



TO: P-12 Education Committee

FROM: Elizabeth Berlin *Elizabeth Berlin*

SUBJECT: Renewal Recommendations for Charter Schools
Authorized by the Board of Regents

DATE: April 25, 2019

AUTHORIZATION(S): *Mary Ellen Eis*

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **Compass Charter School** (short-term, two-year renewal and a revision to add a key design element to emphasize its commitment to enrolling and serving a diverse population)
2. **KIPP Infinity Charter School** (full-term, five-year renewal)
3. **South Bronx Classical Charter School** (full-term, five-year renewal and a revision to increase enrollment from 470 to 500 students)
4. **Young Women's College Preparatory Charter School of Rochester** (short-term, three-year renewal)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the P-12 Education Committee and the Full Board for action at the May 2019 Regents meeting.

Procedural History

The New York State Education Department (the Department) made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR 119.7.

Background Information

Performance Framework

The Board of Regents Charter School Performance Framework, which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, to preserve operational autonomy and to facilitate transparent feedback to schools. It aligns with the ongoing accountability and effectiveness work with traditional public schools and balances clear performance measures with Regents' discretion.

New York State Education Department Charter School Performance Framework

Performance Benchmark	
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).
	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 has rigorous and coherent curriculum and assessments that are aligned to the NYS Learning Standards (NYSLS) 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.
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. 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.

Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	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.
	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.
	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.
Faithfulness to Charter & Law	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.
	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.
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

Charter School Renewal Applications

In Article 56 of the Education Law, §2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

- (a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;
- (b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty-one of this article; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner (8 NYCRR 119.7(d)) were adopted by the Board of Regents, and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

Related Regents Items

Compass Charter School

[December 2013 Initial Charter](http://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf)

<http://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf>

[October 2015 Decrease in Enrollment Revision](http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12a2.pdf)

<http://www.regents.nysed.gov/common/regents/files/meetings/Oct%202015/1015p12a2.pdf>

KIPP Infinity Charter School

[March 2005 Initial Charter](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/March2005/0305emscvesida2.html)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/March2005/0305emscvesida2.html>

[July 2009 Grade Configuration, Co-Location, MOU, Admissions Revisions](https://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra17.htm)

<https://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra17.htm>

[April 2010 First Renewal](http://www.regents.nysed.gov/meetings/2010Meetings/April2010/0410emsca10.htm)

<http://www.regents.nysed.gov/meetings/2010Meetings/April2010/0410emsca10.htm>

[March 2015 Second Renewal](http://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a6.pdf)

<http://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a6.pdf>

[December 2015 Merger into KIPP NYC Public Charter Schools Revision](http://www.regents.nysed.gov/common/regents/files/1215p12a4.pdf)

<http://www.regents.nysed.gov/common/regents/files/1215p12a4.pdf>

South Bronx Classical Charter School

[December 2005 Initial Charter](#)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2005Meetings/December2005/1205emscvesida5.htm>

[January 2011 First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/January2011/111p12a2.pdf>

[January 2012 Grade Span and Enrollment Revision](#)

<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/February2012/212p12a1.pdf>

[May 2015 Second Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/meetings/May%202015/515p12a1.pdf>

[April 2016 Merger Revision](#)

http://www.regents.nysed.gov/common/regents/files/516bra2_2.pdf

[March 2017 Enrollment Revision](#)

<http://www.regents.nysed.gov/common/regents/files/317p12a5.pdf>

Young Women's College Preparatory Charter School

[September 2011 Initial Charter](#)

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.9.pdf>

[May 2016 Change District of Location Revision](#)

<http://www.regents.nysed.gov/common/regents/files/516p12a2.pdf>

[January 2017 First Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>

[March 2018 Reduce Enrollment Revision](#)

<http://www.regents.nysed.gov/common/regents/files/318p12a4.pdf>

Recommendations

The State Education Department Renewal Recommendations

The attached Renewal Recommendation Reports provide summary information about the Renewal Applications before the Regents for action at the May 2019 meeting, as well as an analysis of the academic and fiscal performance of each of the schools over the charter term.

Pursuant to Education Law §2851(2)(p), charters may be renewed for a charter term of no more than five years. The Department typically makes renewal recommendations for a full term of five years, or a short term of three years. The Department may also make recommendations for non-renewal, and has additional flexibilities to make renewal recommendations for other charter term lengths.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school.¹ The recommendations below were made after a full due-diligence process over the charter term, including review of the information presented by the schools in their Renewal Applications, specific fiscal reviews, a renewal site visit of up to two days, conducted by a Department team for each school, comprehensive analysis of achievement data, and consideration of public comment. Over the course of the charter term, the Department closely monitors all charter schools based on the Oversight Plan.²

Renewal Recommendations

VOTED: That the Board of Regents finds that, the **Compass Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Compass Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

VOTED: That the Board of Regents finds that, the **KIPP Infinity Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **KIPP Infinity Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

VOTED: That the Board of Regents finds that, the **South Bronx Classical Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all

¹ See § 8 NYCRR 119.7 at <http://www.p12.nysed.gov/psc/aboutcharterschools/Financing/Regulations/csreg119.7.html>

² The Oversight Plan for Board of Regents-Authorized schools is located on the following webpage:
<http://www.p12.nysed.gov/psc/regentsoversightplan/OversightPlan.html>

other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **South Bronx Classical Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

VOTED: That the Board of Regents finds that, the **Young Women's College Preparatory Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Young Women's College Preparatory Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

Timetable for Implementation

The Regents action for the above-named charter schools will become effective immediately.

Compass Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short-term renewal for a period of two years for Compass Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2021, and the school would be permitted to revise its charter to add a Key Design Element: "Commitment to Diversity."** In April 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve student performance in math and to meet enrollment targets for economically disadvantaged students. The school is currently developing the specific strategies outlined in the CAP and will provide quarterly progress reports and updates to the NYSED Charter School Office (CSO).

Compass Charter School (CCS) is meeting some of the benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Compass Charter School
Board Chair	Scott Marshall Brandon
District of location	NYC CSD 13
Opening Date	Fall 2014
Charter Terms	July 1, 2014 - June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K-Grade 5/ 300 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K-Grade 5/ 300 students
Comprehensive Management Service Provider	None
Facilities	300 Adelphi Street, Brooklyn, NY 11205 (Public Space)
Mission Statement	<i>Compass Charter School is a safe and nurturing educational environment that honors the individuality of each learner. By engaging in a process of inquiry, our graduates will be equipped with the necessary skills to lead fulfilling personal and professional lives, including a developed sense of self, the ability to think in innovative and flexible ways, and the inspiration to make a positive impact on their community.</i>
Key Design Elements	<ul style="list-style-type: none"> • Inquiry • Sustainability • The arts • Multi-faceted assessment practices • Integrated Co-Teaching (ICT) • Looping • Extended school day
Requested Revision	<ul style="list-style-type: none"> • Add a key design element: "Commitment to Diversity"

Compass Charter School (CSS) has a high percentage (25%) of students with special needs and serves them in integrated classrooms supported by general education teachers, special education providers, and social/emotional practitioners.

