewhat Disagree	5%	1	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	30%	6	48%	933
	Somewhat Agree	35%	7	31%	598
	Neither Agree nor Disagree	15%	3	9%	174
	Somewhat Disagree	10%	2	8%	149
	Strongly Disagree	10%	2	4%	77

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
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**56% RESPONSE RATE**

**Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?**

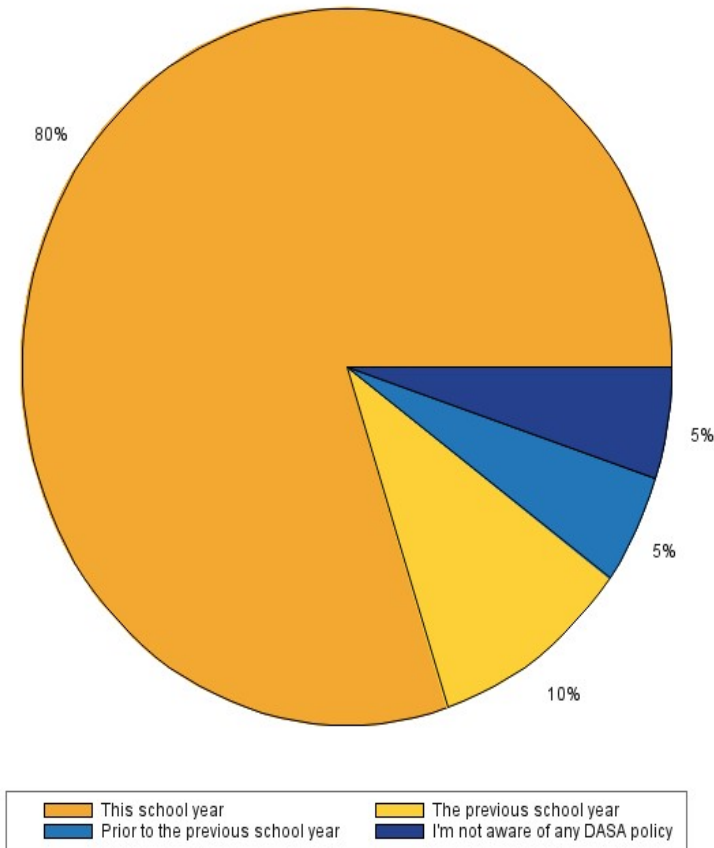


<b>Dignity for All Students Act (DASA)</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	85%	17	59%	1,144
	Don't know	15%	3	41%	787



**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
**56% RESPONSE RATE**

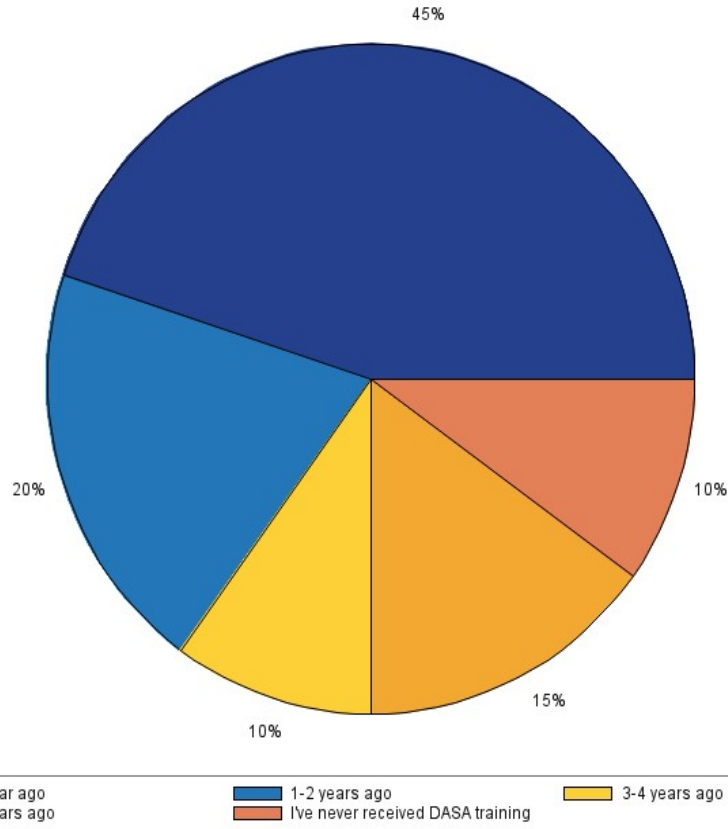
**Q9. When is the last time you received a copy of the school's DASA policy?**



<b>Dignity for All Students Act (DASA)</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	80%	16	62%	1,204
	The previous school year	10%	2	9%	176
	Prior to the previous school year	5%	1	6%	117
	I'm not aware of any DASA policy	5%	1	22%	434

