



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for
The Renaissance Charter School
SCHOOL YEAR 2018-2019

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

The Renaissance Charter School	
DBN	84Q705
School Leader(s)	Stacey Gauthier
Board Chair(s)	Monte Joffee
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	30
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(Q885) 35-59 81st Street, Queens, NY 11372 Programs/Grades at Building: PreK-12 Facility Owner: DOE
2018-2019 Enrollment ¹	558
2018-2019 Grades Served	K-12
Current Authorized Enrollment	558
Current Authorized Grade Span	K-12
School Opened For Instruction	2000-2001
School Year of First Renewal	2004-2005
School Year of Second Renewal	2009-2010
School Year of Third Renewal	2014-2015
Current Charter Term ¹	May 18, 2015 – June 30, 2019

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full-term renewal for The Renaissance Charter School (“TRCS”).

Recommendation	
Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	604

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a short-term renewal, the first three years of the school’s full application plan are included below.

In the event that the charter receives a subsequent full-term renewal in the 23-24 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 604 students in grades K-12 in that future charter term, in alignment with the plan described below.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
K	25	28	28	28	28	28
1	25	28	28	28	28	28
2	25	28	28	28	28	28
3	25	28	28	28	28	28
4	26	28	28	28	28	28
5	54	58	58	58	58	58
6	54	58	58	58	58	58
7	54	58	58	58	58	58
8	54	58	58	58	58	58
9	54	58	58	58	58	58
10	54	58	58	58	58	58
11	54	58	58	58	58	58
12	54	58	58	58	58	58
TOTAL	558	604	604	604	604	604

TRCS will implement a preference for English Language Learners (ELLs) starting with the 2019-2020 lottery.

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

TRCS received a four-year short term renewal in the 2014-15 academic year with no conditions.

TRCS was not placed on notice during the charter term.

CHARTER SCHOOL BACKGROUND

TRCS is a K-12 school located in the Jackson Heights neighborhood of Queens. The school has a universal pre-kindergarten program. The school is located in a NYC DOE-operated building in Community School District 30. The school is co-located with Q255, a D75 school, whose students are fully integrated into TRCS' educational program.²

The school is in its fourth charter term.

The school converted to a charter school from a traditional district school in 2000 and operates under the collective bargaining agreements negotiated by New York City with the teachers, supervisors, paraprofessionals, and school-aides and kitchen workers' unions as a result of being a conversion charter school.

SCHOOL HIGHLIGHTS³

As per the school's renewal application, "Renaissance's comprehensive PK-12 grade model allows us to focus on the whole child, nurturing a trajectory from early-childhood through graduation." Mirroring the neighborhood of Jackson Heights, Queens, our students reflect the rich ethnic diversity and diversity of learning needs and styles, exceeding the district in the percentage of students with disabilities. The only charter school with a District 75 partnership (now in our 22nd year), we welcome and support the learning of all students, subscribing to an inclusive model of educating our students with special needs. Speaking over 24 languages throughout the building, our pre-kindergarten class has welcomed a high percentage of multi-language learners (exceeding 55% currently) since its inception. Moreover, according to a recent study of our ELL data, our ELL students are much more likely to be students with disabilities. TRCS is committed to promoting the academic success of all students. To this end, TRCS respects each student's individual learning style and treats all students, staff and parents with dignity, respect and the support of a caring community. Our "three-tiered curriculum" consisting of core studies, experiential learning, and community involvement, is valued equally as a significant pathway for student learning, and we embed social-emotional learning into the core-competencies that educate hearts, inspire minds, and help people navigate the world more effectively."

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Stacey Gauthier	Principal	18
2.	Denise Hur	Director of Operations	18
3.	Rebekah Oakes	Director of Development	18
4.	Yumeris Morel	Director of Teaching & Learning 6-12	18
5.	Victor Motta	Director of Data & Accountability	18
6.	Suzanne Arnold	Administrator for School Culture & Student Support	16
7.	Everett Boyd	Administrator for School Culture & Family Engagement	18
8.	Daniel Fanelli	Administrator for Middle School & STEM PreK-12	9
9.	Elizabeth Perez	Administrator for Special Education	18

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, TRCS has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table. Charters are evaluated only on outcomes from their current charter term through 2017-2018 (the last year in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	◐	2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 1

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 4
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 5
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 6

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁵	Details
Geometry Regents exam pass rates meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 8
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 10
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 7
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 9
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Not Met See Figure 11
Global History Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 16
Global History Transition Regents exam pass rates meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 17
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 18

Standards	Charter Term Outcomes⁵	Details
Living Environment Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 12
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 13
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 14
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 15
Graduation rates meet or exceed Citywide rates ⁸	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 19
Academic Growth		
NYS ELA exam proficiency rates increase	●	2015-16: Met 2016-17: Met 2017-18: N/A⁹ See Figure 1
NYS Math exam proficiency rates increase	◐	2015-16: Met 2016-17: Not Met 2017-18: N/A See Figure 2

⁸ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

⁹ NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes ⁵	Details
NYS Comprehensive English Regents exam pass rates increase	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 4
NYS English Language Arts Common Core Regents exam pass rates increase	◐	2015-16: N/A 2016-17: Met 2017-18: Not Met See Figure 5
NYS Integrated Algebra Regents exam pass rates increase	N/A	See Figure 6
Geometry Regents exam pass rates increase	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 8
Algebra 2/Trigonometry Regents exam pass rates increase	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 10
Algebra I (Common Core) Regents exam pass rates increase	◐	2015-16: Not Met 2016-17: Met 2017-18: Not Met See Figure 7
Geometry (Common Core) Regents exam pass rates increase	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 9
Algebra II (Common Core) Regents exam pass rates increase	◐	2015-16: N/A 2016-17: Met 2017-18: Not Met See Figure 11

Standards	Charter Term Outcomes⁵	Details
Global History Regents exam pass rates increase	●	2015-16: Met 2016-17: Met 2017-18: N/A¹⁰ See Figure 16
Global History Transition Regents exam pass rates increase	N/A ¹¹	
U.S. History & Government Regents exam pass rates increase	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 18
Living Environment Regents exam pass rates increase	◐	2015-16: Not Met 2016-17: Met 2017-18: Not Met See Figure 12
Physical Setting/Earth Science Regents exam pass rates increase	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 13
Physical Setting/Chemistry Regents exam pass rates increase	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 14
Physical Setting/Physics Regents exam pass rates increase	N/A	See Figure 15
Graduation rates increase	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 19

Closing the Achievement Gap

¹⁰ NYSED did not administer this exam in June 2018 due to the change to the Global History Transition exam. As such, the 2017-18 results are not comparable to 2016-17. This standard is not applicable for 2017-18.

¹¹ This test was first administered during the 2017-2018 school year.

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 21
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 21
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	◐	2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 24
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 24
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 20
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 20
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 23
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 23

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹² meet or exceed CSD rates ¹³	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 22
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 22
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 25
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 25
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 68
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 69
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 70
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 72
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 74
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 71
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 73
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 75
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 80
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 81

¹² The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

¹³ As its own School Food Authority, the school experienced challenges updating the FRPL information for its students prior to 2016-17. The school reports that 76% of its students in 2015-16 were eligible for Free or Reduced Price Lunch.

Standards	Charter Term Outcomes⁵	Details
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 82
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 76
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 77
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 78
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 79
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: N/A See Figure 53
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: N/A 2017-18: Met See Figure 54
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 55
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 57
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 59
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 56
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 58

Standards	Charter Term Outcomes⁵	Details
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 60
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: N/A See Figure 65
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 66
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 67
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 61
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2015-16: N/A 2016-17: Met 2017-18: Met See Figure 62
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 63
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 64
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 83
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 84
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 85

Standards	Charter Term Outcomes⁵	Details
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 87
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: N/A 2017-18: N/A See Figure 89
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 86
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 88
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	◑	2015-16: Not Met 2016-17: Met 2017-18: Not Met See Figure 90
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 95
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 96
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 97
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 91

Standards	Charter Term Outcomes⁵	Details
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 92
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 93
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 94
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	See Figure 26
Graduation rates for SWD meet or exceeds Citywide rates	◐	2015-16: Not Met 2016-17: Met 2017-18: N/A See Figure 27
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹⁴	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹⁵	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 28
College & Career Preparatory Course Index meet or exceeds Citywide average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 29
College Readiness Index meet or exceeds Citywide average	◐	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 30