Current Grade Levels and Approved Enrollment

	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Year 4 2017-2018	Year 5 2018-2019
Grade Configuration	K-Grade 1	K-Grade 2	K-Grade 3	K-Grade 4	K-Grade 5
Total Approved Enrollment	132	198	264	300	300

***Proposed Renewal Term Grade Levels and Approved Enrollment**

	Year 1 2019 to 2020	Year 2 2020 to 2021
Grade Configuration	K-Grade 5	K-Grade 5
Total Approved Enrollment	300	300

Background

The Board of Regents granted an initial charter to CSS in December 2013. The school opened for instruction in September 2014 initially serving 105 students in kindergarten and first grade. In August 2015, the school submitted a material revision request to decrease student enrollment from 396 students to 300 students due to space constraints in a co-located building. This request was approved by the Board of Regents. The school was specifically designed to educate a diverse population. Additionally, it is requesting to add a key design element: *Commitment to Diversity*, to emphasize its commitment to enrolling and serving a diverse population.

The school proposes this new key design element: *Commitment to Diversity* to encompass the concept that classrooms function best when they are made up of learners who have a variety of different background and experiences. Using a fair lottery system and admissions policy, it will work to create a school population that reflects the racial ethnic, socioeconomic, linguistic, and academic diversity of NYC CSD 13.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- CSS currently serves kindergarten through Grade 5.
- CCS employs a co-teaching model with two certified teachers in every classroom.
- CCS utilizes the workshop model for instruction with a focus on responsive classroom techniques to increase student engagement and increase higher order thinking skills.

- Instruction is student centered with students mastering skills and content knowledge through a variety of settings ranging from whole class to small group or partner work to individual work.
- CCS utilizes Integrated Co-Teaching (ICT) to support students with disabilities enrolled in the school. Push-in and pull out services are employed as needed, as well as social emotional supports and counseling.
- English language learners (ELLs)/multi-lingual learners (MLLs) are supported primarily through the Integrated co-teaching (ICT) model and provided additional pull-out support when needed.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average that serve as two indicators in Benchmark One of the Charter School Performance Framework.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & State Level Aggregates**

	ELA					Math				
	Compass CS	NYC CSD 13	Variance to District	NYS	Variance to NYS	Compass CS	NYC CSD 13	Variance to District	NYS	Variance to NYS
2016-2017	29%	49%	-20	43%	-14	11%	49%	-38	48%	-37
2017-2018	57%	57%	0	49%	+8	41%	51%	-10	51%	-10

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 1: The school began NYS testing in ELA and math for students in Grade 3 during the 2016-2017 school year. Growth for all students between the first and second years of testing was significant in ELA with student proficiency levels almost doubling, and in math increasing from 11% to 41%.

As shown below in Table 2, from 2016-2017 to 2017-2018, students with disabilities (SWDs) significantly increased proficiency levels, in both ELA and math. In that same time period, proficiency levels of economically disadvantaged students increased significantly in ELA and slightly in math. Despite this growth, the school remains below the district of location in both areas.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup

Subject	School Year	Students with Disabilities (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2016-2017	0% (-25)	5% (-28)
	2017-2018	32% (+3)	16% (-25)
Mathematics	2016-2017	0% (-26)	0% (-35)
	2017-2018	13% (-11)	4% (-30)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

According to the 2017-2018 school year ESEA accountability designations, Compass Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

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

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.³

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Compass Charter School’s composite score for 2016-2017 is 2.0. The table below shows the school’s composite scores from 2014-2015 to 2016-2017.

³ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

**Table 3: Compass Charter School’s Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.1
2015-2016	2.3
2016-2017	2.0

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Compass Charter School’s 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

The school maintains a high rate of applications for a limited number of seats. For example, last year it received 941 applications for 54 available seats, creating a substantial waitlist from which to draw should a seat become available during the school year. Despite a rigorous recruitment/retention plan and staff/family outreach, the school has not yet been able to meet enrollment targets for two of the three at-risk groups: ELL/MLL and ED students.

The school is making efforts to recruit, serve, and retain at-risk students⁴. The school has a NYSED approved lottery weighting of 40% to provide more of a chance for economically disadvantaged students to gain a seat through the lottery. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- For the 2018 lottery, the school was approved to implement a preference for economically disadvantaged students.
- The school exceeds NYC CSD 13 in the enrollment of SWDs.
- Given that there is a low number of ELLs/MLLs in the district of location, NYC CSD 13, the school has not increased its enrollment in this subgroup over the past two school years. The school’s

⁴ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

board of trustees ensures that they continue to monitor this situation, utilizing a monthly data dashboard to inform its understanding and decision-making.

Table 4: Student Demographics – Compass Charter School Compared to District of Location

Student Population	2016-2017			2017-2018		
	Compass Charter School	NYC CSD 13	Variance	Compass Charter School	NYC CSD 13	Variance
Students with Disabilities	17%	20%	-3	25%	21%	+4
ELL/MLL	1%	7%	-6	1%	7%	-6
Economically Disadvantaged	33%	57%	-24	30%	59%	-29

Student Retention

According to NYSED data, in the 2017-2018 school year, 86% of students were retained in CSS compared to 92% in the district of location.

Legal Compliance

CSS operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for SWDs, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 2, 2018. Twenty-five people attended, and seventeen spoke. Seventeen people were in favor of the renewal and revision and none were opposed.

KIPP Infinity Charter School

In accordance with Education Law §§2851(4) and 2852(2), Commissioner’s Regulation §119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for KIPP Infinity Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2024.** In February 2019, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to address the number of uncertified teachers and accurate placement of all uncertified teachers into statutory categories. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO).

KIPP Infinity Charter School (KICS) is meeting most of the performance framework benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	KIPP Infinity Charter School
Board Chair	Rafael Mayer
District of location	NYC CSD 5
Opening Date	Fall 2005
Charter Terms	<ul style="list-style-type: none"> • Initial: March 15, 2005 – March 14, 2010 • First Renewal: March 15, 2010 – March 14, 2015 • Second Renewal: March 15, 2015 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	K – Grade 12/ 1229 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 12/ 1229 students
Comprehensive Management Service Provider	KIPP NYC, LLC
Facilities	<ul style="list-style-type: none"> • 625 West 133rd Street, Manhattan, NY 10027 (Public Space) • 201 East 144th Street, Bronx, NY 10451 (Private Space)
Mission Statement	
Key Design Elements	<p>1. Five Pillars comprise all successful KIPP Schools:</p> <ul style="list-style-type: none"> • High Expectations • More Time on Task • Focus on Results • Power to Lead • Choice and Commitment <p>2. Student Assessment/Data Driven Instruction. Each of the KIPP Infinity grades K-12 will use data-driven instruction to inform and improve student achievement.</p>

	<p>3. Standards and Curriculum – Throughout grades K-12, KIPP Infinity will implement a rigorous curriculum that will meet and be based upon the New York State Learning Standards. The high school program curriculum will be the same across all the co-located high schools.</p> <p>4. Strong Instructional Leadership – KIPP Infinity grades K-12 will all focus upon strong leadership to ensure the continued growth and development of strong content areas and instructors.</p> <p>5. Culture of Learning – KIPP Infinity’s grades K-12 will create and maintain a culture of learning. From the school décor to common values shared by teachers, staff, students and families, to effective classroom management, KIPP Infinity grades K-12 will maintain a culture where students feel safe and teachers can focus on raising the achievement levels of their students.</p>
Requested Revision	None

The school’s 2017- 2018 Grades 3-8 ELA and math scores are approximately 30 percentage points above the district and the State. Its aggregate and subgroup ELA and math proficiency levels have exceeded the district and State averages for the past four years.