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
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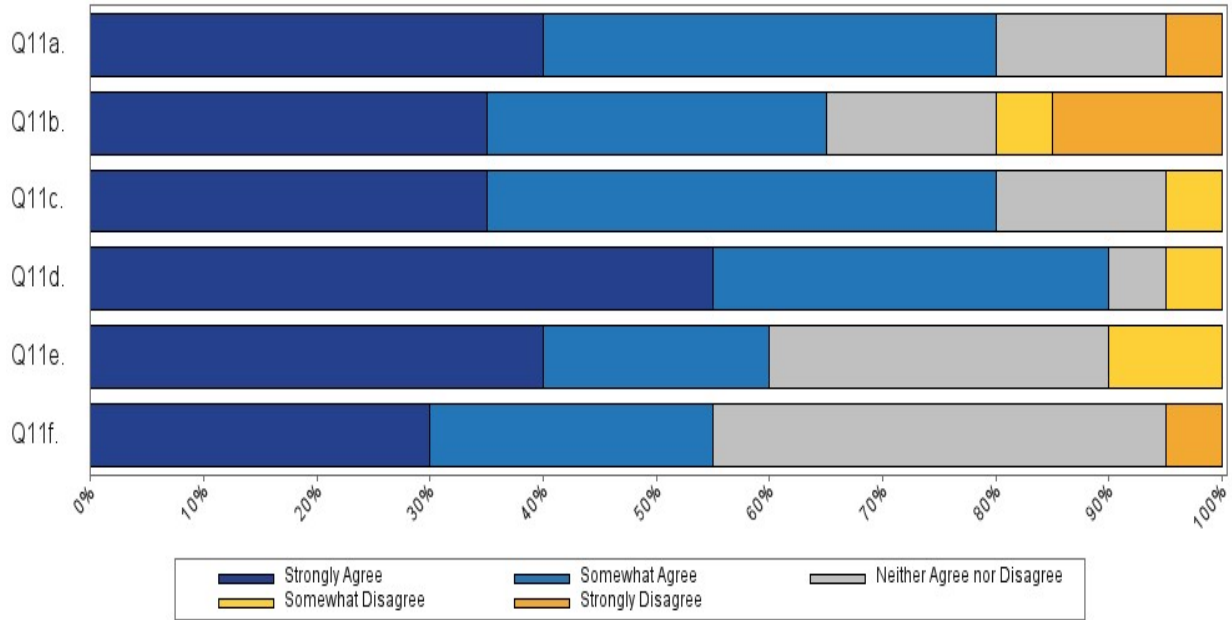
**Q10. When is the last time you received DASA training?**



<b>Dignity for All Students Act (DASA)</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q10. When is the last time you received DASA training?	<1 year ago	45%	9	48%	927
	1-2 years ago	20%	4	21%	399
	3-4 years ago	10%	2	10%	193
	>4 years ago	15%	3	10%	195
	I've never received DASA training	10%	2	11%	217

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
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**Family Engagement and Communication**

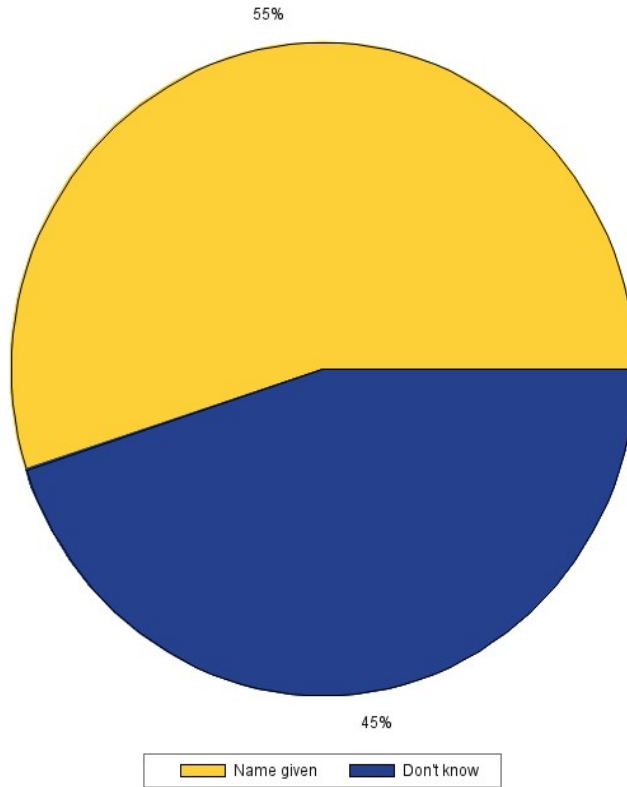


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	40%	8	50%	961
	Somewhat Agree	40%	8	30%	585
	Neither Agree nor Disagree	15%	3	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	5%	1	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	35%	7	57%	1,100
	Somewhat Agree	30%	6	31%	601
	Neither Agree nor Disagree	15%	3	7%	135
	Somewhat Disagree	5%	1	3%	60
	Strongly Disagree	15%	3	2%	35