¹⁴ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

¹⁵ The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

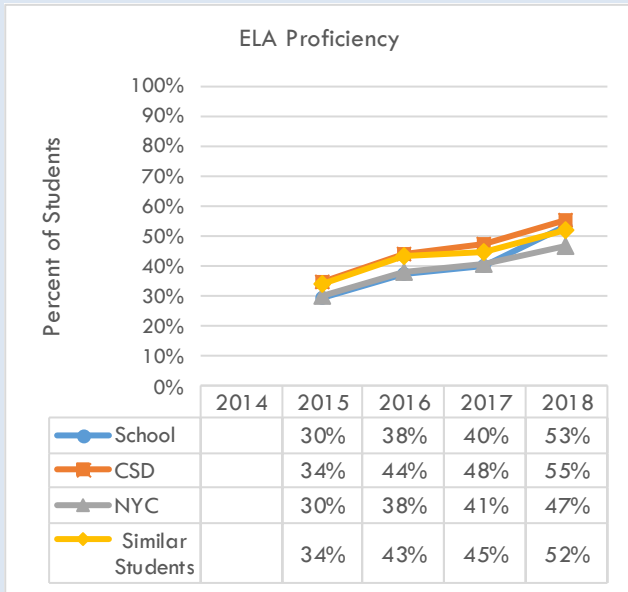


Figure 1

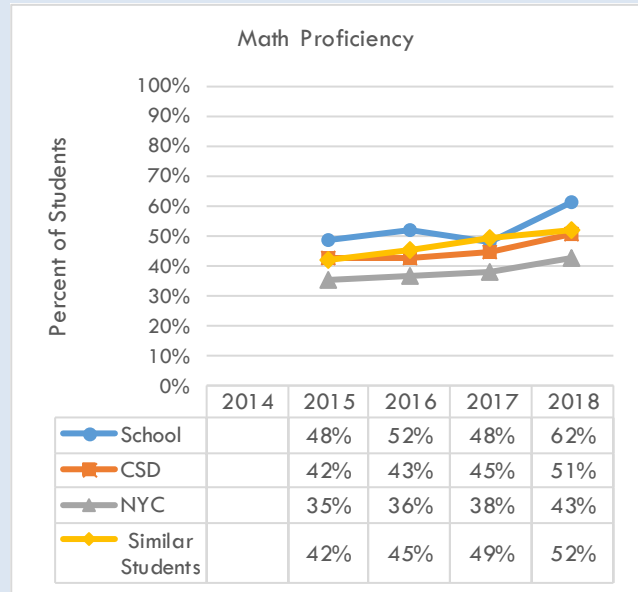


Figure 2

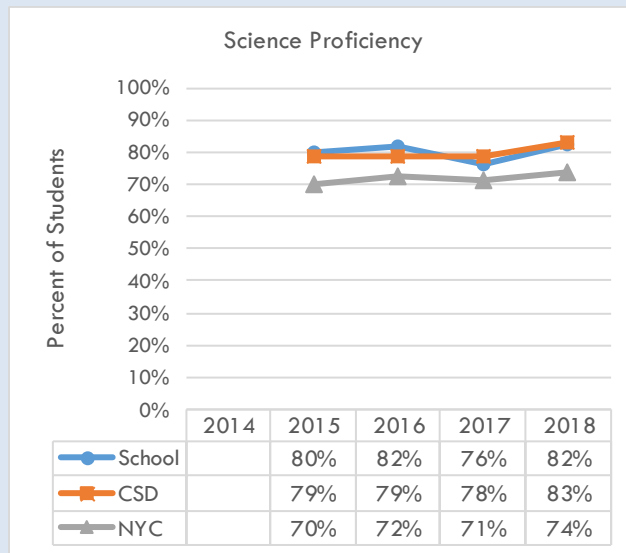


Figure 3

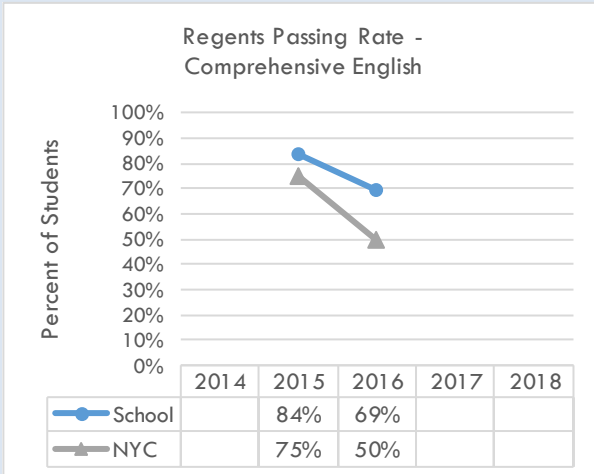


Figure 4

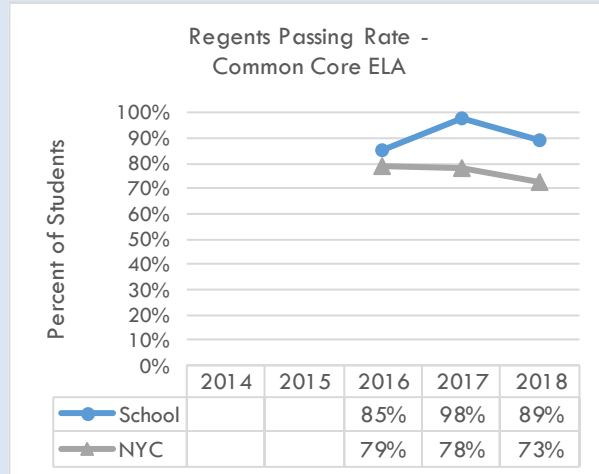


Figure 5

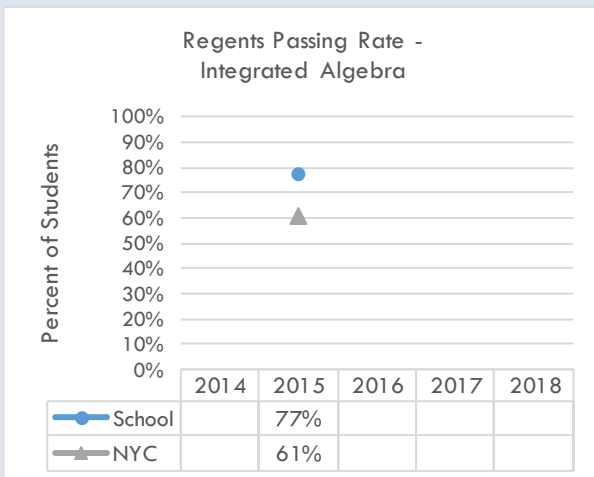


Figure 6

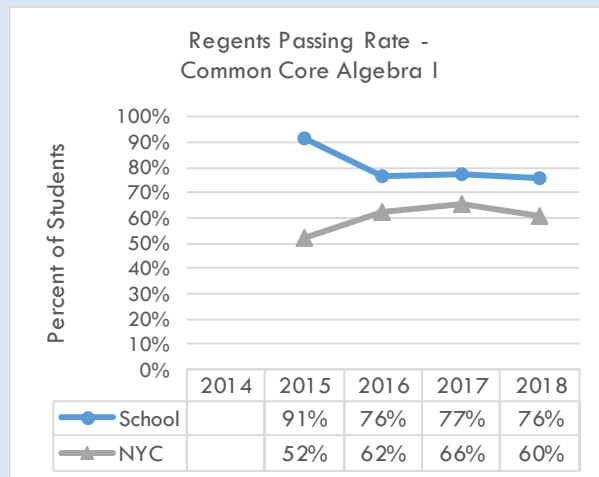


Figure 7

¹⁶ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

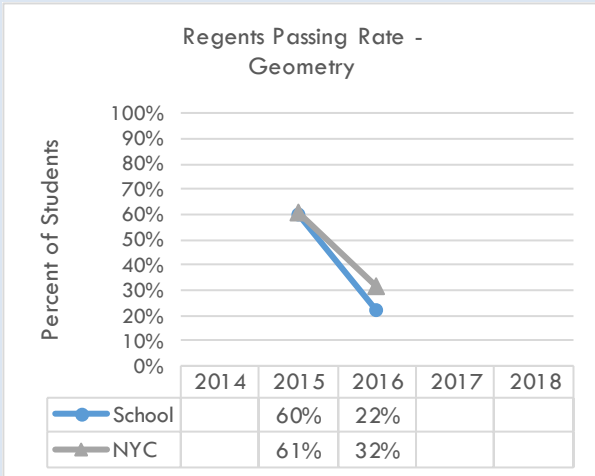


Figure 8

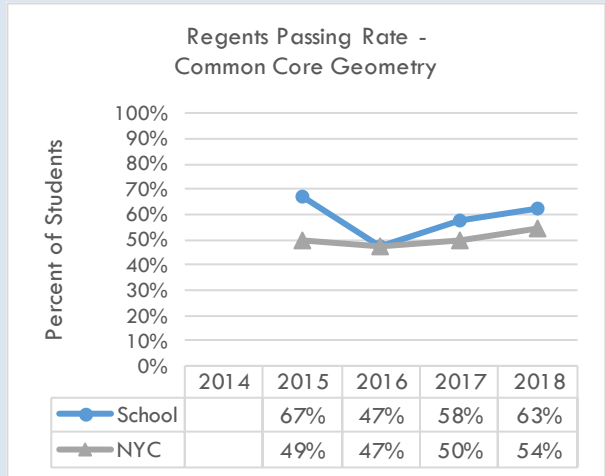


Figure 9

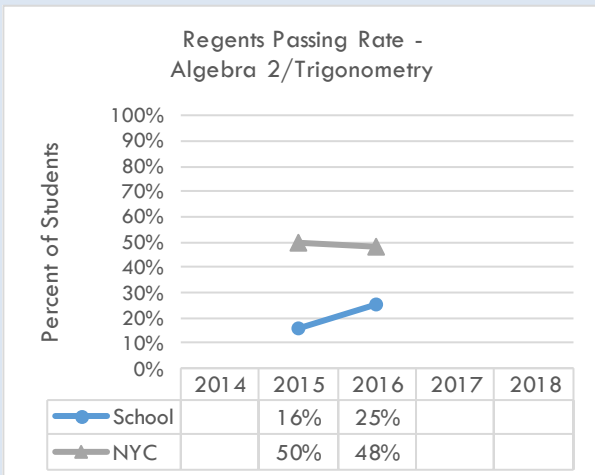


Figure 10

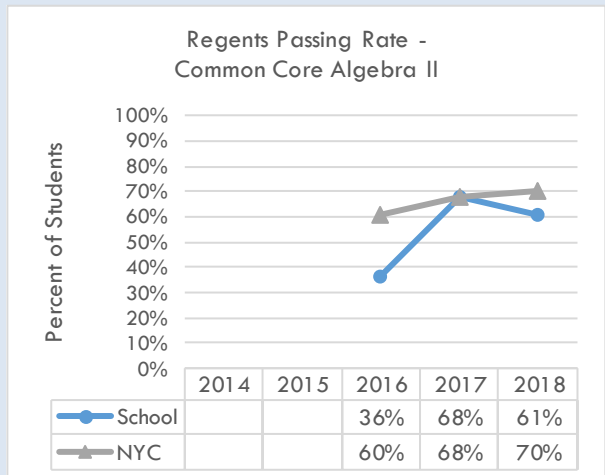


Figure 11

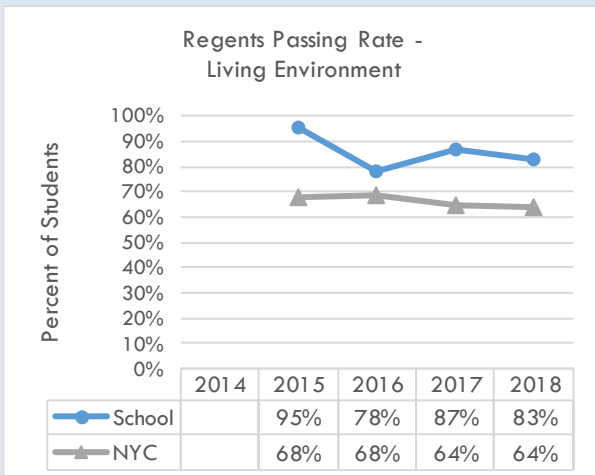


Figure 12

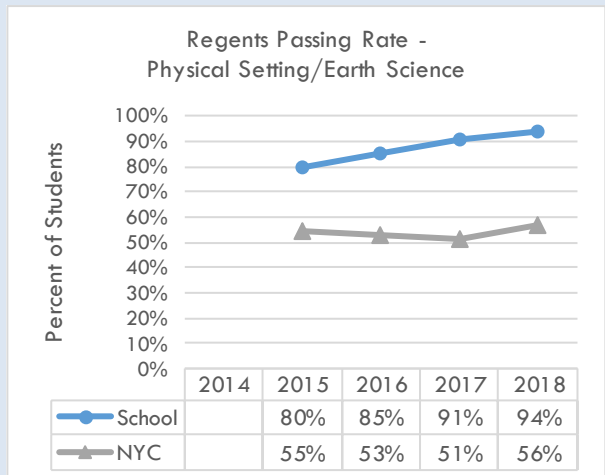


Figure 13

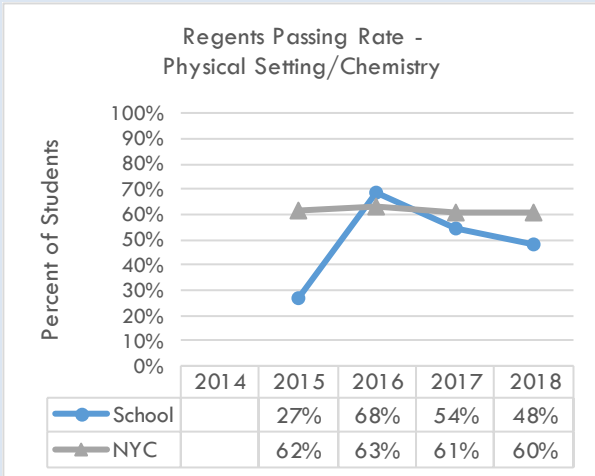


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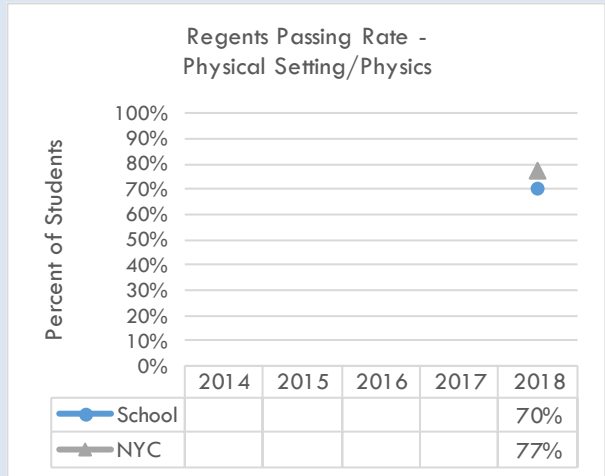


Figure 15

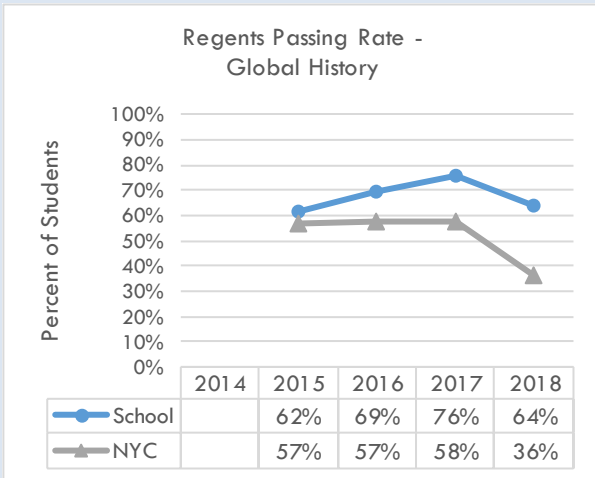


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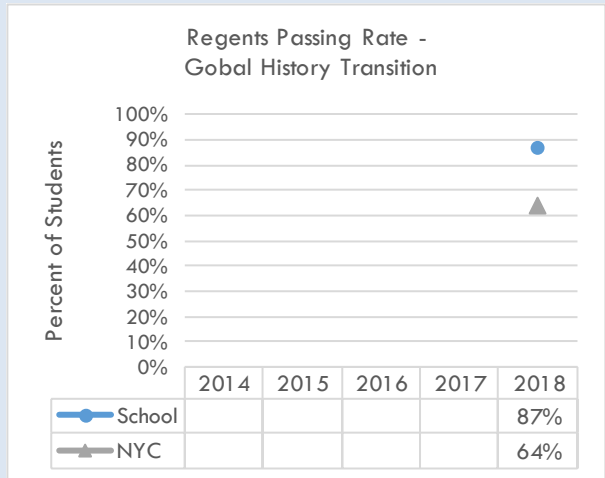