Current Grade Levels and Approved Enrollment

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
Total Approved Enrollment	1229	1229	1229	1229

***Proposed Renewal Term Grade Levels and Approved Enrollment**

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
Total Approved Enrollment	1229	1229	1229	1229	1229

Background

The Board of Regents granted an initial charter to KIPP Infinity Charter School (KICS) in March 2005. KICS opened for instruction in the fall of 2005, initially serving 90 students in Grade 5. It currently serves 1229

students in K – Grade 12. KICS’ charter was subsequently renewed by the Board of Regents in March 2010 and March 2015. The New York City Department of Education (NYCDOE) was KICS’ authorizer from March 2005 through June 2016. The Board of Regents has been the school’s authorizer since July 1, 2016.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- The school has strong supports in place for its teachers, and effectively utilizes data to inform instruction and increase academic outcomes. The KIPP NYC Superintendent deliberately developed strategies to implement the KIPP philosophy of education, prepare teachers, realign teachers in collaborative learning groups, and refine the practices to deliver instruction. A focus on rigorous joy and student ownership of learning is evident throughout the schools.
- The High-Impact Instructional Practices (HIIP) rubric is used by leadership to evaluate teachers during the weekly walkthroughs looking for what KIPP NYC believes are the most important elements of how the teachers deliver the curriculum and ensure that students are getting rigorous and effective instruction.
- The elementary school (ES) fosters an environment of rigorous joy. Each classroom has two teachers, which has proven to be a successful strategy. Teachers have increased their use of student progress monitoring, reteaching, and conducting deeper dives in the content areas. Literacy is the 2018-2019 focus with an emphasis on guided reading instruction and phonics. Students are expected to work in teams, have clear routines, and be presented with lesson plan objectives. In addition, each trimester has a focus, such as realizing it’s okay to make a mistake and experience the learning moment. Weekly teacher observations, conversations about data, grade-level meetings, review of student work, discussions of lessons’ purposes contribute to the leadership’s tracking of rigor in the classrooms.
- The middle school (MS) staff are used as exemplars throughout other KIPP schools for quality planning for math rigor. Rigor is tracked by the review of student work, student academic trends, teachers’ questioning techniques, and the progress made on the expectation of teachers’ pushing upper quartiles and pitching high. All students take music. The school integrates mental health into the daily routine by having a therapist on staff, a clinic on site, and creating an environment whereby all students are encouraged to work on positive social-emotional health. In order to understand high school rigor and have the opportunity to accumulate high school credits, most MS students take Earth Science Regents and some take Algebra Regents.
- For their use with teaching various skills and developing lesson plans, the ES teachers are provided with English Language Learners (ELL)/Multilingual Learners (MLL) assessment scores; and the NYS rubric that is based on NYSESLAT. On a weekly basis, leadership pushes in to discuss strategies and provide supports. In grade-level content meetings, teachers review student work and discuss their challenges and their progress. There are fewer than 10 ELL/MLL students in each grade; many of whom are also students with disabilities (SWD) and receiving the necessary interventions. The schools look for patterns of behavioral issues. Data suggests that ELLs/MLLs in the ES, MS, and high school (HS) are meeting standards and have math and ELA test results mostly comparable to their non-ELL/MLL counterparts.
- The Director of Student Support Services (shared by the ES and MS) works with the Committee on Special Education and special education teachers to ensure that students with Individualized Education Program (IEPs) are getting their required academic services and are on track to meeting their goals. The ES and MS offer integrated Co-Teaching (ICT) classes as well as Special Education Teacher Support Services (SETSS). Related services in speech are provided by KIPP NYC speech

pathologists. Counseling services are provided by social workers. For other related services, KIPP NYC contracts through the NYCDOE. To assist students with IEPs and those who are in need of Response to Intervention (RTI) support, the ES and MS use the research-based curriculum Read 180/SYS 44 reading intervention program. In math, the schools use technology-based solutions to personalize learning. The special education teachers and English as a Second Language (ESL) teachers work side by side with general education teachers to review data, in content team meetings and other planning sessions making modifications for students who need them.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average which serve as two indicators in Benchmark 1 of the Charter School Performance Framework.

Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students: Charter School, District, and NYS Level Aggregates

	ELA					Math				
	KIPP Infinity CS	NYC CSD 5	Variance to District	NYS	Variance to NYS	KIPP Infinity CS	NYC CSD 5	Variance to District	NYS	Variance to NYS
2014-2015	30%	16%	+14	31%	-1	61%	15%	+46	38%	+23
2015-2016	50%	21%	+29	38%	+12	72%	17%	+55	39%	+33
2016-2017	52%	24%	+28	40%	+12	69%	17%	+52	40%	+29
2017-2018	56%	29%	+27	45%	+11	79%	22%	+57	45%	+34

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each assessment.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	11% (+6)	22% (+18)	30% (+16)
	2015-2016	17% (+11)	32% (+26)	50% (+30)
	2016-2017	17% (+9)	31% (+25)	52% (+31)
	2017-2018	24% (+11)	46% (+30)	57% (+31)
Mathematics	2014-2015	35% (+29)	55% (+49)	61% (+47)
	2015-2016	40% (+34)	63% (+54)	72% (+57)
	2016-2017	40% (+33)	57% (+48)	69% (+53)
	2017-2018	50% (+39)	76% (+62)	78% (+59)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

Student Performance – High School

The school has demonstrated strong academic performance in the high school grades, out-performing the district of location and in some grades and subjects outscoring the State average.

- Most students take nine Regents exams. Sixteen AP course options are offered. Syracuse University college classes and curriculum is used by the school, allowing students to earn college credits.
- Professional learning communities and teacher collaboration opportunities are built into the daily schedule to offer data (including assessment data) reflection, and/or professional development time reviewing trends and areas of growth. Assessment data is reviewed by content teams with teachers conducting deeper dives into the data.
- A 2018-2019 priority has been to allow students to struggle with content to better internalize the information. Content teams norm the delivery of instruction; for example, all algebra teachers use the same curriculum. Mock test results are reviewed by subject area staff. In addition, content team leaders form an instructional team that meets bi-weekly; and, in part, place teachers in three groups according to HIIP strands. This process allows them to identify additional assistance required by individual teachers.

The school’s four-year Regents cohort outcomes have been consistently significantly above the State average.

Table 3: High School 4-Year Cohort Outcomes for All Students: School and NYS Level Aggregates

Subject	2012 Cohort			2013 Cohort			2014 Cohort		
	School	State	Variance	School	State	Variance	School	State	Variance
ELA	98%	85%	+13	98%	85%	+13	93%	84%	+9
Global History	95%	78%	+17	98%	78%	+20	91%	77%	+14
Math	100%	86%	+14	98%	85%	+13	97%	83%	+14
Science	100%	84%	+16	100%	84%	+16	97%	83%	+14
US History	93%	81%	+12	95%	81%	+14	88%	80%	+8

NOTE:

(1) Data in the table above represents the percentage of students within each cohort passing Annual Regents tests or equivalents (score of 65 or better).