<b>Family Engagement and Communication</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q11c. The school uses many methods of communication with families.	Strongly Agree	35%	7	67%	1,295
	Somewhat Agree	45%	9	26%	511
	Neither Agree nor Disagree	15%	3	4%	79
	Somewhat Disagree	5%	1	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	55%	11	56%	1,088
	Somewhat Agree	35%	7	29%	567
	Neither Agree nor Disagree	5%	1	10%	196
	Somewhat Disagree	5%	1	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	40%	8	52%	996
	Somewhat Agree	20%	4	30%	572
	Neither Agree nor Disagree	30%	6	12%	240
	Somewhat Disagree	10%	2	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	30%	6	45%	873
	Somewhat Agree	25%	5	23%	448
	Neither Agree nor Disagree	40%	8	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	5%	1	2%	46

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
**56% RESPONSE RATE**

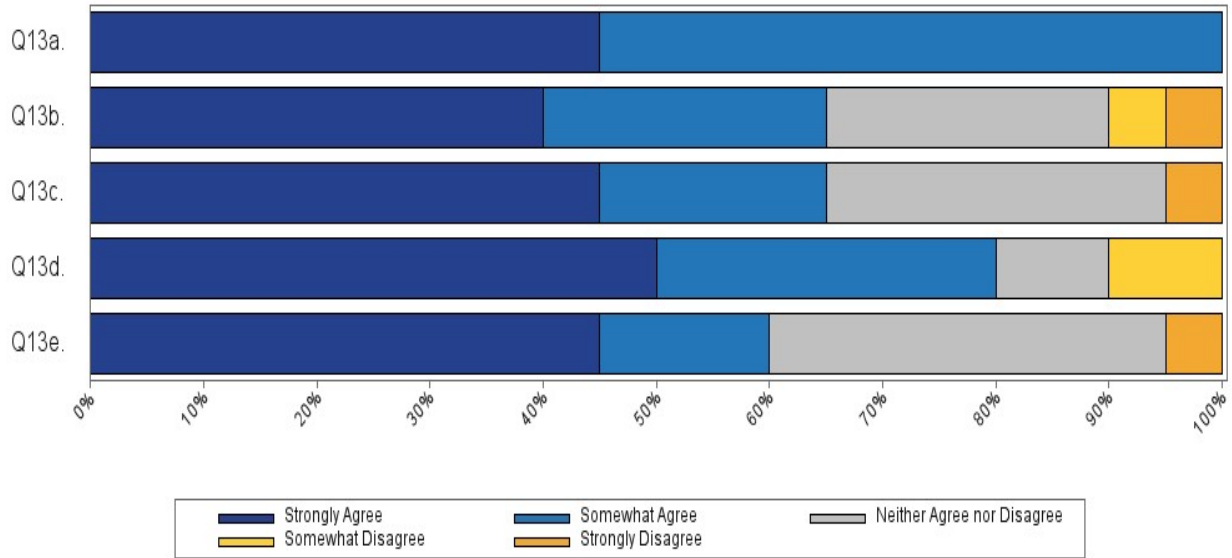
**Q12. What is the name of your school's McKinney-Vento Coordinator?**



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	55%	11	40%	780
	Don't know	45%	9	60%	1,151

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
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**Social-Emotional and Mental Health Support**