Figure 17

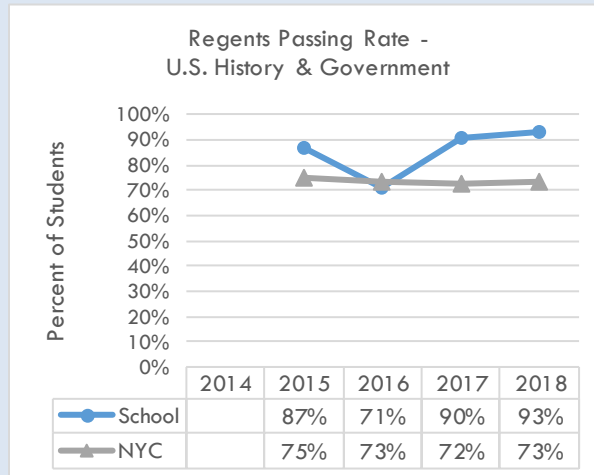


Figure 18

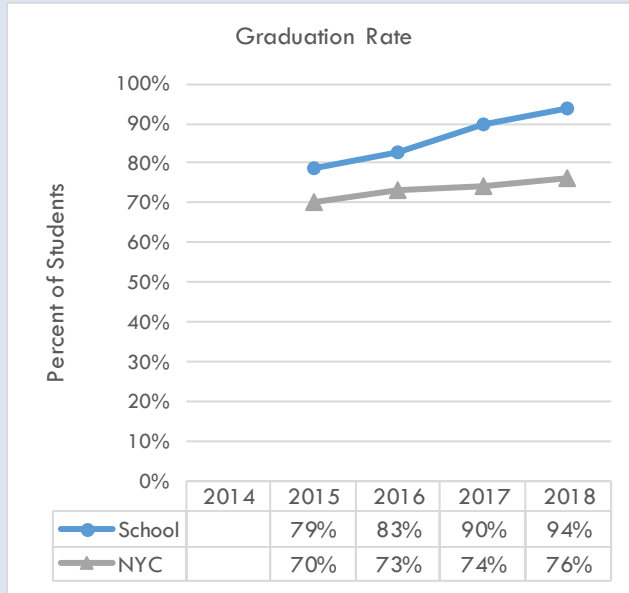


Figure 19

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTS

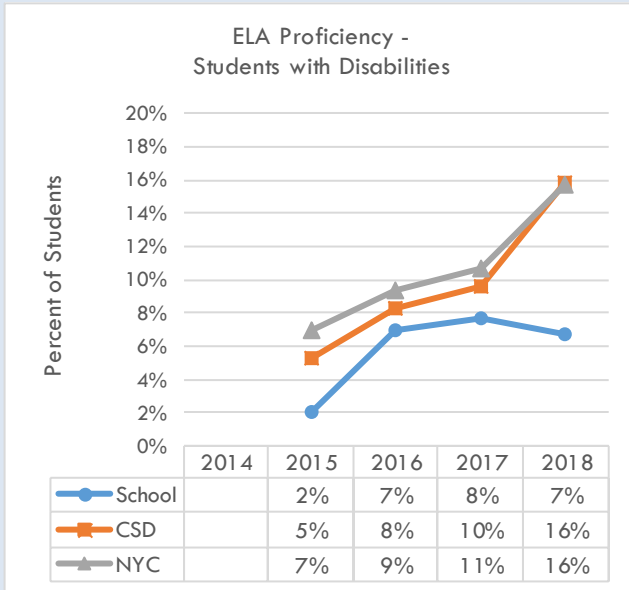


Figure 20

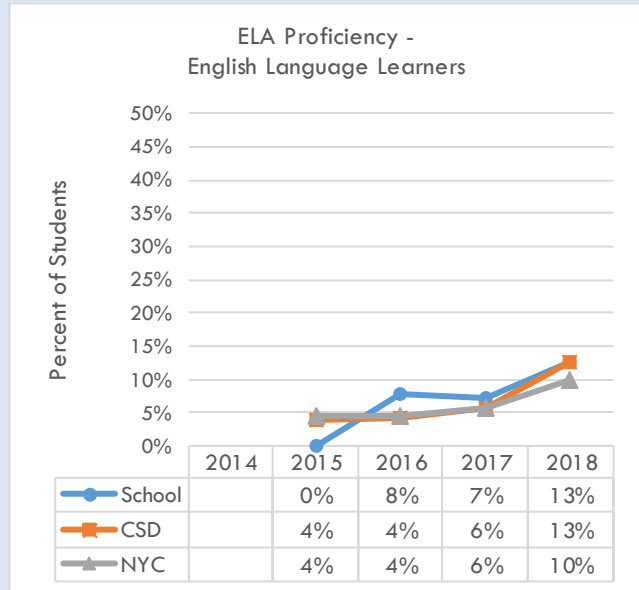


Figure 21

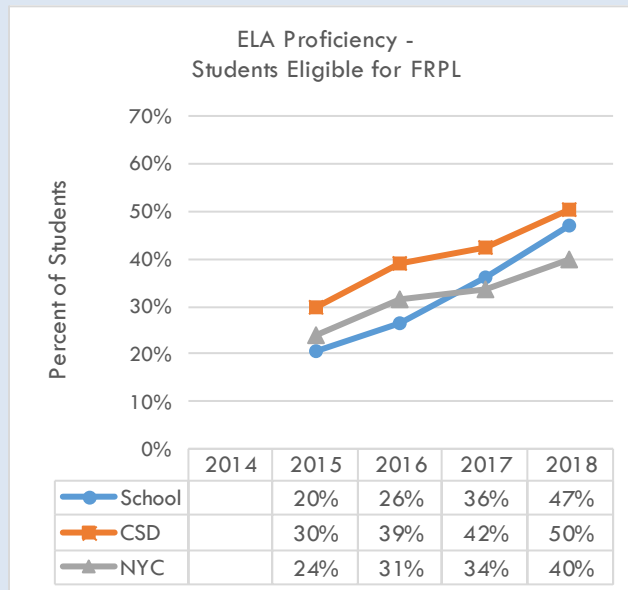


Figure 22

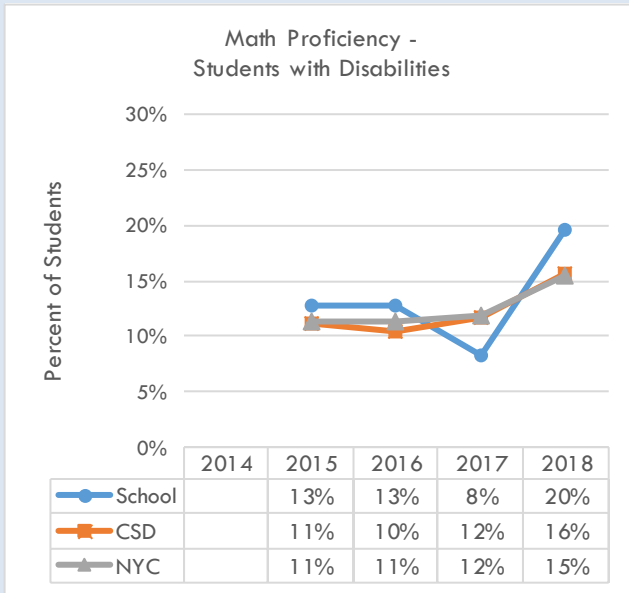


Figure 23

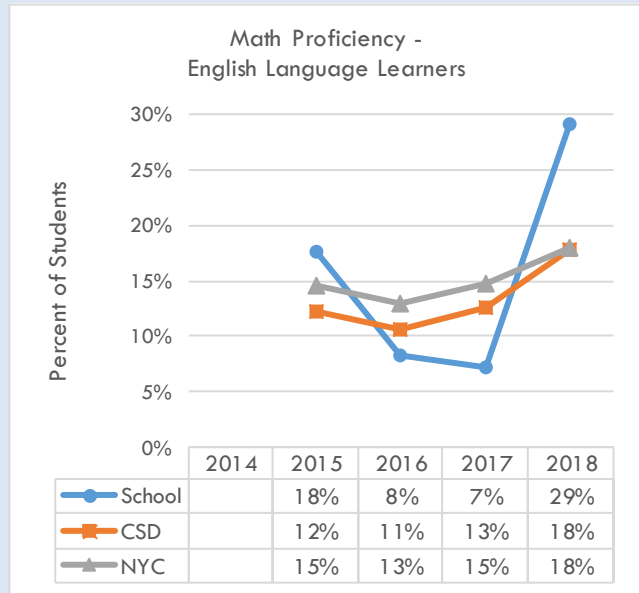


Figure 24

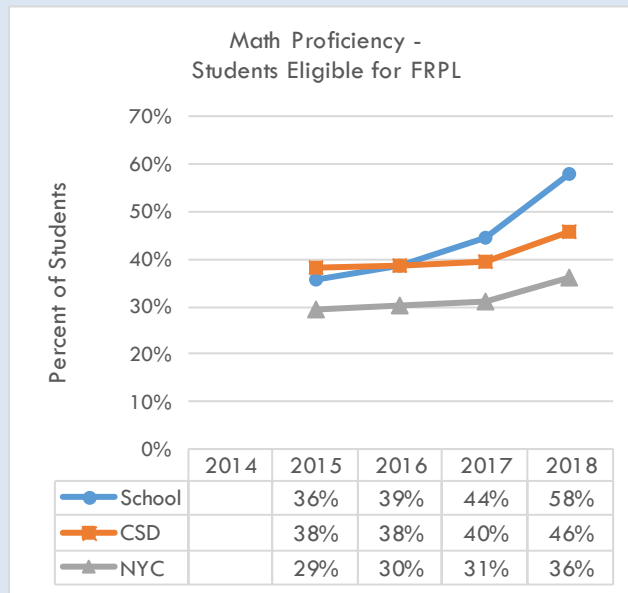


Figure 25

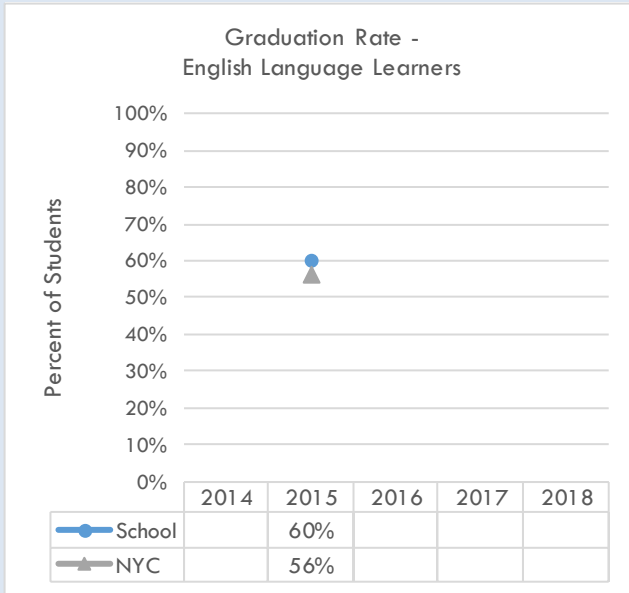


Figure 26

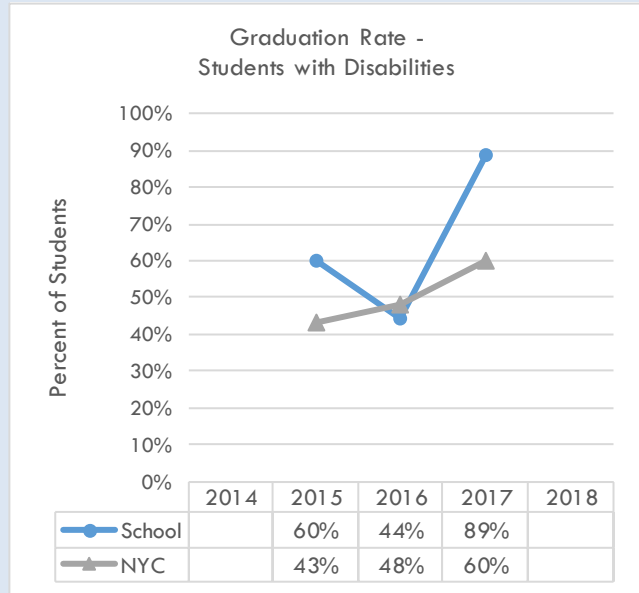


Figure 27

¹⁷ Note that results in cases when five or fewer students graduated are not displayed.

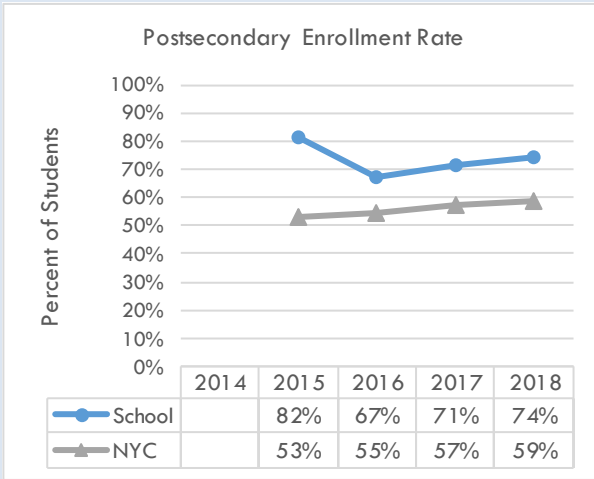


Figure 28

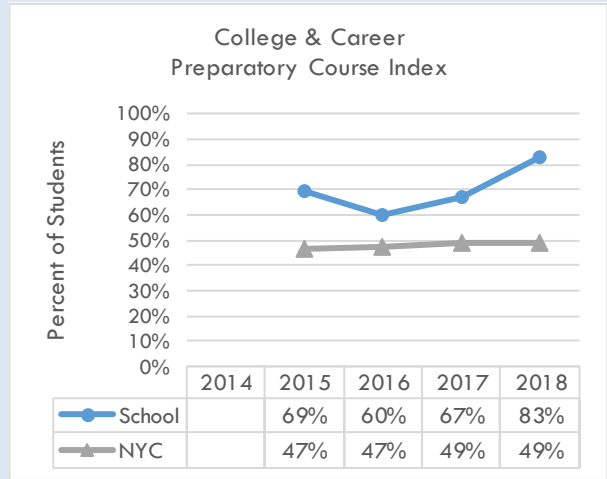


Figure 29

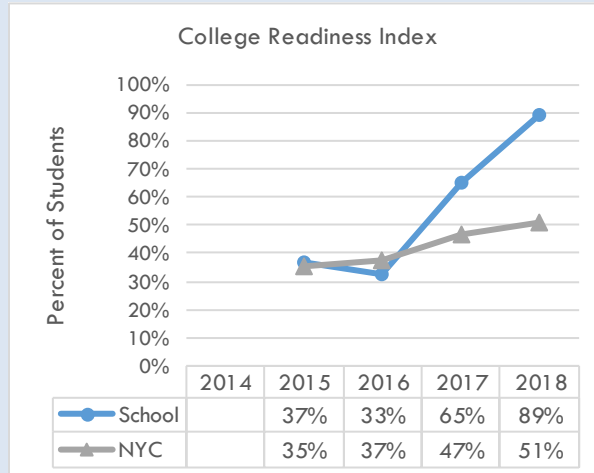


Figure 30

¹⁸ For complete definitions of these metrics, see the resources available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, TRCS has partially demonstrated its effectiveness, including a supportive environment, operational stability, and substantial compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁹

Board Member Name	Position	Committee(s)	Years on Board
1. Monte Joffee	Chair	Executive, Education Support	18
2. Everett Boyd	Secretary	Education Support	11
3. Sandra Geyer	Trustee	Executive	18
4. Chester Hicks	Trustee	Finance & Audit, Education Support, Executive	6
5. Margaret Martinez-DeLuca	Trustee	Education Support	14
6. Francine Smith	Trustee	Finance & Audit, Executive	18
7. Raymond Johnson	Elected Teacher Representative	Finance & Audit	3.5
8. Rachel Mandel	Trustee	N/A	2.5
9. Conor McCoy	Trustee	Finance & Audit	2.5
10. Stacey Gauthier	Trustee (Non-Voting)	Finance & Audit	18

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

COLLEGE & CAREER READINESS

Renaissance mandates participation in its college-bound program, as a for-credit class in 9th-12th grades. Students chart a four-year plan in the ninth grade that includes an online portfolio that helps establish a career plan, and an academic and community involvement portfolio that showcases internships, volunteerism, awards and other accomplishments. Rigorous writing and research preparation culminates in a research paper in senior year.