Table 4: High School Total 4-Year Regents Cohort Outcomes by Subgroups

Subject	School Year	Students with Disabilities (Variance to the State)	ELL/MLL (Variance to the State)	Economically Disadvantaged (Variance to the State)
ELA	2012 Cohort (2015-2016)	80% (+27)	. .	100% (+21)
	2013 Cohort (2016-2017)	100% (+45)	. .	97% (+17)
	2014 Cohort (2017-2018)	82% (+28)	100% (+48)	91% (+13)
Global History	2012 Cohort (2015-2016)	80% (+38)	. .	94% (+24)
	2013 Cohort (2016-2017)	100% (+58)	. .	100% (+30)
	2014 Cohort (2017-2018)	77% (+34)	100% (+57)	88% (+19)
Math	2012 Cohort (2015-2016)	100% (+48)	. .	100% (+19)
	2013 Cohort (2016-2017)	100% (+50)	. .	97% (+17)
	2014 Cohort (2017-2018)	94% (+45)	100% (+41)	97% (+19)
Science	2012 Cohort (2015-2016)	100% (+49)	. .	100% (+22)
	2013 Cohort (2016-2017)	100% (+48)	. .	100% (+22)
	2014 Cohort (2017-2018)	88% (+36)	100% (+50)	97% (+20)

US History	2012 Cohort (2015-2016)	60% (+11)	. .	91% (+17)
	2013 Cohort (2016-2017)	100% (+51)	. .	94% (+20)
	2014 Cohort (2017-2018)	77% (+28)	100% (+50)	84% (+12)

NOTES:

(1) Data in the table above represent the percentage of students within each cohort passing Annual Regents tests or equivalents (score of 65 or better).

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data was withheld.

(4) A "." In any table indicates that data is suppressed, no student sat for the exam, or the exam was not given.

Table 5: High School Total 4-Year Graduation Rates: School and Target Level Aggregates

Student Population	2012 Cohort			2013 Cohort			2014 Cohort		
	KIPP Infinity CS	State Target	Var.	KIPP Infinity CS	State Target	Var.	KIPP Infinity CS	State Target	Var.
All Students	90%	80%	+10	95%	80%	+15	88%	80%	+8
Students with Disabilities	80%	80%	0	100%	80%	+20	82%	80%	+2
ELL/MLL	.	.	.	.	.	.	86%	80%	+6
Economically Disadvantaged	85%	80%	+5	94%	80%	+14	84%	80%	+4

NOTES:

(1) Graduation rates reported in the table above include August graduations.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.

(4) A "." In any table indicates that data is suppressed, no student sat for the exam, or the exam was not given.

Table 6: High School Total 5-Year Graduation Rates: School and Target Level Aggregates

Student Population	2011 Cohort			2012 Cohort			2013 Cohort		
	KIPP Infinity CS	State Target	Variance	KIPP Infinity CS	State Target	Variance	KIPP Infinity CS	State Target	Variance
All Students	89%	80%	+9	97%	80%	+17	95%	80%	+15
Students with Disabilities	75%	80%	-5	100%	80%	+20	100%	80%	+20
Economically Disadvantaged	92%	80%	+12	97%	80%	+17	94%	80%	+14

NOTES:

(1) Graduation rates reported in the table above include August graduations.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.

Table 7: High School Diplomas Awarded for All Students and Sub-Groups

		2012 Cohort			2013 Cohort			2014 Cohort		
		School	NYS	Variance	School	NYS	Variance	School	NYS	Variance
Local Diplomas	All Students	2%	5%	-3	0%	5%	-5	3%	6%	-3
	Students with Disabilities	20%	22%	-2	0%	23%	-23	12%	25%	-13
	ELL/MLL	.	.	.	.	.	.	0%	10%	-10
	Economically Disadvantaged	0%	6%	-6	0%	7%	-7	4%	8%	-4
Regents Diplomas	All Students	34%	46%	-12	33%	44%	-11	45%	44%	+1
	Students with Disabilities	40%	31%	+9	67%	31%	+36	65%	32%	+33
	ELL/MLL	.	.	.	.	.	.	57%	38%	+19
	Economically Disadvantaged	32%	52%	-20	33%	51%	-18	44%	50%	-6
Advanced Regents Diplomas	All Students	53%	31%	+22	62%	33%	+29	41%	34%	+7
	Students with Disabilities	20%	4%	+16	33%	4%	+29	6%	4%	+2
	ELL/MLL	.	.	.	.	.	.	29%	7%	+22
	Economically Disadvantaged	53%	18%	+35	61%	19%	+42	37%	20%	+17

- NOTES:
- (1) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.
 - (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
 - (3) The percentage of diploma types awarded are based on the total cohort, NOT the number of graduates.
 - (4) A "." in any table indicates that data is suppressed, no student sat for the exam, or the exam was not given.

According to the 2017-2018 school year ESEA accountability designations, KIPP Infinity Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

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

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.⁵

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. KIPP Infinity Charter School's composite score for 2016-2017 is 1.9. The table below shows the school's composite scores from 2014-2015 to 2016-2017.

**Table 8: KIPP Infinity Charter School's Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.4
2015-2016	1.6
2016-2017	1.9

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed KIPP Infinity Charter School's 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

However, the auditor identified an opportunity to strengthen internal controls. Some purchases were not accompanied by a supporting receipt or invoice. The auditor suggested that the school review the purchasing process to ensure that receipts for credit card purchases are submitted and that the expenditures are appropriate. KIPP management responded that, as a "large and complex" organization, there is a need to strengthen financial controls and that they are in the process of revising the school's purchasing policy to better reflect industry best practices.

⁵ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

KIPP NYC publicly announces and publicizes its lottery in early November of each year. KIPP NYC reaches out to all pre-K and fourth grade students in the school's home zip code; hosting information sessions at local pre-schools, afterschool programs, and other community-based organizations in close proximity to the school. The school also places ads on buses, subways, and local radio channels.

Families and students with connections to current students have accounted for nearly 40% of all applicants to KIPP NYC. During the open enrollment period (December - April), KIPP NYC accepts applications for all grades via an online system, mail and in-person.

Through efforts towards increasing the percentage of at-risk students enrolled, the school is meeting its targets for all of the special population subgroups – economically disadvantaged (ED), students with disabilities (SWDs), or English language learners (ELLs)/multi-lingual learners (MLLs) (see Table 9).

The school is making good faith efforts to recruit, serve, and retain at-risk students⁶. It offers a lottery preference for ED students. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- KICS employs bilingual recruitment and outreach efforts, with materials available in both English and Spanish. During student recruitment processes, the schools clearly communicate that they are open to all students, including SWDs or ELLs/MLLs; and that KICS offers outstanding programs for all of its students.
- Several KICS staff members are Spanish speakers, including the school operations assistants who are responsible for much of the enrollment outreach. This has enabled the school to connect with families and community organizations, where English is not always the primary language.
- The school uses SchoolMint, a lottery and enrollment platform that includes a parent portal interface in both English and Spanish.

