

Executive Administrator's Report September 16, 2019

The mission of the YPI Charter Schools (YPICS) is to prepare students for academic success in high school, as well as post-secondary education; prepare students to be responsible and active participants in their community; and enable students to become lifelong learners. Students at YPI Charter Schools will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in high school and beyond.

Academics

i-Ready

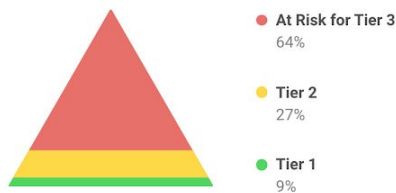
YPICS is using i-Ready this year for benchmark assessments instead of NWEA Maps. The transition has been generally smooth. Teachers are well practiced at using computer based benchmark assessments. Staff has generally agreed that i-Ready provides data that is easier for teachers to use to adjust instruction in the classroom. i-Ready provides 5 levels of groupings and identifies areas of strength and growth for each Scholar which staff can use in the classroom and for intervention

Math i-Ready Scores (Benchmark 0)

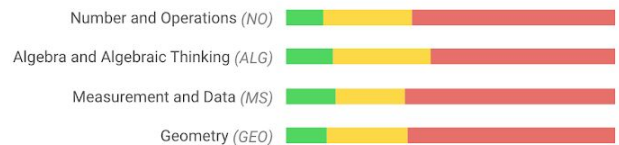
Math continues to be our most challenging area. Students are most proficient in the domain of Measurement and Data (15%) and least in the domain of Numer and Operations (11%). In Math, 9% of the students are on grade level, 27% are 1 grade level below, and 64% are 2 or more grade levels below.

Students Assessed/Total: 371/391

Overall Placement



Placement By Domain



The graph below breaks down the data by grade level. Green is on grade level. Yellow is 1 grade level below. Red is 2 or more grade levels below

Showing 4 of 4

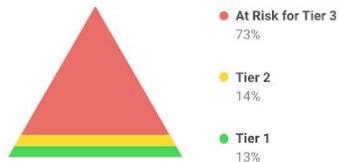
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 5	<div style="display: flex; justify-content: space-between;"> 15% 40% 45% </div>	20/24
Grade 6	<div style="display: flex; justify-content: space-between;"> 7% 34% 59% </div>	120/128
Grade 7	<div style="display: flex; justify-content: space-between;"> 12% 24% 63% </div>	115/119
Grade 8	<div style="display: flex; justify-content: space-between;"> 9% 19% 72% </div>	116/120

Reading iReady Scores (Benchmark 0)

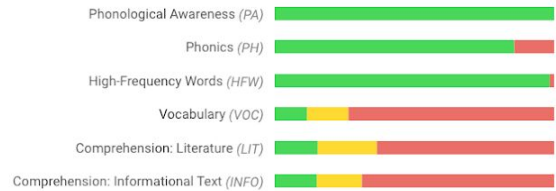
Scholars are performing better in Reading. Students are most proficient in the domain of Phonological Awareness (100%), High Frequency Words (98%), and Phonics (86%) and least in the domain of Vocabulary (12%). In Reading, 13% of the students are on grade level, 14% are 1 grade levels below, and 73% are 2 or more grade levels below.

Students Assessed/Total: 372/391

Overall Placement



Placement By Domain



The graph below breaks down the data by grade level. Green is on grade level. Yellow is 1 grade level below. Red is 2 or more grade levels below.

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 5	10% (On grade), 30% (1 grade below), 60% (2 or more below)	20/24
Grade 6	10% (On grade), 14% (1 grade below), 76% (2 or more below)	119/128
Grade 7	12% (On grade), 12% (1 grade below), 76% (2 or more below)	116/119
Grade 8	18% (On grade), 14% (1 grade below), 68% (2 or more below)	117/120

Relay Implementation

Observations and Feedback

BCCS Administrators have completed 39 touchpoints to date, including 32 quick feedbacks, 6 action steps, and 1 formal observation. Staff has been very receptive to feedback. The administration is adhering to the Relay implementation plan found in the GET BETTER FASTER SCOPE & SEQUENCE. Feedback has been provided on Phase I strategies.

PHASE	MANAGEMENT TRAJECTORY:	RIGOR TRAJECTORY:
PHASE I: PRE-TEACHING (SUMMER PD)	DEVELOP ESSENTIAL ROUTINES & PROCEDURES 1. Routines & Procedures 101: Design and Roll out { Plan & practice critical routines and procedures moment-by-moment: o Explain what each routine means and what it will look like o Write out what teacher and students do at each step, and what will happen with students who don't follow the routine { Plan & practice the roll out: how to introduce routine for the first time: o Plan the "I Do": how you will model the routine o Plan what you will do when students don't get it right 2. Strong Voice: Stand and speak with purpose { Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose { Formal Register: when giving instructions, use formal register, including tone and word choice <i>*Note: Many other topics can be introduced during August training. What are listed above are the topics that should be addressed to reach proficiency. Other topics to introduce—even if the teachers will not yet master them—could be:</i> { Least Invasive Intervention { Narrate the Positive { Create a Challenge/Build Momentum { Teacher Radar: know when students are off-task { Do It Again: practice routines to perfection—have students do it again if it is not done correctly (and know when to stop Do It Again)	WRITE LESSON PLANS 1. Develop Effective Lesson Plans 101: Build the foundation of an effective lesson rooted in what students need to learn { Write precise learning objectives that are o Data-driven (rooted in what students need to learn based on analysis of assessment results) o Curriculum plan-driven o Able to be accomplished in one lesson { Script a basic "I Do" as a core part of the lesson { Design an exit ticket (brief final mini-assessment) aligned to the objective 2. Internalize Existing Lesson Plans: Make existing plans your own { Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions { Build time stamps into the lesson plan and follow them

Staff will be trained on Phase II strategies on September 23, 2019.

Suspensions

Bert Corona Charter School had 0 expulsion for the last two school years.

Operations

Enrollment

BCCS has decreased enrollment from the 18-19 school year by 8 students. Enrollment dropped from 377 students to 369 students. We are hoping to increase the current enrollment by adding the last 3 students on the 8th grade waitlist. Typically, BCCS does not accept new 8th grade students. This year, we have already accepted 7 new 8th grade students.

2019-20 Enrollment Tracking										
	2018-19		2019-20							
	Current Enrollment	Student taken from Waitlist	Wait list	New Student	Returning Student	Retained	Total	Class Size	Retention #	Retention Rate
5th grade	25			20			20	20		
6th grade	118		8	99	21		120	30	-4	84.00%
7th grade	118		0	6	107		113	28.25	-11	90.68%
8th grade	116		3	7	109		116	23.2	-9	92.37%
Total	377	0		132	237	0	369		-24	
Date Updated	5/2/2019					Growth	-8			
					Date Updated	9/10/2019				