¹⁹ Board of Trustees information as of October 1, 2018.

COMMUNITY & EXTERNAL PARTNERSHIPS

At Renaissance we believe that leaders are people who actively take action to better themselves and the world. The Leadership Program motivates students to find their own answers to two essential questions: how can I make the world a better place? and how do I want to contribute to the world? All students in 9th-12th grades are required to participate in a leadership, volunteer or internship program each semester of high school.

GLOBAL HUMANITIES

Renaissance's use of small group Global Labs with a special attention to Geography education, and an arts-infused approach to ELA and Social Studies, is central to our hands-on approach to understanding the world. Model units that engage students and train them to think like geographers and write like historians have been shared with two district schools.

EXPERIENTIAL LEARNING

Our curriculum has a three-tiered approach (1) core academics based on comprehensive and effective delivery of standard-based instruction; (2) project based learning; and (3) experiential learning. Our commitment to experiential learning is exemplified by "Rensizzle Week"-- five consecutive days when students and teachers actively explore a topic of interest in great depth, culminating in a final project.

TEACHER LEADERSHIP

Renaissance believes in collaborative governance, while valuing and nurturing teachers and other administrative staff to become leaders in the school. The school strives to give each constituency a powerful voice, with opportunities to serve beyond the classroom as Teaching & Learning Coordinators, PLC coaches, Cluster administrative leaders, serving on the Collaborative School Governance, Advisory and Student Government committees.

ENGAGED PARENTS

Parents are included in Renaissance's collaborative governance style, as elected members of the Collaborative School Governance committee, parent representation on our Board of Trustees, and positions on hiring committees. The Administrator for School Culture and Family Engagement plans multiple parent forums and events throughout the year.

TIMELY ASSESSMENTS TO DRIVE INSTRUCTION

Renaissance uses various interim assessments across the grades to inform teacher practice, using data principals learned from professional development providers Using Data Solutions, and Achievement Network. Regular ANET assessments are given in grades 2-10 and teachers gather to review the data that will inform their targeted instruction. NWEA assessments are given in elementary grades, and mock Regents exams are given and analyzed by teacher data teams.

SOCIAL EMOTIONAL WELLNESS

Students can only be successful academically and in life if they nurture their social-emotional wellness. At Renaissance, this is done through morning meetings, and advisories in grades 6-10. We also have led and

participated in federal grants related to youth mental health which allows for professional development for staff and programs to support students.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^{ix}

In the 2015-16 school year, 0% of leadership staff left the school and 3 or 6% of instructional staff left the school. In the 2016-17 school year, 0% of leadership staff left the school and 3 or 6% of instructional staff left the school. In the 2017-18 school year, 0% of leadership staff left the school and 3 or 6% of instructional staff left the school.

GOVERNANCE

In 2015-16, the Board had 8 members; this was within the minimum to maximum range of 5 to 20 members stated in the bylaws. The 2015-16 calendar listed 5 Board meetings, and met 5 times, which was aligned with the schools bylaws, approved by the DOE, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 5 out of the 5 meetings that took place in 2015-16.

In 2016-17, the Board had 9 members; this was within the minimum to maximum range of 5 to 20 members stated in the bylaws. The 2016-17 calendar listed 5 Board meetings, and met 5 times, which was aligned with the schools bylaws, approved by the DOE, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 5 out of the 5 meetings that took place in 2016-17.

In 2017-18, the Board had 9 members; this was within the minimum to maximum range of 5 to 20 members stated in the bylaws. The 2017-18 calendar listed 5 Board meetings, and met 5 times, which was aligned with the schools bylaws, approved by the DOE, but this did not meet the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum for 5 out of the 5 meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 27, 2018. 166 individuals attended the hearing. 34 comments were made in support and none were made in opposition to the proposed charter renewal. Comments in support focused on the support students receive and the true and deep sense of family at the school. Current and past students spoke of the care they received from both staff and each other and the lasting bonds created. Staff spoke about the school as both an amazing place to work and school to bring their own children to. In addition, over 60 written letters in support of the renewal were received from elected officials, community-based organizations and members of academia.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ²⁰	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2015-16: Met 2016-17: Met 2017-18: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2015-16 Met 2016-17: Met 2017-18: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ²¹	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 31
Student attendance rate meet or exceeds CSD average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 32
Student attendance rate meet or exceeds Citywide average	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 32
Improved student retention rate over prior year ²²	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 33

²⁰ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

²¹ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

²² In 2015-16, 2 students changed schools to meet their special education needs; 8 students moved out of the city; and 5 students left to attend a specialized, arts, or screened high school. In 2016-17, 1 student changed schools to meet their special education needs; 13 students moved out of the city; and 5 students left to attend a specialized, arts, or screened high school. In 2017-18, 6 students changed schools to meet their special education needs, 10 students moved

Standards	Charter Term Outcomes²⁰	Details
Decreased student suspension rate over prior year ²³	●	2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 48 and Figure 49
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	●	2015-16: Met 2016-17: Not Met The school missed 1 reporting deadline. 2017-18: Met
School has documented teacher evaluation procedures	●	2015-16: Met 2016-17: Met 2017-18: Met
School has documented professional development opportunities	●	2015-16: Met 2016-17: Met 2017-18: Met
School has a formal process for evaluating progress against charter school goals	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has developed a succession plan for board and school leadership	●	2015-16: Met 2016-17: Met 2017-18: Met
Board has access to legal counsel	●	2015-16: Met 2016-17: Met 2017-18: Met

out of the city, and 6 students left to attend an arts or screened high school. NYCDOE has not confirmed if those outcomes are substantially different from other CSD or NYC schools.

²³ To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

Standards	Charter Term Outcomes ²⁰	Details
Board held the required number of meetings per the Charter Schools Act	○	<p>2015-16: Not Met The board held five out of twelve required meetings.²⁴</p> <p>2016-17: Not Met The board held five out of twelve required meetings.²⁵</p> <p>2017-18: Not Met The board held five out of twelve required meetings.²⁶</p>
Board meetings consistently meet quorum	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
Compliance		
School's ELL enrollment meets or exceeds CSD rate	○	<p>2015-16: Not Met</p> <p>2016-17: Not Met</p> <p>2017-18: Not Met</p> <p>See Figure 36</p>
School's ELL retention meets or exceeds CSD rate	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>See Figure 37</p>
School's SWD enrollment meets or exceeds CSD rate	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p> <p>See Figure 34</p>
School's SWD retention meets or exceeds CSD rate	◐	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Not Met</p> <p>See Figure 35</p>

²⁴ As per school bylaws approved by the DOE

²⁵ As per school bylaws approved by the DOE

²⁶ As per school bylaws approved by the DOE

Standards	Charter Term Outcomes ²⁰	Details
School's FRPL enrollment meets or exceeds CSD rate ²⁷	●	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 38
School's FRPL retention meets or exceeds CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 39
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy is consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	2015-16: Met 2016-17: Met 2017-18: Met
School has followed all applicable lottery and enrollment laws and regulations	●	2015-16: Met 2016-17: Met 2017-18: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1) ²⁸	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in compliance with employee fingerprinting requirements	●	2015-16: Met 2016-17: Met 2017-18: Not Met The school had one staff member start prior to their fingerprint clearance date.

²⁷ As its own School Food Authority, the school experienced challenges updating the FRPL information for its students prior to 2016-17. The school reports that 76% of its students in 2015-16 were eligible for Free or Reduced Price Lunch which would result in them exceeding the CSD and NYC for FRPL enrollment in that year.

²⁸ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

Standards	Charter Term Outcomes²⁰	Details
School has an appropriate safety plan	●	2015-16: Met 2016-17: Met 2017-18: Met
School has appropriate insurance documentation	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in good standing with the Department of Health	●	2015-16: Met 2016-17: Met 2017-18: Met
School has submitted its Annual Report to NYSED and posted it online	●	2015-16: Met 2016-17: Met 2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2015-16: Met 2016-17: Met 2017-18: Met

