



New York State Education Department

*Renewal Site Visit Report
2016-2017*



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	Young Women's College Preparatory Charter School of Rochester
	Duffy Palmer
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	Greece Central School District (

	Greece School District beginning with the 2016-2017 school year
	To add Grade 12 and increase maximum approved enrollment from 375 to 450

2016-2017	375	353 ⁴	7-11
2015-2016	300	255	7-10
2014-2015	225	215	7-9
2013-2014	150	166	7-8
2012-2013	75	81	7
Maximum enrollment: 375, Grades 7-11			



Students at YWCP attain proficiency at levels far below state averages with little evidence of trends toward improvement. YWCP was designated as an ESEA Priority School by the New York State Education Department (NYSED), a rating that categorizes the school among the lowest performing in the state. In July 2016 the NYSED Charter School Office (CSO) required YWCP to develop a corrective action plan (CAP) to address persistently low achievement on state assessments and the under-enrollment of special populations.

Changes in school-wide practices initiated by the new school leader in 2015 to improve instruction as well as culture and climate have contributed to greater consistency in teaching practices and a more

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

See Appendix A for detailed information.

1a. ESEA Designation: In 2015-2016, YWCP was designated as a Priority School, a rating assigned to the lowest performing schools in the state. The school received this designation due to its combined English language arts and mathematics performance index.

1b. Similar Schools Comparison: As reported by YWCP in the Renewal Application, YWCP selected one school to compare itself to, Eagle Academy for Young Men II which is located in District 28 in New York City. While YWCP consistently tested below this school from 2013 to present, the difference in the 2016 academic year was reportedly greater in ELA where the variance was -.0263 than it was in math where it was -0.119. In both cases, the trend was downward from the prior year.

2a (i) and (ii). Middle School Aggregate and Subgroup Standards-Based Trend Toward Proficiency: As reported by YWCP in the Renewal Application, there has been a greater trend toward proficiency in ELA than in math. The school explained in its application that a factor was the number of students taking the respective exams. More students sat for the ELA exams than for the math. The trend toward proficiency for ELA reflected an increase in the aggregate (from 30% in 2015 to 49% in 2016) and subgroup populations. For math, however, there was only a modest improvement reported in the aggregate from 4% to 9%. Neither the SWD nor the ELL population exhibited any growth. The ED population did show some growth from 0% to 10%.

2b (i)(ii) and (iii). Middle School Aggregate, Subgroup, and Grade Level Proficiency: YWCP's aggregate academic proficiency in both ELA and math falls far below the state average and is trending downward. ELA scores dropped from 21% below the state average in the 2013-2014 school year to 28% below the state average in the 2015-2016 school year. Math scores fell from 32% below the state average in the 2013-2014 school year down to 38% in the 2015-2016 academic year.

Compared to RCSD, YWCP is doing somewhat better in ELA than in math. ELA scores for the past three years have shown relatively steady performance, slightly above RCSD's by 3%. Math scores, however, are below RCSD and have declined by 5% from 2014-2015 to 2015-2016.

Subgroup academic proficiency compared to RCSD demonstrated no academic benefit for YWCP students over the district of location, with the only exception being the ELA performance of ED students. In both the SWD and ELL student populations, no YWCP student

Compared to the state, the ELL population is underperforming in ELA by 17%. The ED population performed below both the district of location and the state in math and has been trending downward since 2013-2014.

3a (i) and (ii). Aggregate and Subgroup Annual Regents Outcomes: YWCP's Regents outcomes both in (.9ta)0.7(e(f)2.2

understanding of high quality instruction and a rigorous lesson. Learning targets, jump starts, mini lessons, and exit tickets are strategies cited by the school's instructional leaders as common elements in teachers' plans. In classes, observers saw evidence of the school's identified common instructional

The school uses a push-in model for its SWD and ELLs, with specialist teachers working with students in their regular classes. On the NYSED survey, teachers reported they work with special education and ESOL teacher as co-teachers to ensure appropriate modifications and accommodations of their

YWCP has established systems and assigned personnel to monitor and support students' social and emotional well-being, which contributes to a safe and respectful learning environment. The school communicates frequently with families who express satisfaction with the school's programs reflected in the school's high retention rate.

YWCP uses two systems to foster a positive school climate: an adaptation of the Positive Behavioral Interventions and Supports (PBIS) approach to promote school-wide behavior expectations and an advisory program guided by a curriculum developed by the counselors to address students' social and emotional concerns. The PBIS approach is framed around the school's values, captured in the acronym P.R.I.D.E. (Prepared, Respectful, have Integrity, be Dedicated, and strive for Excellence). Counselors support staff members who lead daily advisory sessions and school leaders provide training for teachers in the implementation of the behavior management programs during the summer intensive professional development. In survey responses, teachers generally agree that there is uniformity in classroom management across the school and the renewal site visit team observed that classrooms are safe and orderly, and students are generally respectful of classroom routines and behavior expectations.

The school's 2015-2016 Student Disci(m)4.5(e)7.9(2(t)-3(.))1(t(e)-32)-7(s)--0.004o)-6.63(')-2(m)4.5(17.9(2(t)-4.224 Tw

end of 2015 to gauge parent interest in a conference sometime in 2016-2017, the board has not repeated its comprehensive survey of parent satisfaction.

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

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.

Wellness Committee has worked to identify a more healthful food service provider. The school reports that members of the Performance Evaluation Committee are actively involved in classroom

The current school leader is beginning her second year at YWCP. The leader established a representative School Based Planning Team (SBPT) comprised of teachers, parents, students, and school leaders who assess school practices from multiple perspectives and recommend changes in procedures and policies. YWCP organizes its leadership functions under an administrative leadership team (principal, director of operations, dean of students (2014), and coordinator of instruction) and an instructional leadership team (principal, coordinator of instruction, dean of students, and staff developer). Responsibilities for each of the leaders have clearly defined roles.

The leader's weekly staff newsletter provides clarity and implementation guidance for common school-wide behavior management and instructional practices. The school has implemented protocols for use when teachers meet in subject area and grade level teams and during weekly professional development time to discuss curriculum and instruction and collaborate on culture and climate and strategies to support students' social emotional well-being.

The 2015-2016 leadership team returned for 2016-2017 accompanied by 22 of 26 teachers who returned for the current school year. This is a significant improvement from the departure of 12 of 23 teachers during the previous (2014-

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 free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Element

Indicators

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Table 3b: Student Demographics Compared to Greece (District of Location)

Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
School	CSD	Variance	School	CSD	Variance	School

School, District & NYS Level Aggregates

All Students	ELA					Math			
	YWCP	RCSD		NYS		YWCP	RCSD	NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS

School, District & NYS Level Aggregates

English Language Learners	ELA				Math			
	YWCP	RCSD	NYS	YWCP	RCSD	NYS	RCSD	NYS
		Delta = (Sch-Dct)	Delta = (Sch-NYS)		Delta = (Sch-Dct)	Delta = (Sch-NYS)		Delta = (Sch-NYS)

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