⁶ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Table 9: Student Demographics – KIPP Infinity CS Compared to District of Location

	2016-2017			2017-2018		
	KIPP Infinity Charter School	NYC CSD 5	Variance	KIPP Infinity Charter School	NYC CSD 5	Variance
Students with Disabilities	24%	24%	0	26%	26%	0
ELL/MLL	12%	11%	+1	16%	13%	+3
Economically Disadvantaged	85%	82%	+3	89%	84%	+5

NOTES:

(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

According to NYSED data, in the 2017-2018 school year, 94% of students were retained in the KIPP Infinity Charter School compared with 86% in the district of location.

Legal Compliance

Throughout the charter term, the school has had a large number of uncertified teachers, which has increased over time. In addition, the school fails to hold monthly meetings as required, despite repeated notification from NYSED. NYSED has required the school to create a Corrective Action Plan (CAP) regarding this. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO).

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on September 24, 2018. Twenty people attended, and 13 spoke. Ten were in favor of the renewal and three were opposed. There were also two emailed/hand-written comments, of which one was in favor of the renewal and one was opposed.

South Bronx Classical Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for South Bronx Classical Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2024, and the school would be permitted to revise its charter to increase its maximum enrollment from 470 to 500 students.**

South Bronx Classical Charter School (“SBCCS”) is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	South Bronx Classical Charter School
Board Chair	Stephen Baldwin
District of Location	NYC CSD 12
Opening Date	Fall 2006
Charter Terms	<ul style="list-style-type: none"> • December 9, 2005 - December 8, 2010 • December 9, 2010 - June 30, 2015 • July 1, 2015 - June 30, 2019
Current Term Authorized Grades/Approved Enrollment	K – Grade 8/ 470 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 8/ 500 students
Comprehensive Management Service Provider	Classical Charter Schools
Facilities	977 Fox Street, Bronx, NY 10459 (Public Space)
Mission Statement	<i>Classical Charter Schools prepares K-8th grade scholars in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.</i>
Key Design Elements	<ul style="list-style-type: none"> • Classical Framework: to provide key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, Subjects are taught directly and sequentially, as clearly elucidated in the Common Core. • Development of respectful, compassionate, productive citizens is a fundamental aim of education. • Rigorous and Organized Curriculum: a curriculum aligned to the Common Core and New York State Learning Standards, focused

	<p>on ensuring strong literacy skills in all students.</p> <ul style="list-style-type: none"> • Effective Teaching: Effective teachers manage their classroom, know their content, develop skills sequentially over time, use data strategically to inform their instruction, and do whatever it takes to maximize impact. • Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. SBCCS creates positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. • Development of Respectful, Compassionate, and Productive Citizens: This is fully consistent with the ideals of classical education. All scholars have 45 minutes of weekly character education per week. Scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens. • Family Engagement: For young children to succeed academically, schools and parents must develop positive and communicative relationships.
Proposed Revisions	Increasing maximum enrollment from 470 to 500 students

The school is designed to provide a classical education focusing on a core curriculum and college preparation, based on the development of strong literacy and numeracy skills, along with knowledge and understanding of elementary facts, with an emphasis on higher-level thinking in the later grades. Additionally, in all grades, the SBCCS focuses on the development of core knowledge in the basic subjects of reading, writing, math, science, and history.

Current Grade Levels and Approved Enrollment

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	410	410	470	470

***Proposed Renewal Term Grade Levels and Approved Enrollment**

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	500	500	500	500	500

Background

In December 2005, the Board of Regents approved and chartered the South Bronx Classical Charter School in New York City School District 12. South Bronx Classical Charter School opened for instruction in August 2006 initially serving 350 students in K through Grade 5. SBCCS’ charter was subsequently renewed by the Board of Regents (BoR), which commenced in December 2010. In December 2012, SBCCS was authorized to expand to Grade 8 and to increase enrollment to 410 students. The school was renewed for a second term by the BoR which commenced in July 2015. On April 19, 2016, South Bronx Classical Charter School merged with South Bronx Classical Charter School III and with South Bronx Classical Charter School II as the surviving education corporation under the amended name Classical Charter Schools. In March 2017, the BoR approved an increase to the school’s maximum authorized enrollment from 410 to 470 students. The school is requesting to increase its enrollment beginning in the 2019-2020 school year, from 470 to 500 students.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

South Bronx Classical Charter School provides:

- NYS English Language Arts and mathematics assessments to students in Grades 3 through 5.
- A documented curriculum that is aligned to the New York State Learning Standards (NYSL) and is grounded in a classical education framework. SBCCS utilizes the curricula that has been developed and revised by Classical Charter Schools (CCS).
- A model which seeks to offer structure, academic rigor, and “college ready” curricula to ensure college and career readiness through academic and ethical knowledge and skill.
- A curriculum that follows a sequential and modular format, with flexible lesson plans.
- One hundred minutes of math daily, broken into three main blocks comprised of the main lesson, a re-teach section, and Number Stories.
- Three hours a day to ELA, including phonics, grammar, writing, reading aloud, guided reading, close reading, and textual analysis.
- A science curriculum created around the Next Generation Science Standards, and a social studies curriculum around the NYS K-12 Social Studies framework.
- Latin instruction in third grade and debate in fourth grade.
- A robust data collection system to help drive effective instructional decision-making.

In particular for the SWDs and ELL/MLL students, South Bronx Classical Charter School provides:

- At-Risk Intervention: Drawing upon the best practices of the Response to Intervention model, the At-Risk Program provides early intervention services and additional resources to scholars whose reading levels (based on the Fountas & Pinnell Running Record Assessment System) are one or more levels below grade level.
- Learning Specialist Intervention (Grades 1-8): All grades, with the exception of kindergarten (which has a lead teacher and Associate Teacher) have an additional teacher called the Learning Specialist.
- Classroom Teacher Intervention (K - Grade 8): All teachers utilize one 45-minute prep each day to provide ELA or math intervention to scholars. After reflecting on achievement data and student outcomes, utilizing small group instruction, teachers meet the needs of all learners by using differentiated strategies, resources, and curriculum.
- Literacy Intervention Teacher Intervention: Scholars who have difficulties in a reading level after at least one round of intervention, or those who are two or more levels below grade level, are instructed using the Fountas and Pinnell Leveled Literacy Intervention Program.
- Math Reteach and ELA Reteach: Built into the daily schedule, all grades have one period of math reteach and ELA reteach. Teachers identify which scholars need intervention, which standards and skills need re-teaching, and determine the approach necessary to teach the skill to ensure scholar mastery.