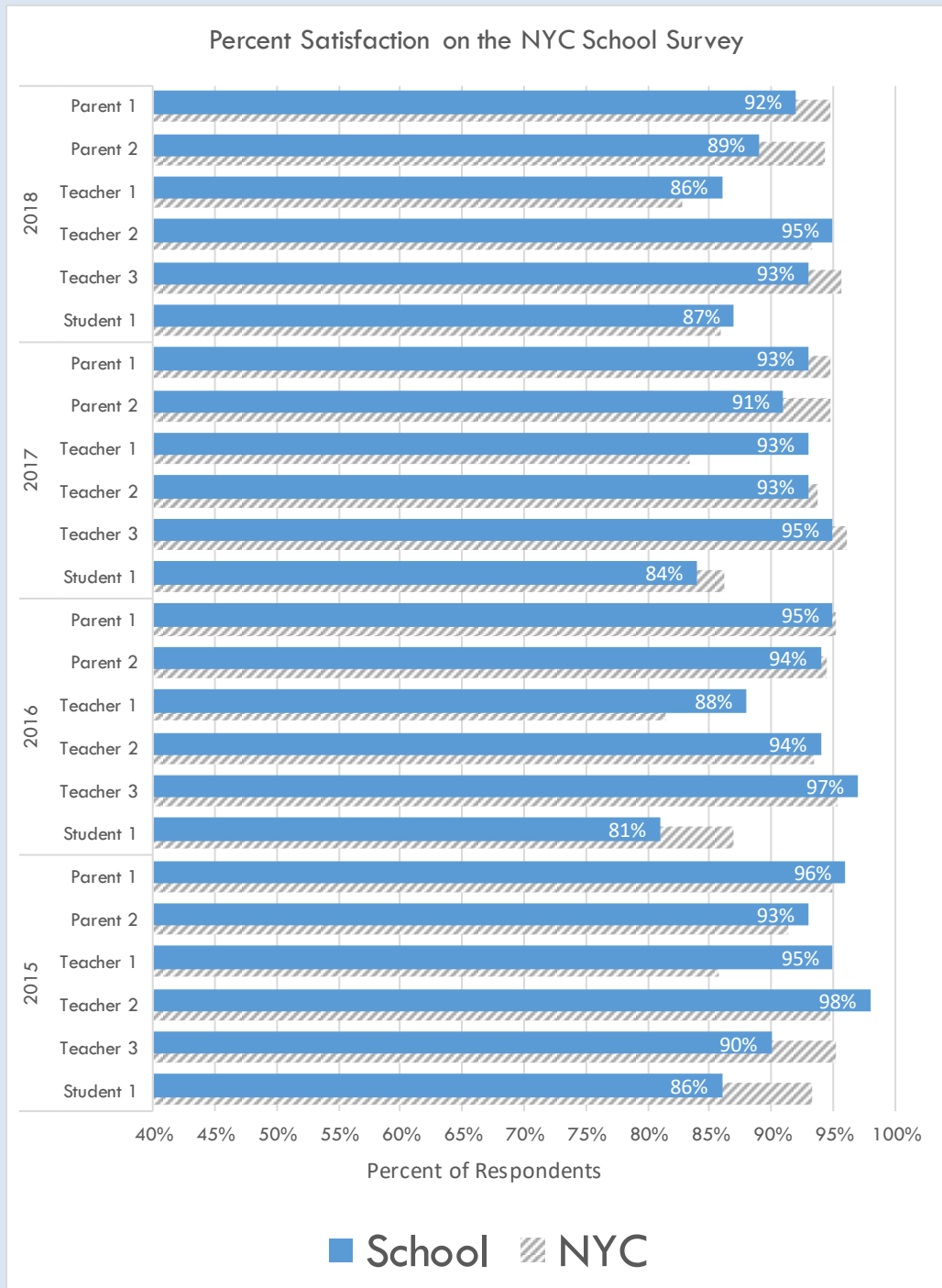


Figure 31

ATTENDANCE, ENROLLMENT²⁹ AND RETENTION^{xi}

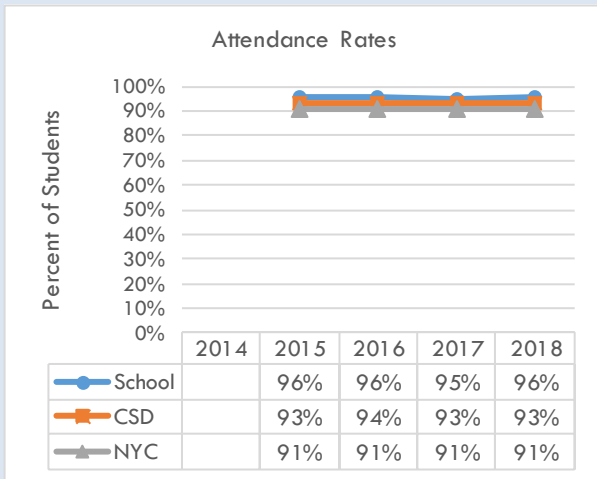


Figure 32

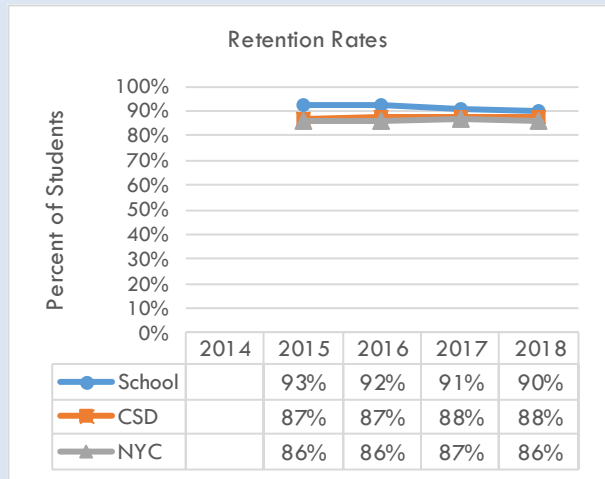


Figure 33

²⁹ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

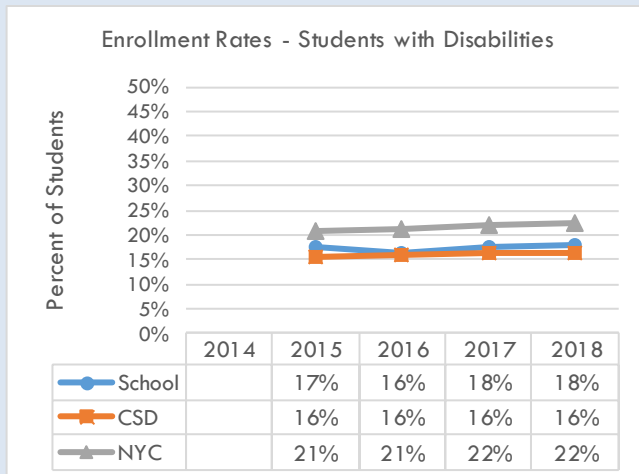


Figure 34

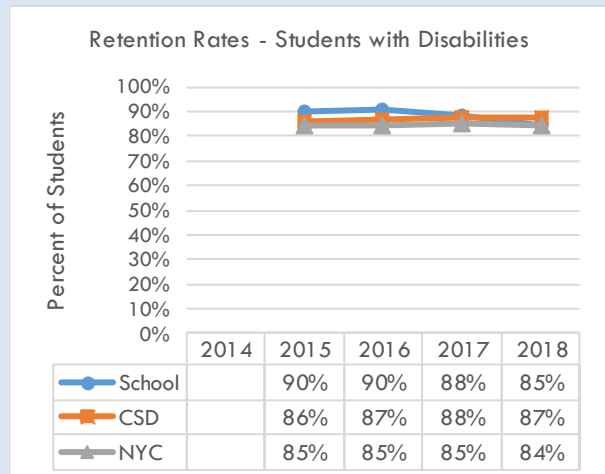


Figure 35

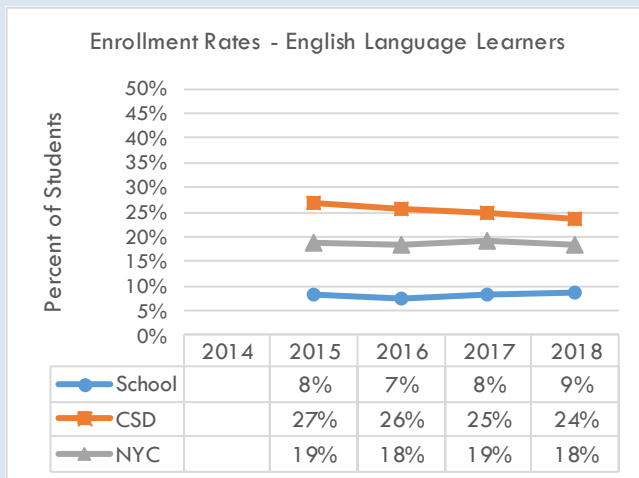


Figure 36

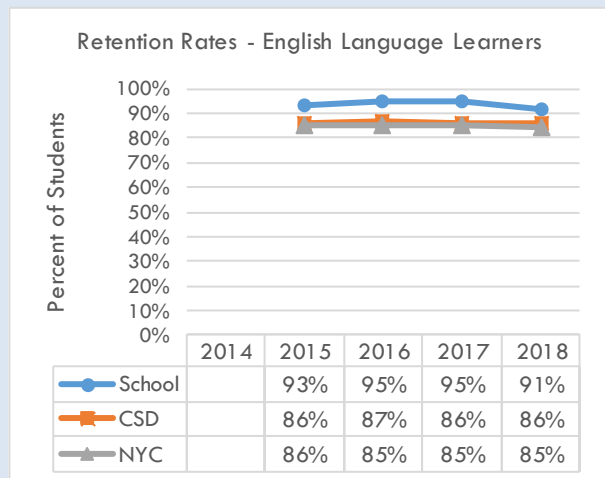


Figure 37

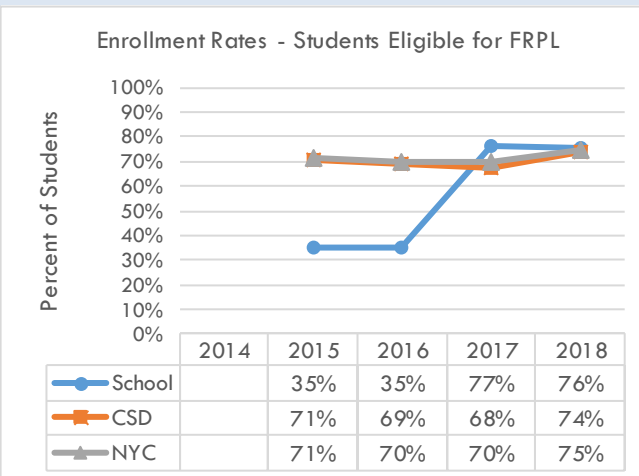


Figure 38

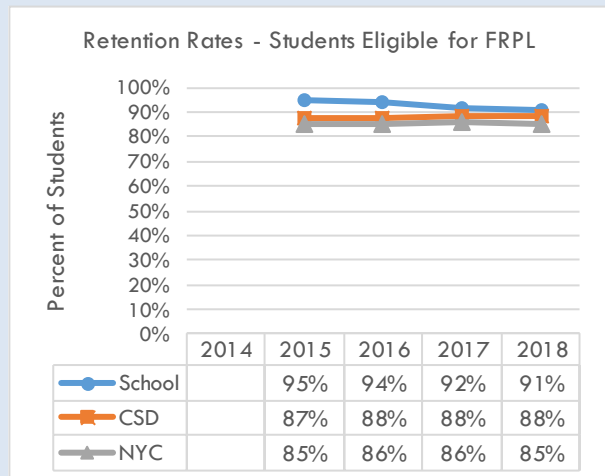


Figure 39

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, TRCS has not yet demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2016 (FY16) set forth a significant adjustment for the prior period to record the estimated liability for retroactive raises that existed as of June 30, 2015. A recommendation was made that the accounting consultant and Director of Finance analyze the balance of retroactive pay due to union members at the end of each year and make any adjustments to the liability account as needed.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings and set forth the following observations/recommendations:

1. Bank reconciliations were not signed off by the school's Principal to indicate her review and approval. A recommendation was made that the Principal or outside financial consultant initial the document to indicate a review was performed.
2. A recommendation was made that the school maintain a viable reserve and create a board approved policy about the purpose and use of operating reserves.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings. The observations from FY17 (above) were updated. For comment #1, the matter has been resolved. For comment #2, the recommendation is continued.

The school has a partnership with Charter School Business Management.

The school has \$70,196 in escrow, meeting the \$70,000 requirement.

As a conversion charter school, Renaissance is responsible for paying UFT, CSA and DC37 member employees in accordance with New York City's UFT, CSA and DC37 collective bargaining agreements ("CBAs"). In 2014, the UFT CBA was amended to provide a general wage increase, and require employers, including conversion charter schools, to make a series of retroactive payments to represented employees. The DOE provided supplemental funding to Renaissance in October 2018 to cover a portion of these costs.

The school has submitted steps taken to ensure financial viability as part of the FY18 audited financial statements.

PERFORMANCE AGAINST STANDARDS

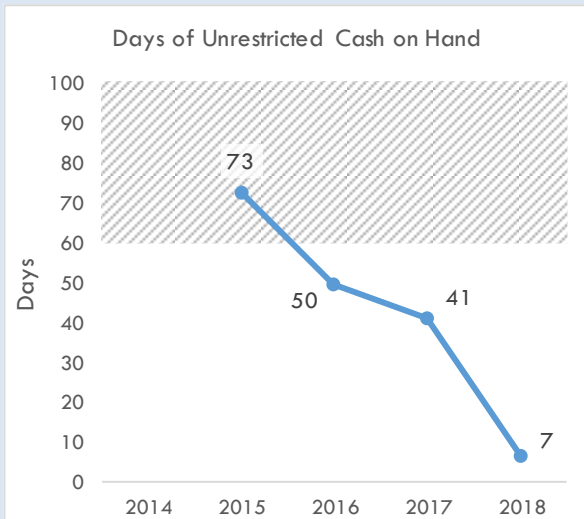
For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes³⁰	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 40
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 41
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 42
Debt management – school is meeting all current debt obligations	●	2015-16: Met 2016-17: Met 2017-18: Met
Long-term Financial Sustainability³¹		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 43
Aggregated three-year total margin – school operates at a surplus over three-year period	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 43

³⁰ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

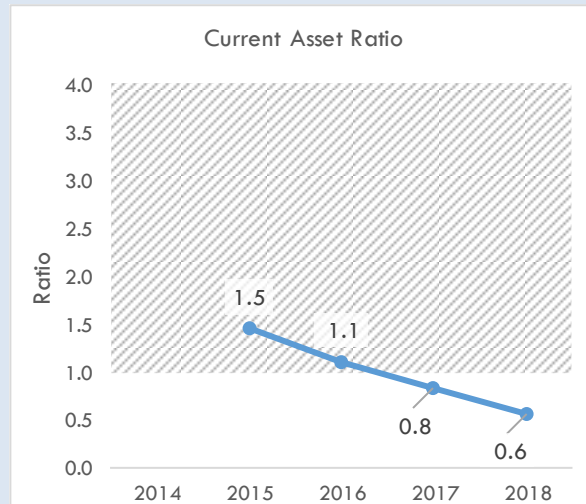
³¹ Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 are applicable.