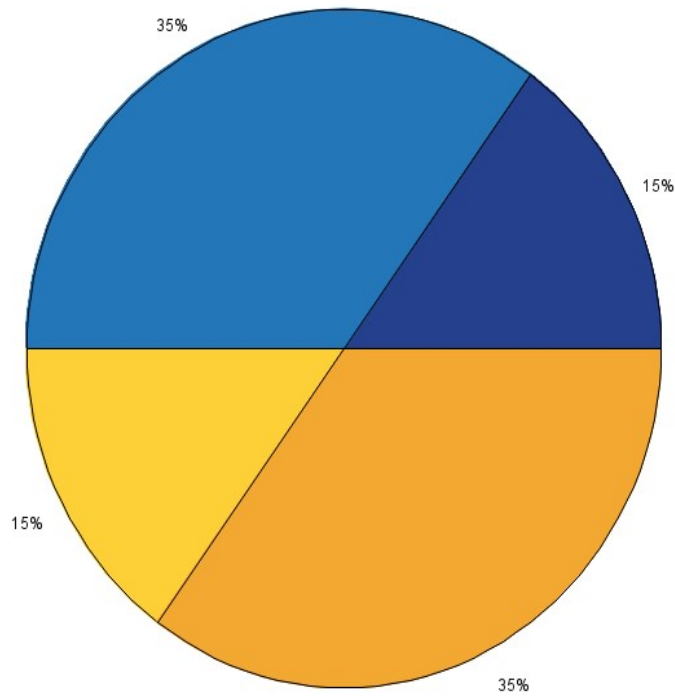


<b>Social-Emotional and Mental Health Support</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	45%	9	53%	1,023
	Somewhat Agree	55%	11	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	0%	0	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	40%	8	43%	831
	Somewhat Agree	25%	5	29%	552
	Neither Agree nor Disagree	25%	5	16%	314
	Somewhat Disagree	5%	1	8%	155
	Strongly Disagree	5%	1	4%	79

<b>Social-Emotional and Mental Health Support</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	45%	9	43%	829
	Somewhat Agree	20%	4	27%	526
	Neither Agree nor Disagree	30%	6	18%	352
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	5%	1	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	50%	10	46%	892
	Somewhat Agree	30%	6	30%	583
	Neither Agree nor Disagree	10%	2	10%	202
	Somewhat Disagree	10%	2	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	45%	9	36%	688
	Somewhat Agree	15%	3	20%	392
	Neither Agree nor Disagree	35%	7	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	5%	1	5%	97

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
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**56% RESPONSE RATE**

**Q14. How many total years of K-12 teaching experience do you have?**

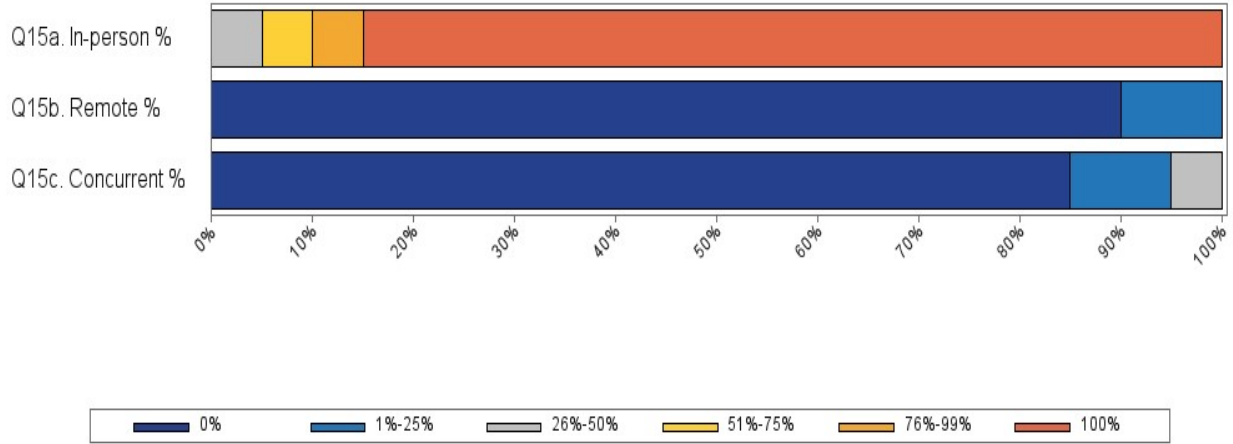


Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	0%	0	7%	137
	1-3 years	15%	3	21%	401
	4-6 years	35%	7	26%	499
	7-10 years	15%	3	21%	408
	More than 10 years	35%	7	25%	486



**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
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**Teaching Modality**