In 2016, South Bronx Classical Charter School students in Grade 3 outperformed the state and its district of location in both ELA and math proficiency. In 2017, SBCCS students in Grades 3 and 4 outperformed the state and its community school district of location in both ELA and math proficiency.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average which serve as two indicators in Benchmark One of the Charter School Performance Framework.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, District & State Level Aggregates**

	ELA					Math				
	South Bronx Classical CS	NYC CSD 12	Variance to District	NYS	Variance to NYS	South Bronx Classical CS	NYC CSD 12	Variance to District	NYS	Variance to NYS
2014-2015	68%	12%	+56	31%	+37	79%	15%	+64	40%	+39
2015-2016	81%	16%	+65	38%	+43	84%	15%	+69	39%	+45
2016-2017	81%	20%	+61	40%	+41	78%	14%	+64	40%	+38
2017-2018	85%	24%	+61	45%	+40	93%	18%	+75	45%	+48

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

SBCCS students in Grade 3 and 8 outperformed the State and its district of location in both ELA and math proficiency consistently.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	30% (+27)	75% (+71)	69% (+57)
	2015-2016	81% (+77)	75% (+68)	79% (+63)
	2016-2017	63% (+57)	85% (+79)	81% (+62)
	2017-2018	67% (+58)	70% (+57)	85% (+62)
Mathematics	2014-2015	70% (+65)	81% (+72)	80% (+65)
	2015-2016	59% (+53)	83% (+75)	83% (+68)
	2016-2017	58% (+54)	85% (+77)	78% (+64)
	2017-2018	100% (+92)	97% (+84)	94% (+76)

NOTES:

- (1) Data in the table represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

According to the 2017-2018 school year ESEA accountability designations, South Bronx Classical Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

South Bronx Classical Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. South Bronx Classical Charter School's 2016-2017 composite score is 3.0.

**Table 3: South Bronx Classical Charter School's Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.4
2015-2016	2.8
2016-2017	3.0

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed South Bronx Classical Charter School's 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

However, the auditor identified an opportunity to strengthen internal controls. A significant number of credit card purchases did not have prior approval, and the auditor recommended that all credit card purchases be approved via e-mail rather than verbally so as to retain a record of prior authorization.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

Any child who is legally qualified for admission into any New York State public school is also qualified for admission, without charge, to SBCCS. Admission of students to SBCCS is not limited on the basis of

intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Admission is purely on a lottery basis. The school has strong enrollment and backfills students in all grades from its waitlist.

Through efforts toward increasing the percentage of English language learners (ELLs)/multi-lingual learners (MLLs) enrolled, the school is coming close to, but not yet, meeting its targets for this special population subgroup (Table 4). Both SWD and ED student enrollment did not show significant growth, with a decrease in the enrolled number of SWDs in the past year.

The school is making efforts to recruit, serve, and retain at-risk students. Efforts to recruit and retain students in the ELLs/MLLs population, in particular, include:

- Starting a Summer Learning Academy for all new students to school, which allows the school to identify ELLs/MLLs earlier and immediately be placed in an appropriate program;
- Reporting that it tracks the students’ NYS English as a Second Language Achievement Test (NYSESLAT) data after the ELLs/MLLs are first identified to provide follow-up and strengthening measures;
- Offering professional development to teachers, in small groups, on how to better support ELLs/MLLs within general education classrooms; and
- Other efforts to increase the enrollment of SWDs and ED students include working with NYSED to consider a lottery preference as well as other recruitment efforts.

Table 4: Student Demographics – South Bronx Classical Charter School Compared to District of Location

	2016-2017			2017-2018		
	South Bronx Classical Charter School	NYC CSD 12	Variance	South Bronx Classical Charter School	NYC CSD 12	Variance
Students with Disabilities	13%	25%	-12	13%	25%	-12
ELL/MLL	19%	21%	-2	28%	24%	+4
Economically Disadvantaged	89%	90%	-1	88%	94%	-6

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

According to NYSED data, in the 2017-2018 school year, 87% of students were retained in South Bronx Classical Charter School compared with 89% in the district of location.

Legal Compliance

South Bronx Classical Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for SWDs, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

Summary of Public Comment

The required public hearing for the school's renewal application was held by the New York City Department of Education on October 29, 2018. Four people attended, and none spoke.

The required public hearing for the school revision was held by the New York City Department of Education on February 12, 2019. Three attended, and none spoke.

Young Women’s College Preparatory Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a short--term renewal for a period of three years for Young Women’s College Preparatory Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022.** In January 2018, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve the school’s academic performance on the Regents Exams for all students and specifically for students with disabilities (SWDs) and English language learners (ELLs)/multi-lingual learners (MLLs) populations. The school implemented specific strategies outlined in the CAP and provided quarterly progress reports and updates to the NYSED Charter School Office (CSO). The school has addressed the academic deficiencies outlined in the CAP.

Young Women’s College Preparatory Charter School (YWCP) is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Young Women's College Preparatory Charter School of Rochester
Board Chair	Laura Norris
District of location	<ul style="list-style-type: none"> • Greece CSD (district of location) • Rochester CSD (district served by mission)
Opening Date	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter Term: September 13, 2012 – June 30, 2017 • First Renewal Charter Term: July 1, 2017 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 7-12 / 410 students
Proposed Renewal Term Authorized Grades/Proposed Approved Enrollment	Grades 7-12 / 410 students
Comprehensive Management Service Provider	None
Facilities	133 Hoover Drive, Rochester, NY 14615 (Private Space)
Mission Statement	<i>Young Women's College Prep Charter School of Rochester (YWCP) offers young women from the city of Rochester the opportunity to learn in a single-gender environment, free from stereotypes, where a strong focus is placed on preparation for college enrollment and graduation. High</i>

	<p><i>expectations and evidence of concrete results define the student's academic experience. Educators commit to, and thrive upon, sharing effective practices within and beyond the school building. YWCP partners with families and instills in each student a sense of community, responsibility and ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders.</i></p>
<p>Key Design Elements</p>	<p>Single-Gender YWCP believes in educating the whole student and meeting the individual's needs. A single-gender school offers students the opportunity to learn in an environment free from cultural and gender stereotypes, as well as many of the pressures and distractions of a co-educational school.</p> <p>Small Schools Engaged in Leadership Development YWCP is committed to knowing every student personally, intellectually, and emotionally; this is possible in a small school environment. Students here learn how to lead and work collaboratively with others. They engage in projects that build their leadership skills, improve their ability to work as part of a team, and increase their ability to positively impact their community. Leadership development, essential to the culture of the school, is explicitly taught daily in Advisory.</p> <p>College Preparation College preparation begins in 7th grade with an ongoing discourse about college in each classroom. Beginning in 9th grade, a full-time college guidance counselor works with every student to guide her and her family through the complex admissions and financial aid processes.</p> <p>Faculty YWCP's teachers believe in collaborative learning and are invested in their own professional development. They are committed to a longer work day and work year.</p> <p>Professional Development and Leadership Professional development is an integral part of YWCP's culture and teaching strategies. The</p>

	Principal is an instructional leader with many years of classroom experience and expertise in developing an exemplary staff. During the school year, YWCP devotes one afternoon per week to directly respond to emerging student data, including evaluation of lesson plans, teaching strategies, and sharing effective practices. Knowledge Management YWCP incorporates a system of knowledge management that is defined and owned by every adult in the building. Knowledge management is a system for sharing information across an organization, where a common language and a structure for documenting and organizing knowledge allow for continuous learning and improvement.
Requested Revision	None

During the 2018-2019 school year, YWCP offers 20 clubs and 15 sports for its students to choose from, as well as regular opportunities to explore colleges and the community through field trips and other programs. Ninety-six percent of the first graduating class was accepted to college.