Standards	Charter Term Outcomes ³⁰	Details
Debt to assets ratio less than 1.0	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 45
Aggregate assets to liabilities ratio greater than 1.0	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 46
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 44
Multi-year cash flow – positive cash flow over previous three fiscal years	○	2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 44



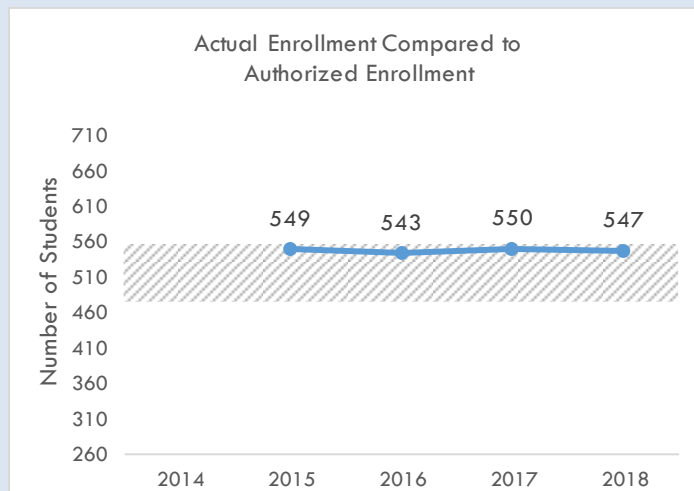
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 40



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 41



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 42

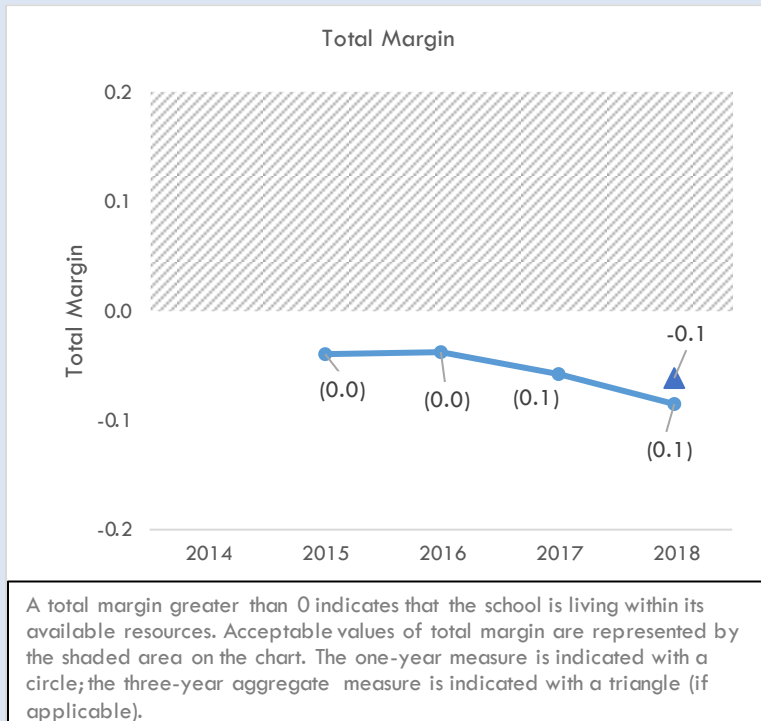


Figure 43

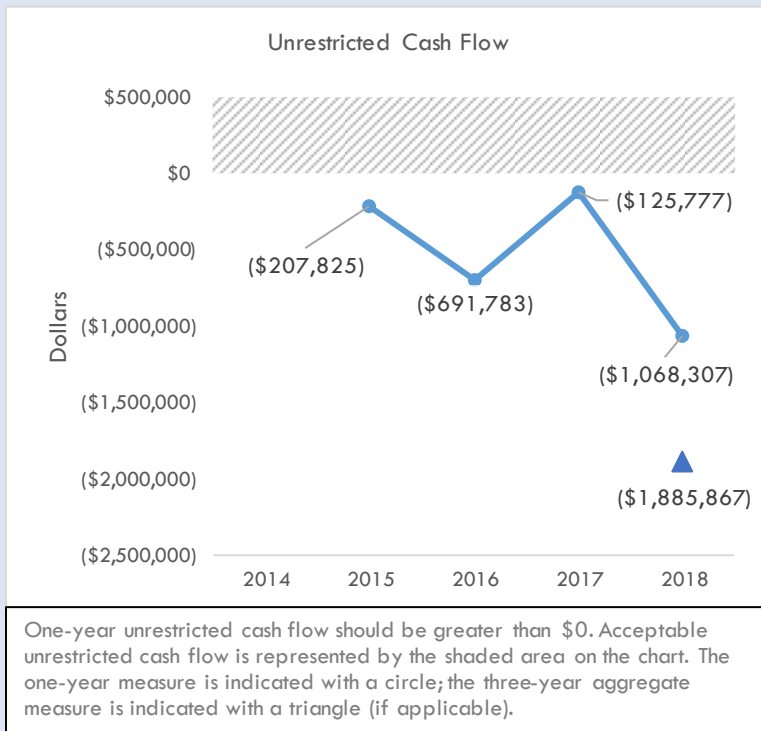
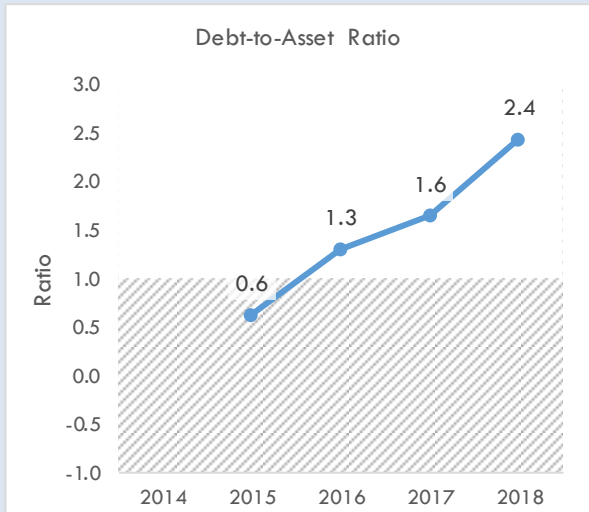
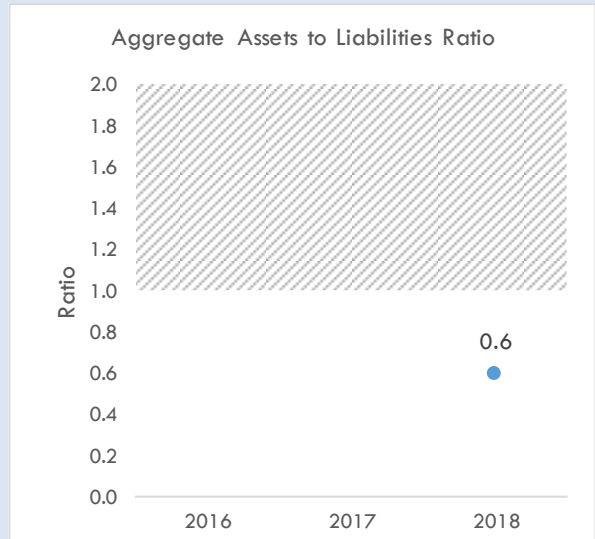


Figure 44



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.

Figure 45



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 46

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	180
Pre-Kindergarten Program	Yes
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	K-4: 1 5-12: 2
Primary Entry Grade(s)	PK, K, 5, 9
Additional Grade(s) for which Student Applications are Accepted	PK, K-12
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	2,413
Number of Students Accepted via the Lottery (School Year 2018-2019)	32
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	Yes

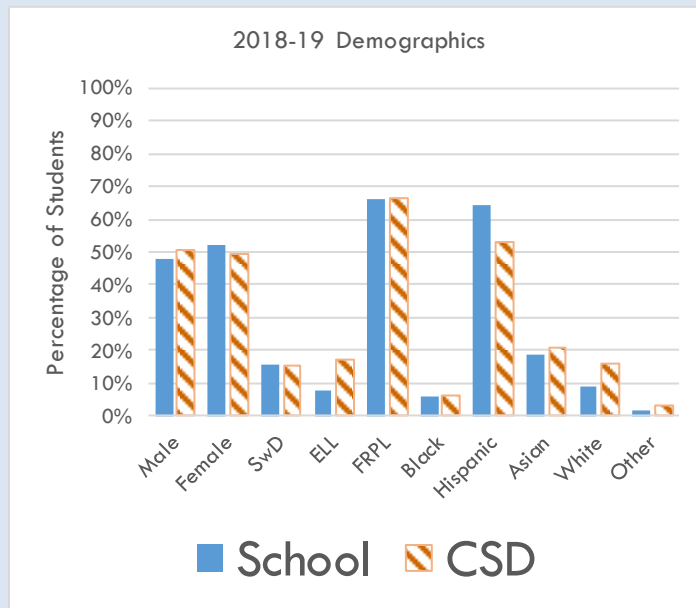


Figure 47

SUSPENSION AND EXPULSION RATES^{xv}

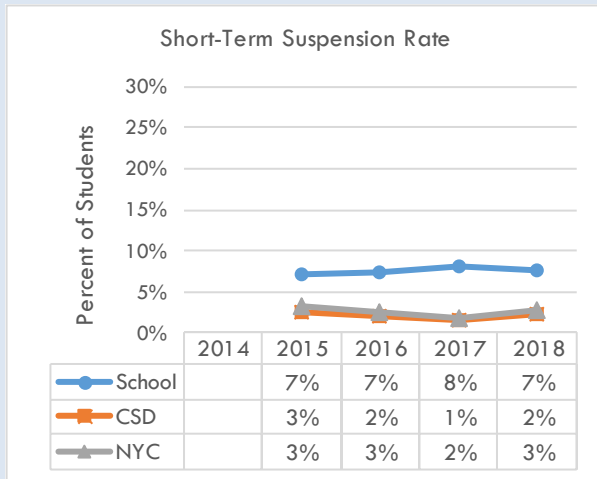


Figure 48

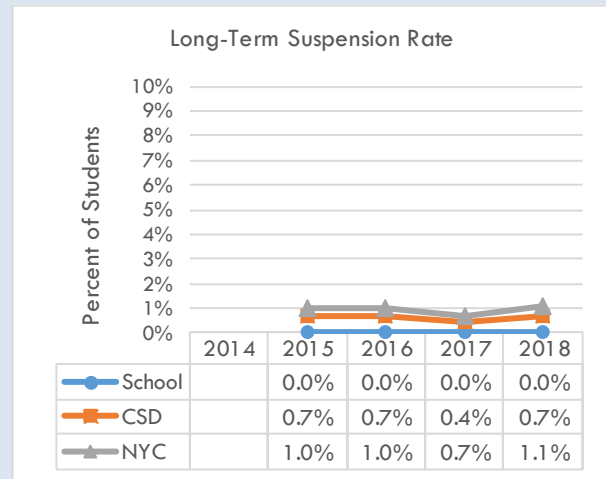


Figure 49

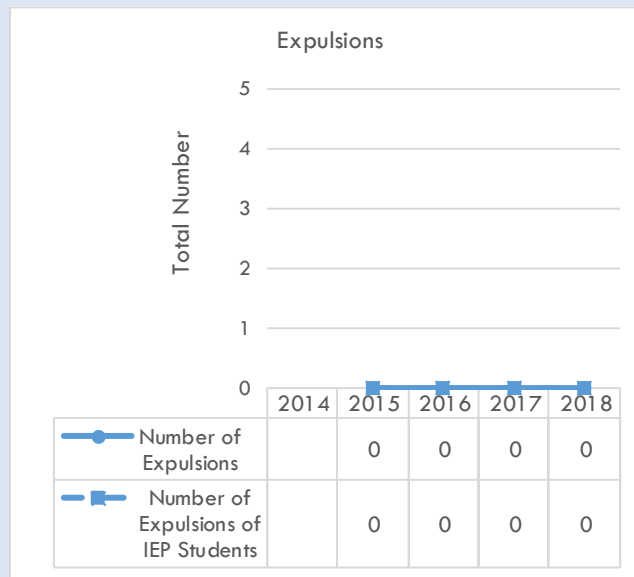


Figure 50

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited TRCS on November 27 and 28, 2018. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. The CAAT team provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of students owning their own learning (through raising thought-provoking questions, advocating for what they need, students helping each other); CAAT observed evidence of this.
- Evidence of differentiated instruction (through process or product); CAAT saw mixed evidence of this.
- Evidence of project-based learning and experiential learning (and/or artifacts to show they happen/will happen); CAAT observed evidence of this.
- Evidence of assessing learning (formative and summative); CAAT saw evidence of this.
- Rigor; CAAT observed evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xvi}

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
The Renaissance Charter School					
Grade 3		35%	23%	42%	56%
Grade 4		29%	42%	29%	64%
Grade 5		25%	44%	29%	41%
Grade 6		28%	30%	38%	61%
Grade 7		24%	36%	35%	52%
Grade 8		40%	45%	63%	52%
DIFFERENCE FROM CSD					
Grade 3		0%	-20%	-6%	0%
Grade 4		-3%	-4%	-16%	7%
Grade 5		-9%	6%	-13%	-4%
Grade 6		-6%	-14%	-4%	1%
Grade 7		-9%	-7%	-15%	-1%
Grade 8		1%	-6%	5%	-8%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
The Renaissance Charter School					
Grade 3		52%	41%	42%	68%
Grade 4		50%	46%	33%	68%
Grade 5		60%	64%	38%	52%
Grade 6		51%	52%	61%	67%
Grade 7		42%	54%	54%	61%
Grade 8		38%	44%	49%	61%
DIFFERENCE FROM CSD					
Grade 3		9%	-3%	-8%	11%
Grade 4		6%	-1%	-10%	16%
Grade 5		14%	23%	-10%	7%
Grade 6		6%	6%	13%	14%
Grade 7		0%	13%	11%	11%
Grade 8		5%	7%	12%	12%