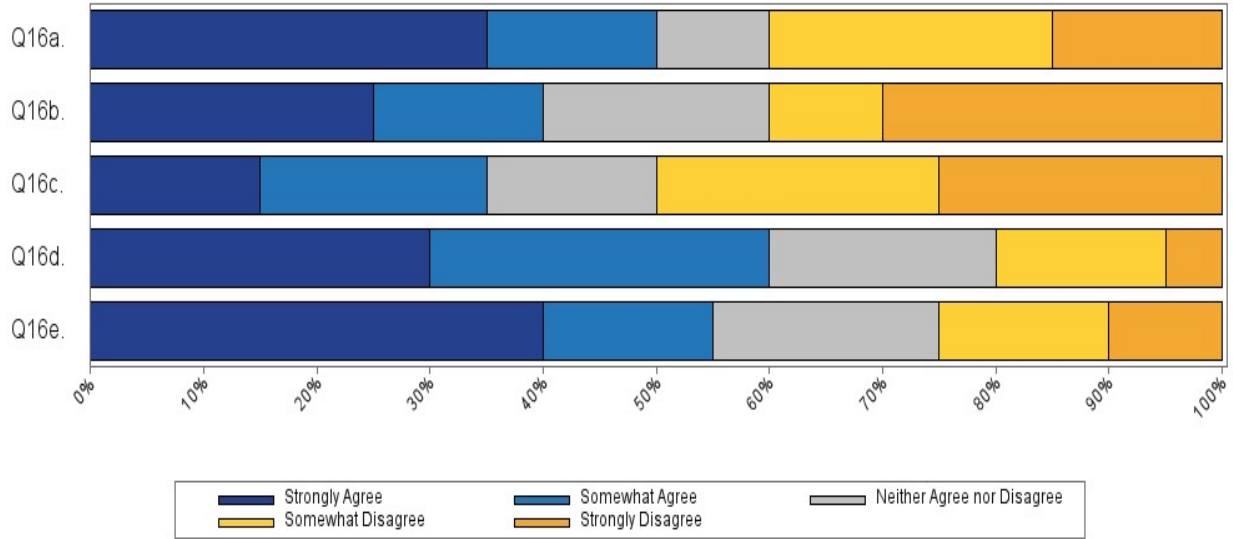


Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	5%	1	3%	63
	51% to 75%	5%	1	5%	92
	76% to 99%	5%	1	52%	1,002
	100%	85%	17	36%	690
Q15b. Remote %	0%	90%	18	42%	804
	1% to 25%	10%	2	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	85%	17	79%	1,522
	1% to 25%	10%	2	16%	311
	26% to 50%	5%	1	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
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**School Leadership**

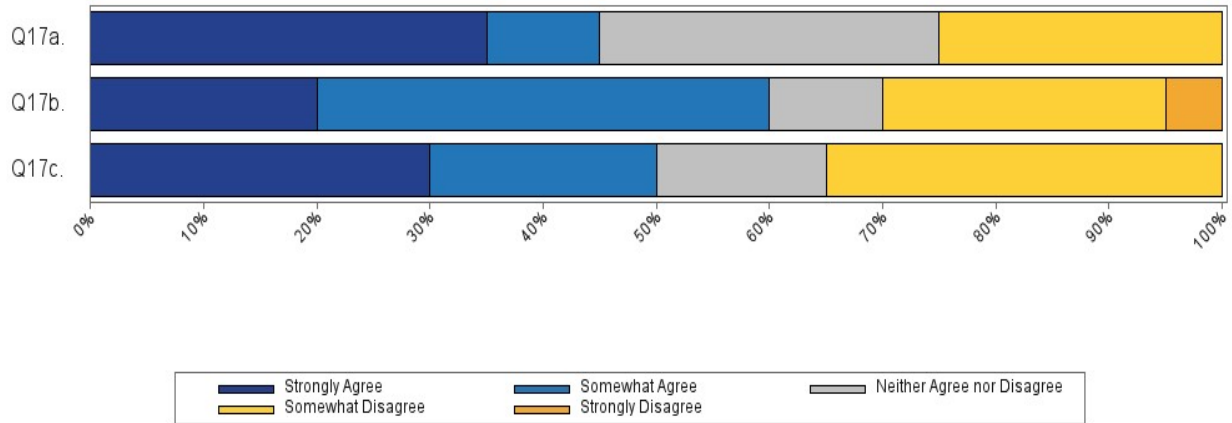


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	35%	7	47%	914
	Somewhat Agree	15%	3	29%	565
	Neither Agree nor Disagree	10%	2	9%	173
	Somewhat Disagree	25%	5	8%	159
	Strongly Disagree	15%	3	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	25%	5	42%	811
	Somewhat Agree	15%	3	30%	570
	Neither Agree nor Disagree	20%	4	10%	192
	Somewhat Disagree	10%	2	11%	217
	Strongly Disagree	30%	6	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	15%	3	34%	655
	Somewhat Agree	20%	4	28%	539
	Neither Agree nor Disagree	15%	3	15%	280
	Somewhat Disagree	25%	5	15%	295
	Strongly Disagree	25%	5	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	30%	6	37%	709
	Somewhat Agree	30%	6	26%	508
	Neither Agree nor Disagree	20%	4	21%	411
	Somewhat Disagree	15%	3	10%	184
	Strongly Disagree	5%	1	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	40%	8	42%	810
	Somewhat Agree	15%	3	28%	539
	Neither Agree nor Disagree	20%	4	14%	271
	Somewhat Disagree	15%	3	9%	166
	Strongly Disagree	10%	2	8%	145

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
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**Professional Climate**