SCHOOL CHARACTERISTICS
Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019
Grade Configuration	Grades 7 - 12	Grades 7 - 12
Total Approved Enrollment	450 ⁷	410

***Proposed Renewal Term Grade Levels and Approved Enrollment**

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 7 - 12	Grades 7 - 12	Grades 7 - 12
Total Approved Enrollment	410	410	410

⁷ YWCPCS requested, and the Board of Regents approved, a charter revision to decrease enrollment for the 2018-19 school year which allowed the school to be within 85% of its maximum enrollment.

Background

On September 13, 2011, the Board of Regents approved and granted an initial charter to YWCP. The school opened for instruction on August 27, 2012 in Rochester, New York. The School opened with approval to serve Grades 7 through 11 and add a grade every year of the charter until the school fully expanded to its maximum approved enrollment.

The School sought a material revision to its charter to relocate from its Rochester City School District (RCSD) location to one in the Greece Central School District, due to limited facility options within Rochester City. This was approved by the Board of Regents in May 2016. The proposed lease space involved a co-location with another Board of Regents-authorized charter school, Discovery Charter School. The facilities offered a full-size gym, cafeteria, science labs, and green space including sports fields.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Young Women’s College Preparatory Charter School is Rochester’s only all-girls middle and high school program. As a single-gender school, YWCP develops leadership skills and fosters an appreciation of the role of women in history, science, math and literature. The mission and vision of the school truly set YWCP apart from all other options and allow for educational success for young women in the Greater Rochester Area.

- **Single-Gender Education:** YWCP’s all-girls enrollment allows each student to flourish without the stereotypes that often hold young women back. YWCP maintains high expectations for all students. Goals and dreams are cultivated through programs such as “Cool Women, Hot Jobs” series which highlights the various career options available. If they can see it, they can be it.
- **College Preparation:** College prep begins in 7th grade through the school’s summer bridge program. YWCP prioritizes ongoing discourse about college with each student. Counselors work intensively with students and their families to understand and navigate the complex admissions and financial aid processes, and students are exposed to different college settings through field trips and programs. Ninety-six percent of the first graduating class was accepted to college.
- **Leadership Development:** Students at YWCP engage in multiple opportunities to learn leadership skills and put these skills into practice. Advisory focuses specifically on leadership throughout the year and provides an opportunity for students to develop and lead community service projects each spring in a day of service. Students’ leadership skills are also developed through an active Student Council, other clubs and sports, and daily classroom interactions and lessons.
- **Professional Development:** The employment culture at YWCP has centered on developing talented, confident staff who feel professionally valued, challenged, and who are offered the chance to grow and learn. YWCP’s staff are committed to developing and have high expectations for leaders and teachers as well as for students. Frequent opportunities for collaboration and learning are scheduled into the school schedule, both weekly each Friday and in the summer for a professional development retreat.

- School Leadership: From the outset, YWCP set a goal to hire a principal who is an instructional leader with many years of classroom experience, and expertise in developing exemplary staff. The new principal, who began in January 2018, is a proven leader with school turnaround experience, a deep understanding of instructional strategies, and a commitment to success. She also is an expert in restorative practices. She has developed a plan to implement intensive curriculum development and professional development with the goal of ensuring all staff are supported and growing so that YWCP has highly talented, expert teachers in every classroom.
- Serving a subpopulation of ELLs/MLLs: YWCP has become a valued educational option for the local Arabic speaking community. In the last year, enrollment for Arabic speakers has increased.

Student Performance –Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average which serve as two indicators in Benchmark One of the Charter School Performance Framework.

**Table 1a: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, Rochester City School District & NYS Level Aggregates**

	ELA					Math				
	Young Women's College Prep CS of Rochester	Rochester City SD	Variance to District	NYS	Variance to NYS	Young Women's College Prep CS of Rochester	Rochester City SD	Variance to District	NYS	Variance to NYS
2014-2015	6%	3%	+3	32%	-26	5%	2%	+3	29%	-24
2015-2016	10%	6%	+4	38%	-28	3%	2%	+1	31%	-28
2016-2017	15%	8%	+7	44%	-29	3%	5%	-2	38%	-35
2017-2018	18%	8%	+10	44%	-26	6%	4%	+2	37%	-31

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

**Table 1b: Elementary/Middle School Assessment Proficiency Outcomes for All Students:
School, Greece Central School District & NYS Level Aggregates**

	ELA					Math				
	Young Women's College Prep CS of Rochester	Greece Central SD	Variance to District	NYS	Variance to NYS	Young Women's College Prep CS of Rochester	Greece Central SD	Variance to District	NYS	Variance to NYS
2014-2015	6%	30%	-24	32%	-26	5%	26%	-21	29%	-24
2015-2016	10%	33%	-23	38%	-28	3%	31%	-28	31%	-28
2016-2017	15%	42%	-27	44%	-29	3%	44%	-41	38%	-35
2017-2018	18%	42%	-24	44%	-26	6%	32%	-26	37%	-31

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

**Table 2a: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup:
Comparison of Young Women's College Preparatory Charter School of Rochester
and Rochester City School District**

Subject	School Year	Students with Disabilities (Variance to the focus district)	ELL/MLL (Variance to the focus district)	Economically Disadvantaged (Variance to the focus district)
ELA	2014-2015	0% (0)	0% (-1)	4% (+1)
	2015-2016	0% (-1)	0% (-1)	10% (+6)
	2016-2017	8% (+7)	8% (+7)	13% (+6)
	2017-2018	10% (+9)	6% (+1)	15% (+8)
Mathematics	2014-2015	0% (0)	20% (+18)	3% (+1)
	2015-2016	0% (0)	0% (0)	2% (0)
	2016-2017	.	20% (+19)	0% (-3)
	2017-2018	0% (0)	0% (-1)	3% (-1)

NOTES:

(1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

(4) A "." In any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

**Table 2b: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup:
Comparison of Young Women's College Preparatory Charter School of Rochester
and Greece Central School District**

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	0% (-5)	0% (0)	4% (-16)
	2015-2016	0% (-2)	0% (-3)	10% (-8)
	2016-2017	8% (0)	8% (-2)	13% (-17)
	2017-2018	10% (+9)	6% (-18)	15% (-14)
Mathematics	2014-2015	0% (-4)	20% (+12)	3% (-14)
	2015-2016	0% (-3)	0% (-14)	2% (-17)
	2016-2017	.	20% (+8)	0% (-29)
	2017-2018	0% (-4)	0% (-23)	3% (-19)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.
- (4) A "." in any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

Table 3a: Grade Level Proficiency for All Students: ELA

	2015-2016			2016-2017			2017-2018		
	Young Women's College Prep CS of Rochester	Rochester City SD / NYS	Variance to Rochester City SD / NYS	Young Women's College Prep CS of Rochester	Rochester City SD / NYS	Variance to Rochester City SD / NYS	Young Women's College Prep CS of Rochester	Rochester City SD / NYS	Variance to Rochester City SD / NYS
Grade 7	8%	5% / 36%	+3 / -28	22%	7% / 42%	+15 / -20	10%	6% / 40%	+4 / -30
Grade 8	13%	6% / 41%	+7 / -28	9%	9% / 46%	0 / -37	24%	11% / 48%	+13 / -24