ENGLISH/LANGUAGE ARTS

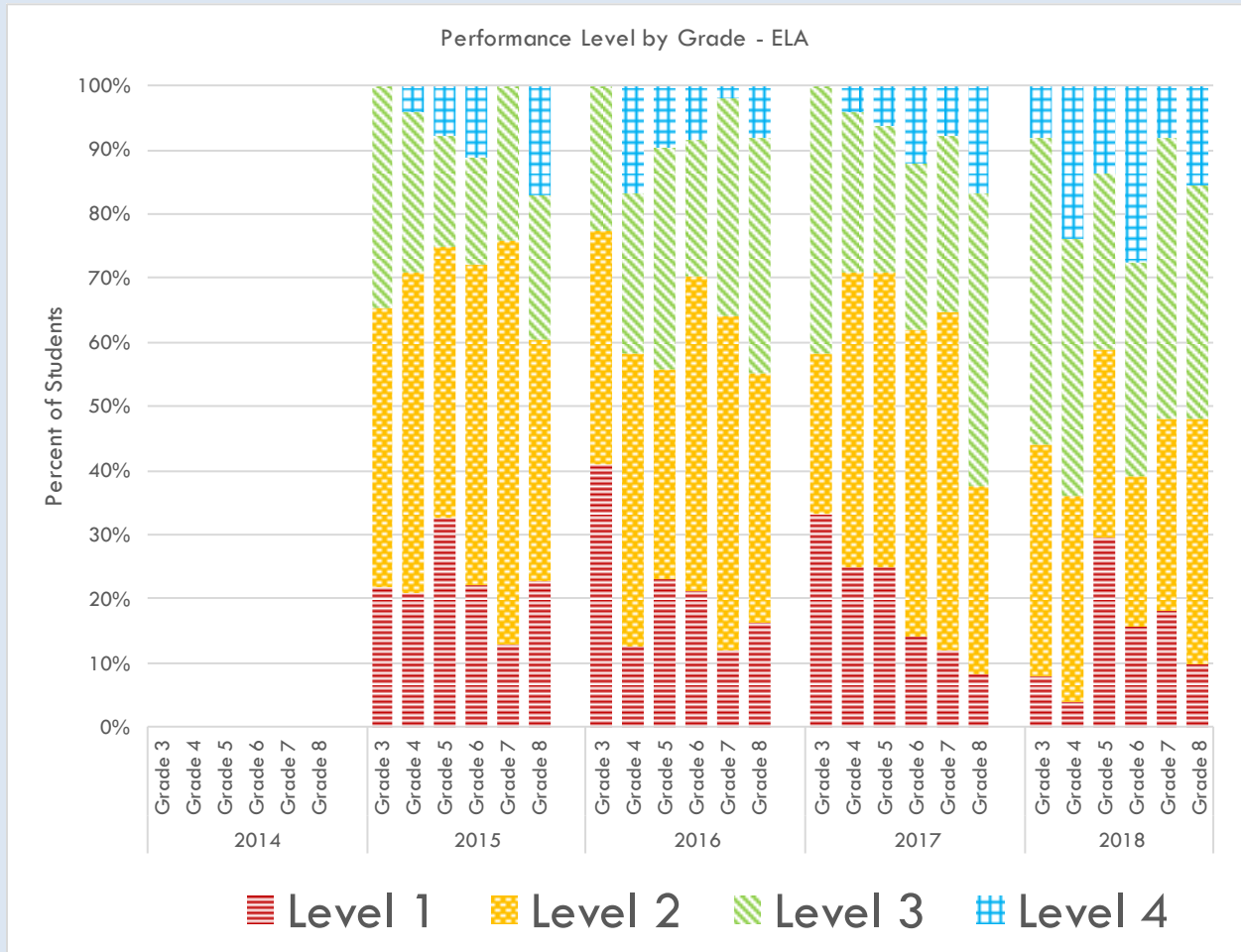


Figure 51

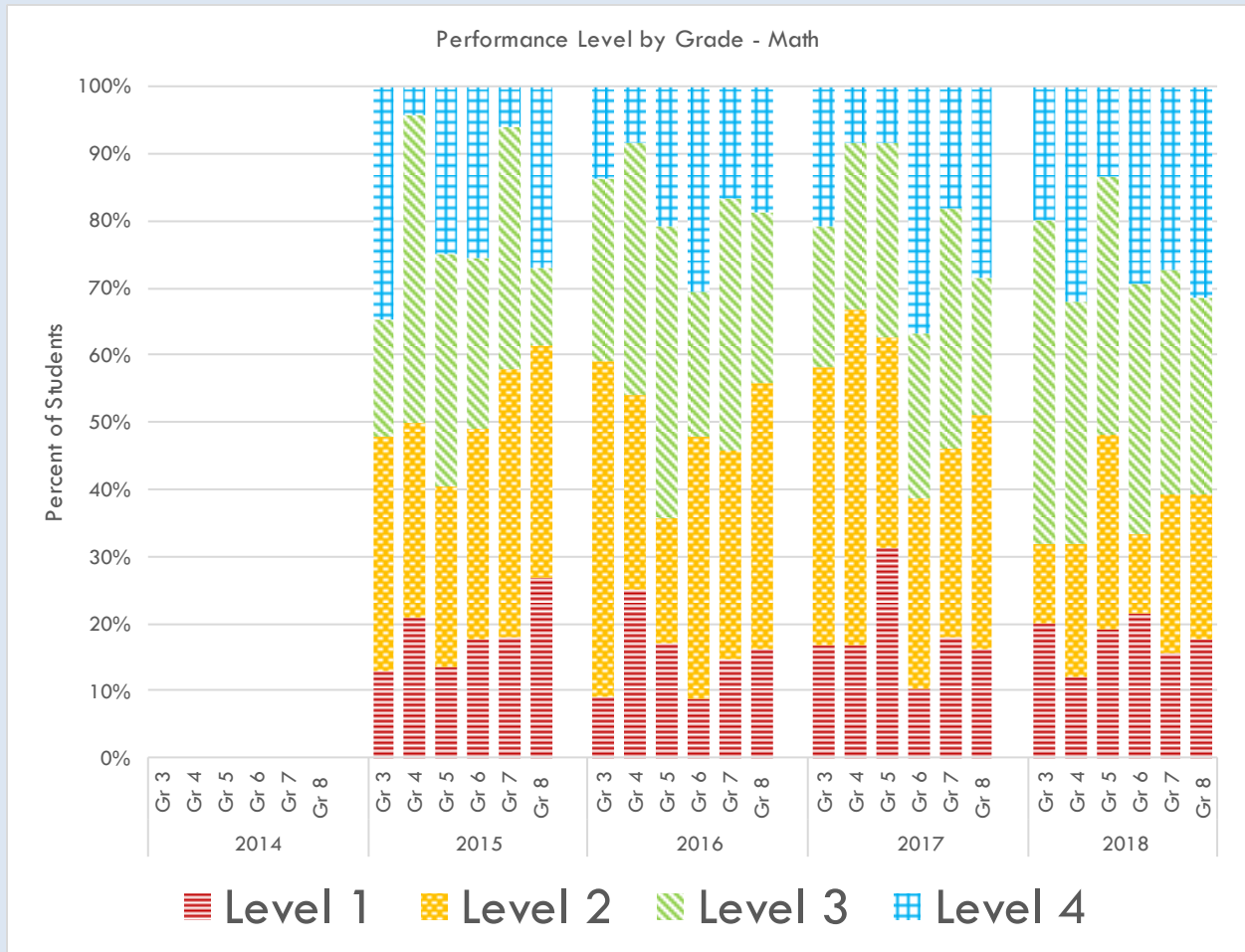


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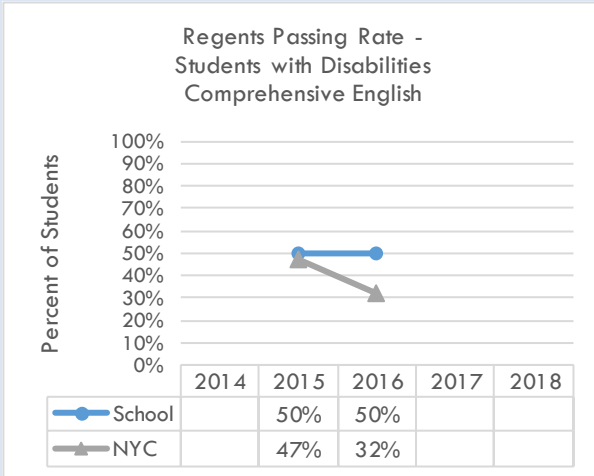


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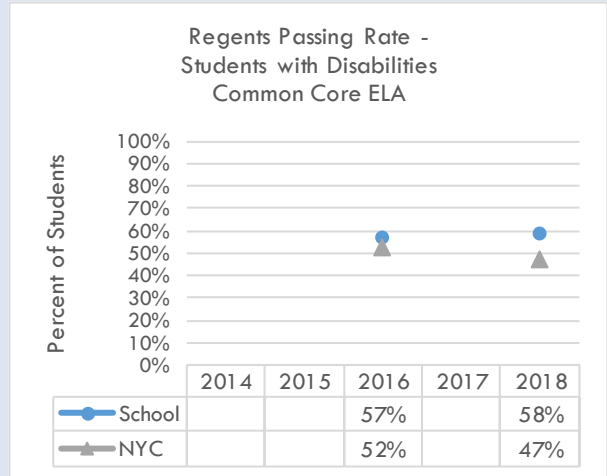


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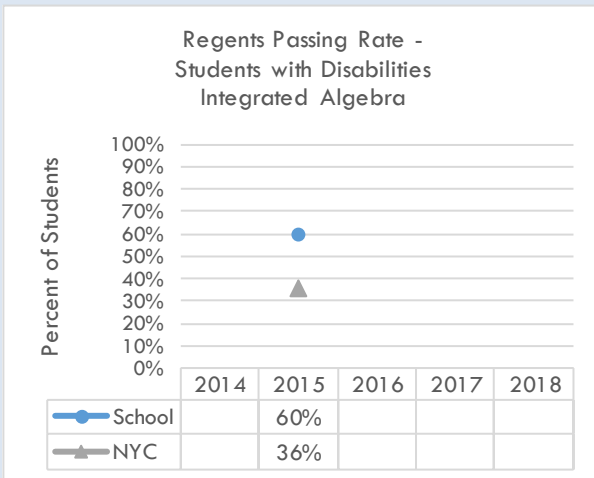


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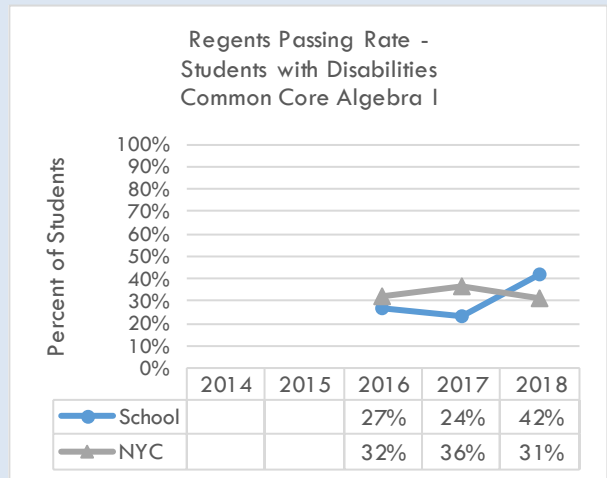


Figure 56

³² If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.
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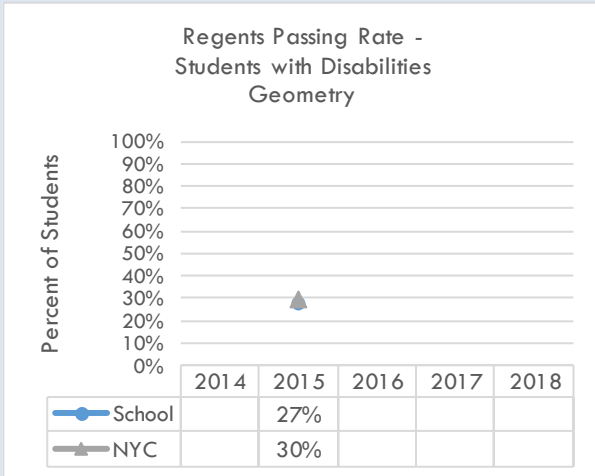


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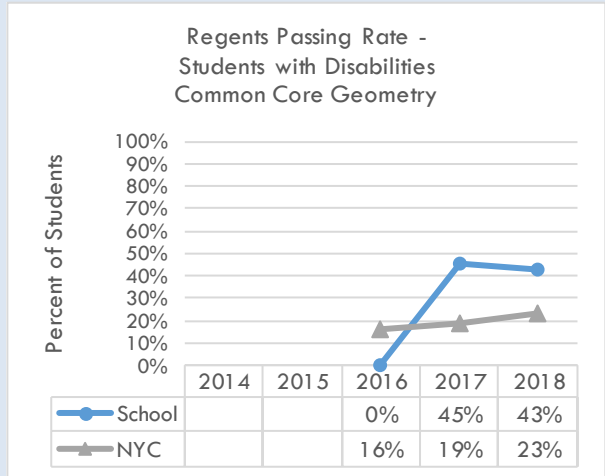


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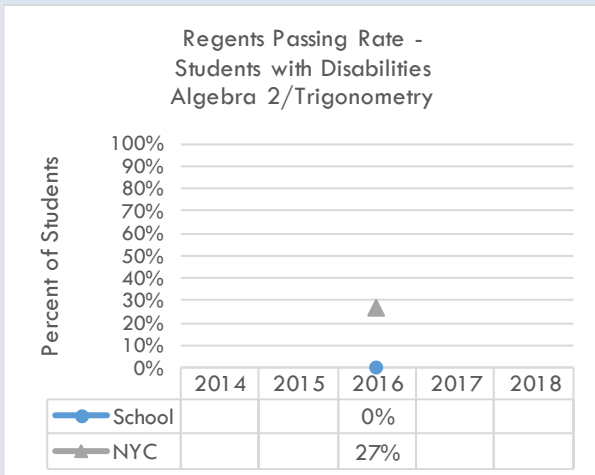