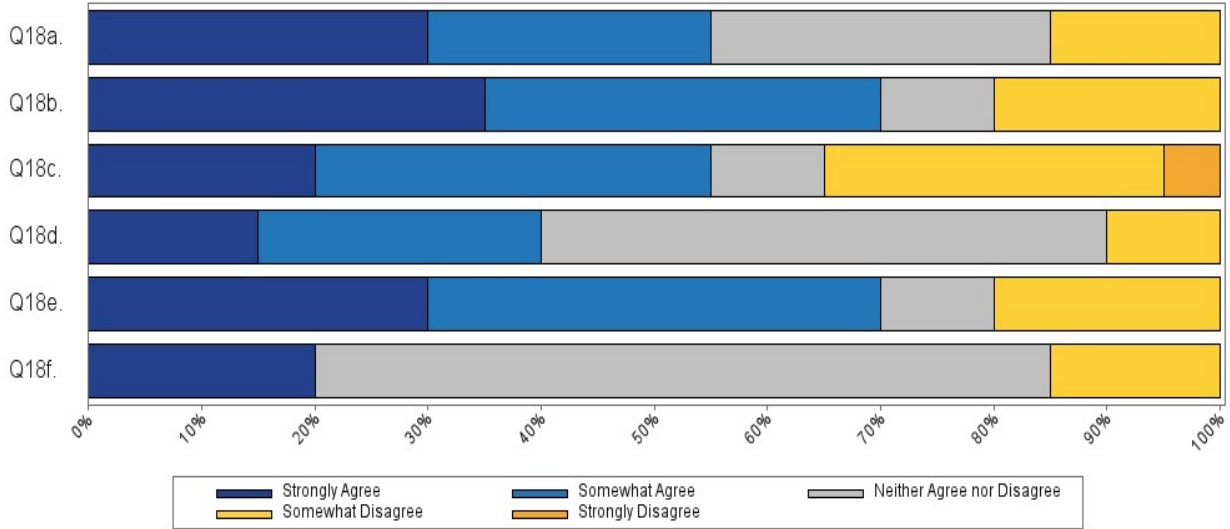


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	35%	7	43%	838
	Somewhat Agree	10%	2	30%	585
	Neither Agree nor Disagree	30%	6	13%	249
	Somewhat Disagree	25%	5	8%	158
	Strongly Disagree	0%	0	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	20%	4	44%	843
	Somewhat Agree	40%	8	32%	623
	Neither Agree nor Disagree	10%	2	12%	228
	Somewhat Disagree	25%	5	8%	153
	Strongly Disagree	5%	1	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	30%	6	42%	813
	Somewhat Agree	20%	4	27%	527
	Neither Agree nor Disagree	15%	3	14%	267
	Somewhat Disagree	35%	7	10%	192
	Strongly Disagree	0%	0	7%	132

**NYSED CSO Teacher Survey 2022**  
**URBAN CHOICE CHARTER SCHOOL**  
**20 RESPONSES**  
**56% RESPONSE RATE**

**Professional Climate**



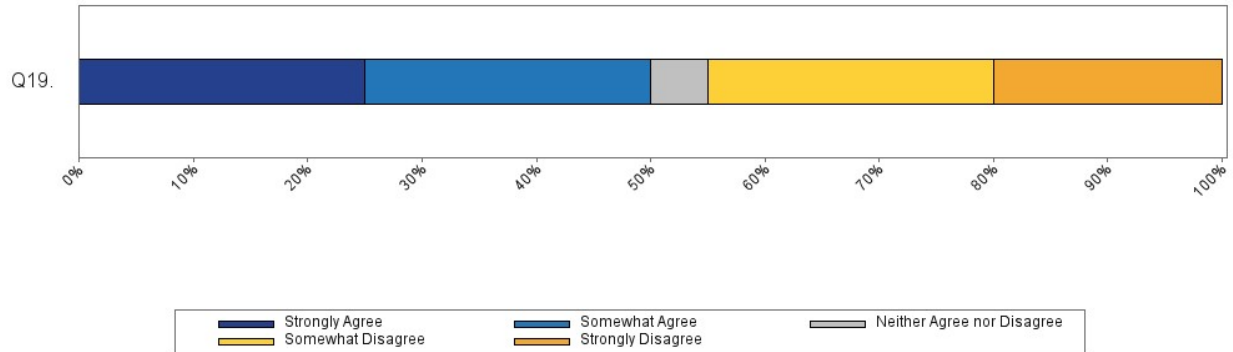
Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	30%	6	48%	922
	Somewhat Agree	25%	5	34%	656
	Neither Agree nor Disagree	30%	6	8%	151
	Somewhat Disagree	15%	3	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	35%	7	52%	1,001
	Somewhat Agree	35%	7	32%	615
	Neither Agree nor Disagree	10%	2	9%	165
	Somewhat Disagree	20%	4	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	20%	4	45%	870
	Somewhat Agree	35%	7	31%	599
	Neither Agree nor Disagree	10%	2	11%	207
	Somewhat Disagree	30%	6	8%	155
	Strongly Disagree	5%	1	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	15%	3	47%	913
	Somewhat Agree	25%	5	27%	522
	Neither Agree nor Disagree	50%	10	18%	356
	Somewhat Disagree	10%	2	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	30%	6	53%	1,030
	Somewhat Agree	40%	8	33%	633
	Neither Agree nor Disagree	10%	2	7%	128
	Somewhat Disagree	20%	4	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	20%	4	39%	759
	Somewhat Agree	0%	0	22%	434
	Neither Agree nor Disagree	65%	13	32%	610
	Somewhat Disagree	15%	3	4%	78
	Strongly Disagree	0%	0	3%	50