NOTE:

- (1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 3b: Grade Level Proficiency for All Students: ELA

	2015-2016			2016-2017			2017-2018		
	Young Women's College Prep CS of Rochester	Greece Central SD / NYS	Variance to Greece Central SD / NYS	Young Women's College Prep CS of Rochester	Greece Central SD / NYS	Variance to Greece Central SD / NYS	Young Women's College Prep CS of Rochester	Greece Central SD / NYS	Variance to Greece Central SD / NYS
Grade 7	8%	30% / 36%	-22 / -28	22%	41% / 42%	-19 / -20	10%	41% / 40%	-31 / -30
Grade 8	13%	37% / 41%	-24 / -28	9%	42% / 46%	-33 / -37	24%	43% / 48%	-19 / -24

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 4a: Grade Level Proficiency for All Students: Mathematics

	2015-2016			2016-2017			2017-2018		
	Young Women's College Prep CS of Rochester	Rochester City SD / NYS	Variance to Rochester City SD / NYS	Young Women's College Prep CS of Rochester	Rochester City SD / NYS	Variance to Rochester City SD / NYS	Young Women's College Prep CS of Rochester	Rochester City SD / NYS	Variance to Rochester City SD / NYS
Grade 7	5%	4% / 36%	+1 / -31	3%	5% / 38%	-2 / -35	6%	6% / 41%	0 / -35
Grade 8	0%	1% / 24%	-1 / -24	.	. / .	. / .	.	. / .	. / .

NOTES:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

(2) A "." In any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

Table 4b: Grade Level Proficiency for All Students: Mathematics

	2015-2016			2016-2017			2017-2018		
	Young Women's College Prep CS of Rochester	Greece Central SD / NYS	Variance to Greece Central SD / NYS	Young Women's College Prep CS of Rochester	Greece Central SD / NYS	Variance to Greece Central SD / NYS	Young Women's College Prep CS of Rochester	Greece Central SD / NYS	Variance to Greece Central SD / NYS
Grade 7	5%	40% / 36%	-35 / -31	3%	44% / 38%	-41 / -35	6%	41% / 41%	-35 / -35
Grade 8	0%	11% / 24%	-11 / -24	.	. / .	. / .	.	. / .	. / .

NOTES:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

(2) A "." In any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

**Table 5: High School 4-year Cohort Outcomes for All Students:
School and NYS Level Aggregates**

Subject	2014 Cohort		
	School	State	Variance
ELA	92%	84%	+8
Global History	68%	77%	-9
Math	96%	83%	+13
Science	88%	83%	+5
US History	76%	80%	-4

NOTE:

(1) Data in the table above represents the percentage of students within each cohort passing Annual Regents tests or equivalents (score of 65 or better).

Table 5: High School Total 4-Year Regents Cohort Outcomes by Subgroups

Subject	School Year	Economically Disadvantaged (Variance to the State)
ELA	2014 Cohort (2017-2018)	92% (+13)
Global History	2014 Cohort (2017-2018)	67% (-2)
Math	2014 Cohort (2017-2018)	96% (+18)
Science	2014 Cohort (2017-2018)	88% (+11)
US History	2014 Cohort (2017-2018)	77% (+5)

NOTES:

(1) Graduation rates reported in the table above include August graduations.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.

Table 6: High School Total 4-Year Graduation Rates: School and Target Level Aggregates

Student Population	2014 Cohort		
	Young Women's College Prep CS of Rochester	State Target	Variance
All Students	94%	80%	+14
Economically Disadvantaged	94%	80%	+14

NOTES:

(1) Graduation rates reported in the table above include August graduations.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.

According to the 2018 ESEA Accountability Designation, the YWCP Charter School was identified as a *Priority School*.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

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

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is in strong financial health. Young Women's College Preparatory Charter School of Rochester's 2016-2017 composite score is 3.0. The table below shows the school's composite scores from 2014-2015 to 2016-2017.

Table 7: Young Women's College Preparatory Charter School of Rochester's Composite Scores 2014-2015 to 2016-2017

Year	Composite Score
2014-2015	2.9
2015-2016	3.0
2016-2017	3.0

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Young Women's College Preparatory Charter School of Rochester's 2016-17 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

YWCP has struggled to maintain general enrollment in each year of the current term sufficient to remain in compliance with its charter agreement; the school requested and received a reduction in its overall enrollment number effective this year and has continued to experience a gradual decline. The school's enrollment of economically disadvantaged students is nearly on par with the RCSD, the district served by its mission. Though the school provides a double weighted lottery preference for ELL/MLL students.

The school is making efforts to recruit, serve, and retain at-risk students⁸. Efforts to recruit and retain students in the ED, ELL/MLL, and SWD populations include:

- In conjunction with the board and leadership team, who have formed an official Recruitment Committee and doubled the budget for marketing and advertising, YWCP's director of athletics and recruitment leads the school's outreach efforts. These efforts include direct mailings, automated phone calls to the homes of sixth grade students, open house events publicized on social media, hanging posters in schools and recreation centers across Rochester, and radio and transit advertising.
- YWCP also participates in the "Good Schools Roc" common online enrollment process.
- To specifically recruit SWDs and ELL/MLL students, YWCP designs materials to contain explicit information about how the needs of SWDs and ELLs/MLLs are met through the school's programming and disseminates all literature in multiple languages. Specifically, the school has established closer relationships with local organizations working with Puerto Rican families displaced by Hurricane Maria and Rochester's local Arabic immigration service providers and various religious institutions.

⁸ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When applying for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

The YWCP board of trustees recognizes issues in enrollment generally and the recruitment and retention of special populations specifically. The board continues to collaborate with school leadership to invest more resources in strategic recruitment efforts and throughout the onsite focus group, demonstrated a collective sense of urgency to meet all applicable targets.

Table 8a: Student Demographics – Young Women's Preparatory Charter School Compared to the District in Which the School Was Chartered to Serve

	2016-2017			2017-2018		
	Young Women's College Prep CS of Rochester	Rochester CSD	Variance	Young Women's College Prep CS of Rochester	Rochester CSD	Variance
Students with Disabilities	8%	21%	-13	9%	21%	-12
ELL/MLL	7%	17%	-10	8%	19%	-11
Economically Disadvantaged	80%	89%	-9	88%	88%	0

NOTES:

(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Table 8b: Student Demographics – Young Women's College Preparatory Charter School Compared to District of Location

	2016-2017			2017-2018		
	Young Women's College Prep CS of Rochester	Greece CSD	Variance	Young Women's College Prep CS of Rochester	Greece CSD	Variance
Students with Disabilities	8%	13%	-5	9%	13%	-4
ELL/MLL	7%	2%	+5	8%	4%	+4
Economically Disadvantaged	80%	51%	+29	88%	56%	+32

NOTES:

(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

According to NYSED data, in the 2017-2018 school year, 77% of students were retained in YWCP compared with 96% in the Greece Central School District.

According to NYSED data, in the 2017-2018 school year, 77% of students were retained in YWCP compared with 95% in the Rochester City School District.

Legal Compliance

Young Women's Preparatory Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

Summary of Public Comment

The required public hearing was held by the Greece Central School District on October 9, 2018. No members of the public were present.