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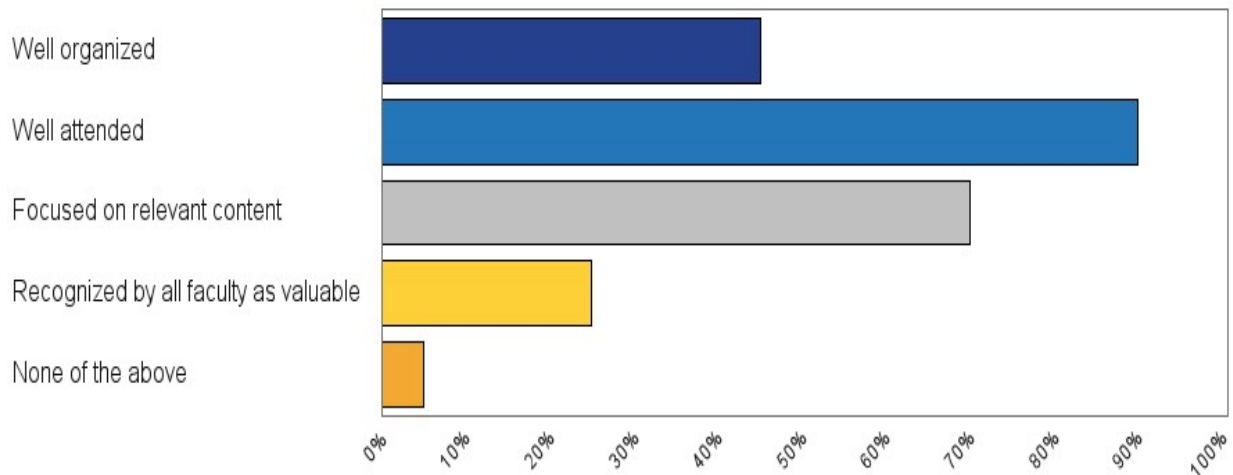
**Professional Climate**



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	25%	5	40%	764
	Somewhat Agree	25%	5	35%	683
	Neither Agree nor Disagree	5%	1	12%	225
	Somewhat Disagree	25%	5	8%	148
	Strongly Disagree	20%	4	6%	111

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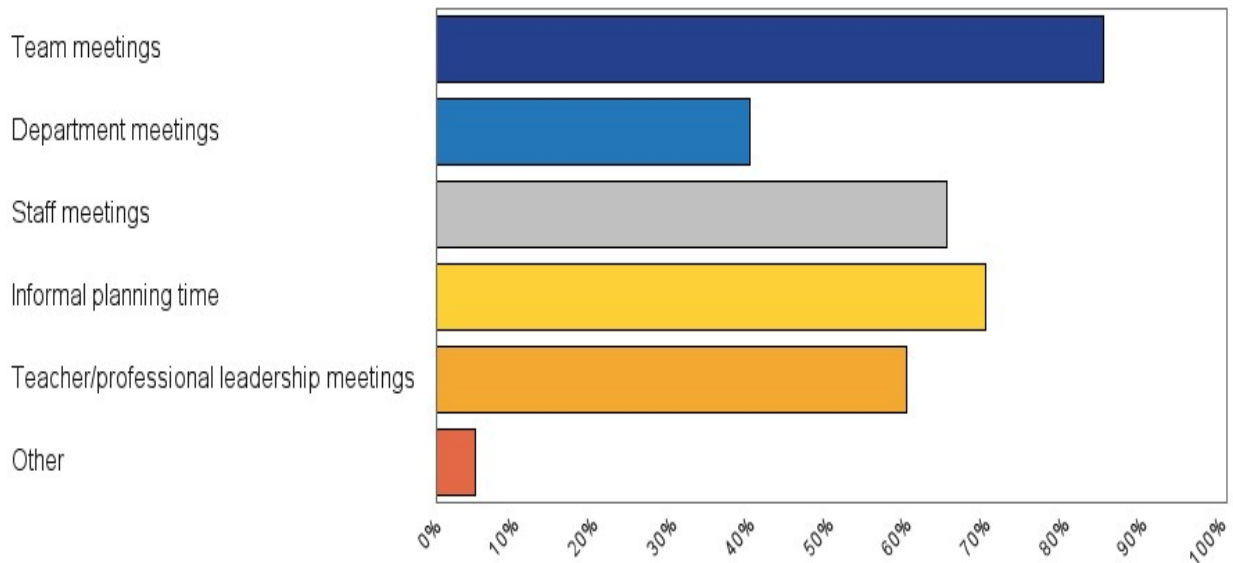
**Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:**



<b>Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:</b>	<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Well organized	45%	9	68%	1,314
Well attended	90%	18	78%	1,500
Focused on relevant content	70%	14	63%	1,217
Recognized by all faculty as valuable	25%	5	36%	700
None of the above	5%	1	5%	105

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**Q21. Select all types of meetings where faculty members collaborate with one another:**



<b>Q21. Select all types of meetings where faculty members collaborate with one another:</b>	<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Team meetings	85%	17	90%	1,739
Department meetings	40%	8	67%	1,297
Staff meetings	65%	13	80%	1,553
Informal planning time	70%	14	73%	1,419
Teacher/professional leadership meetings	60%	12	65%	1,257
Other	5%	1	5%	95

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**Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.**

<b>Question Answer</b>
Communication is not clear between leadership and teachers and results in many mishaps that could have easily been avoided.
I have worked at a variety of district schools and UCCS provides many advantages that district schools do not. There is a real sense of community here. Parents are often in and around the building, interacting with many teachers and staff. Students are well known by many staff members and have many advocates working with them in an intentional way. Supports for students are of a much wider variety, more relevant and effective, and result in issues being resolved quickly.
In the [number of] years I have taught at UCCS, I have observed a vast improvement in the quality of teaching, staff and engagement in students. I have taught for over sixteen years in two other school systems, and continue to marvel at the amount of effort put in by staff and leadership to work with the students of UCCS. I feel the urgency that the City of Rochester has for meeting the educational needs of their youth. UCCS has made great strides to refocus and meet this needs while not losing focus of the student and their families. Many of our students would flounder in a larger city school, and perhaps unfortunately, be overlooked. I believe in the mission of UCCS and our students, and I know many of my colleagues feel the same way.
Pleasuring being a Teacher at UCCS!
The school needs to work on communication throughout the entire school. There also needs to be clear designation of assignments/responsibilities, consistency across the school, and accountability to make sure all classrooms are most effective in teaching.
This school is a palace of learning, a cathedral of knowledge, and a staple of the community
Urban Choice Charter has made wonderful progress over the past two years and I am proud to be a part of it.
I have taught in various settings over my [career] and I must say for a charter school in a high needs area with at risk and struggling students this school goes above and beyond to care for the students on an individual basis no matter what the challenges. They excel in identifying social-emotional needs and supporting the students and families in every realm. I have never worked at a school where the Dean, Social worker, Principal, Assistant principals and leadership overall will go to any means to ensure guardians, students and school are all working together for the students best interest. I have witnessed them coming out of their own pockets to pay for transportation for parents to attend meetings in-person, ensures our kids and families have food, provided clothing and provide all school supplies without hesitation. The leadership often bears the brunt of hard conversations to address concerns for student success. Daily they work in the students best interest. It is also extremely refreshing that the leadership is always open and receptive to criticism and growth. The challenges that this school faces are above average and being a charter they have many teachers from non-instructional backgrounds; all employees are chosen based on positives they are able to contribute to enhance the school climate but have their own gaps in pedagogy. If we had an HR position to support on-boarding, and professional development most of the internal struggles of administration would resolve themselves. In the aftermath of a pandemic with a at risk population, in a district with many "Title 1" challenges, I have been nothing but impressed with the leadership and their ability to support such a varying staff while recognizing abilities and potential of faculty and balancing instructional support while ensuring the growth of all learners despite the academic and social gaps being witnessed nationally. I can confidently say UCCS takes Rti-a, Rti-b, and overall PBIS seriously and works to accommodate and motivate our students the best any school could.

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<b>Question Answer</b>
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The CEO is not approachable. She is demeaning toward some people and is often overheard talking negatively about teachers and TAs to her office staff. She will not acknowledge that the significant teacher turnover year after year is a direct result of her actions, and is her responsibility to fix. The teachers are the heart of the school. They are passionate about the children and work harder than any other staff I have worked with. The school should remain open for the sake of the children. I have already announced my departure. I have not said anything out of anger. I have only spoken the truth that the teachers see but Leadership does not appear to.
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