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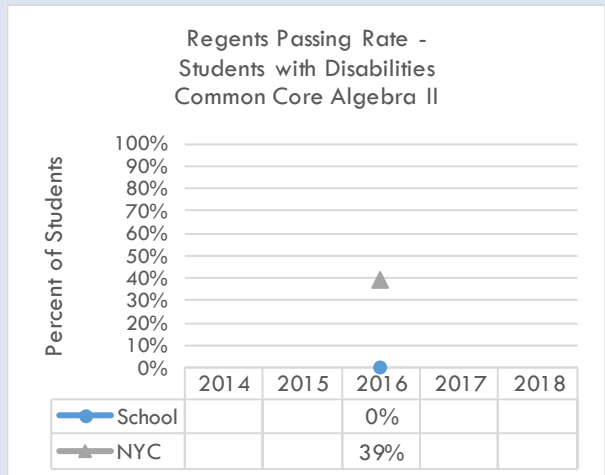


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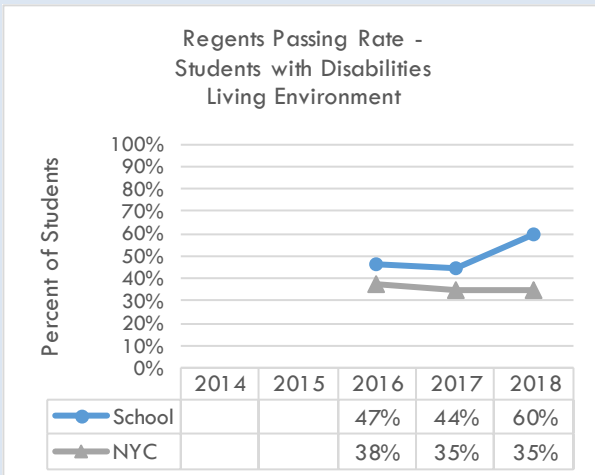


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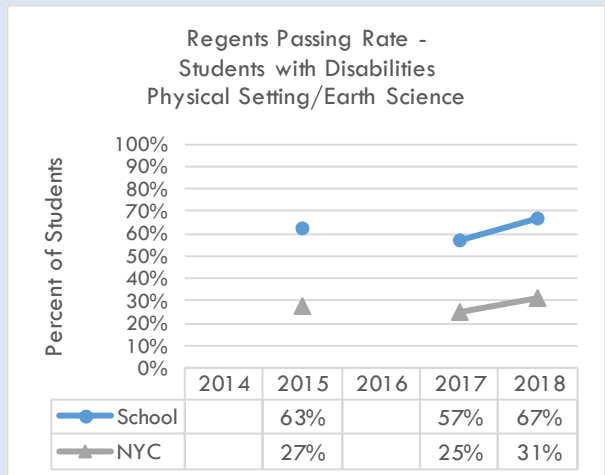


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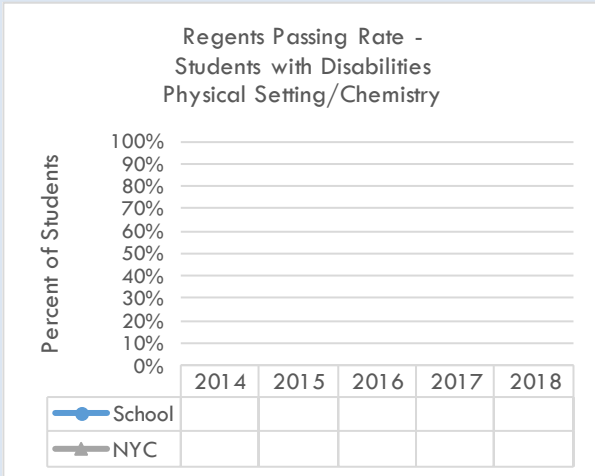


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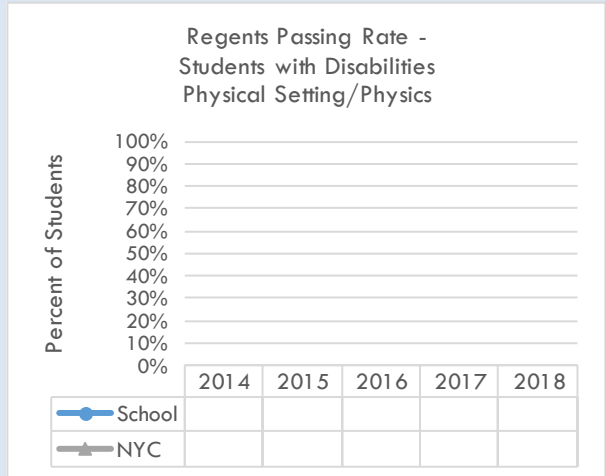


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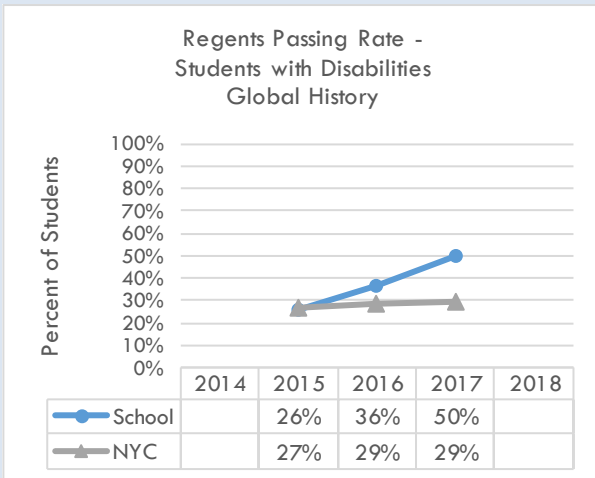


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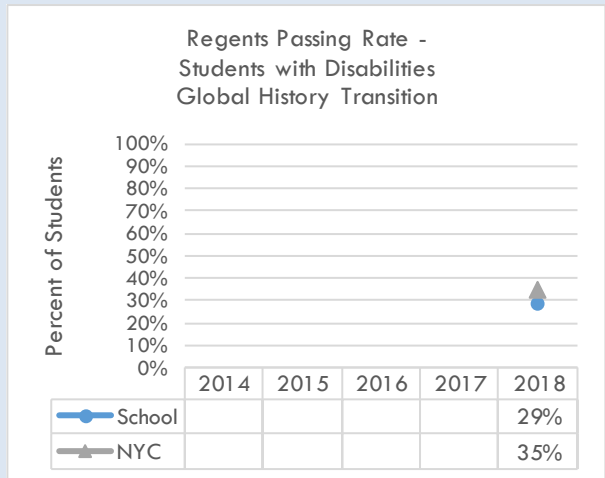


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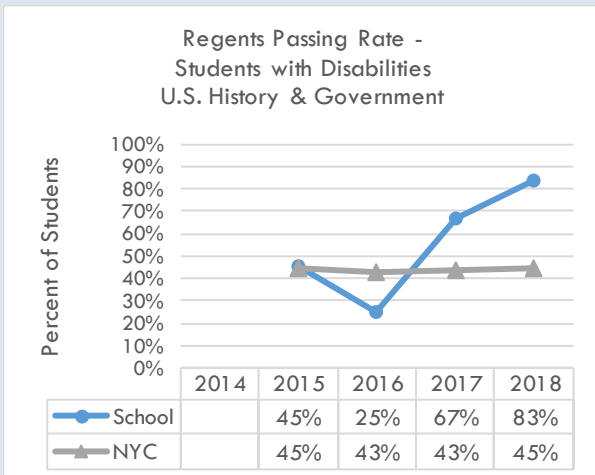


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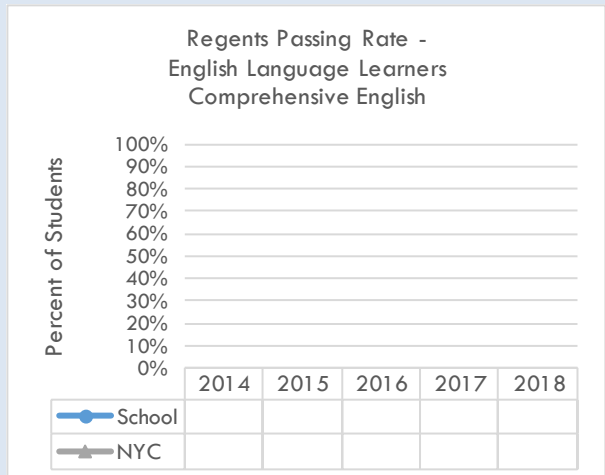


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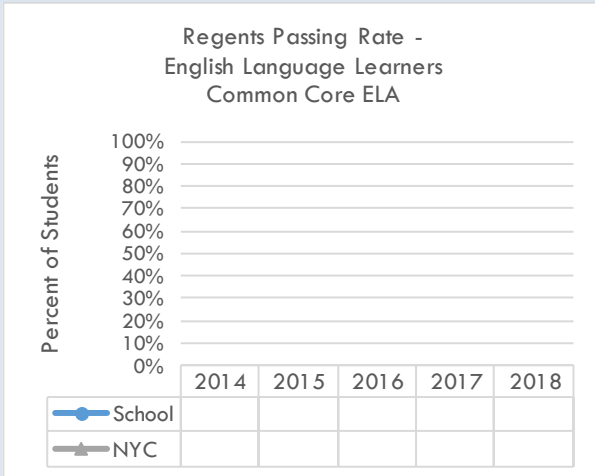


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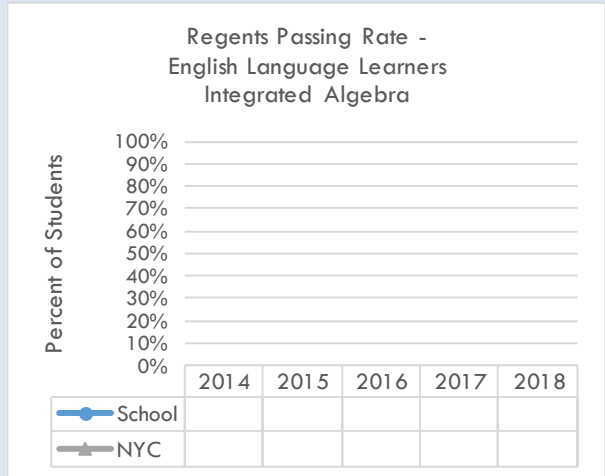


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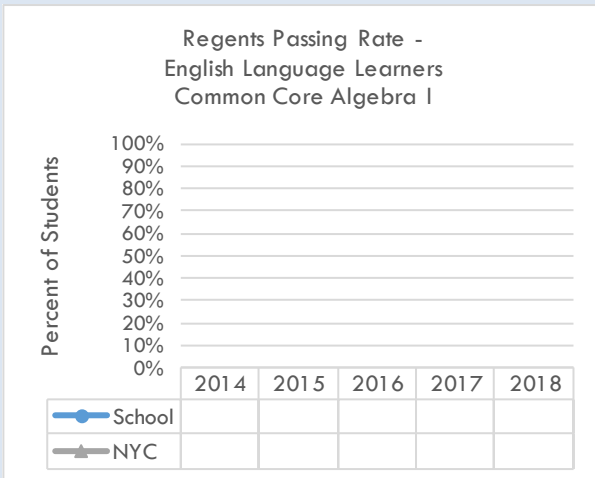


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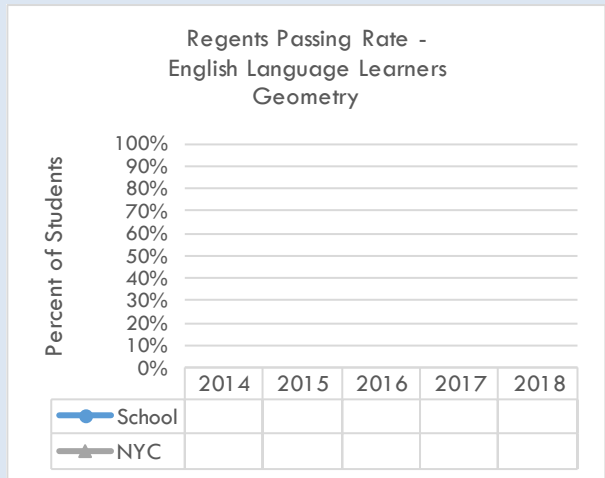


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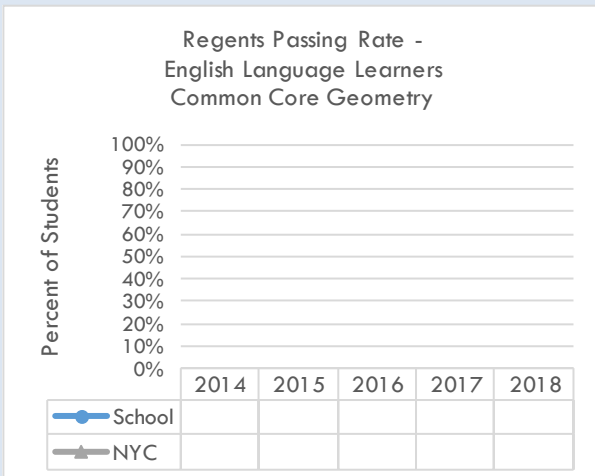


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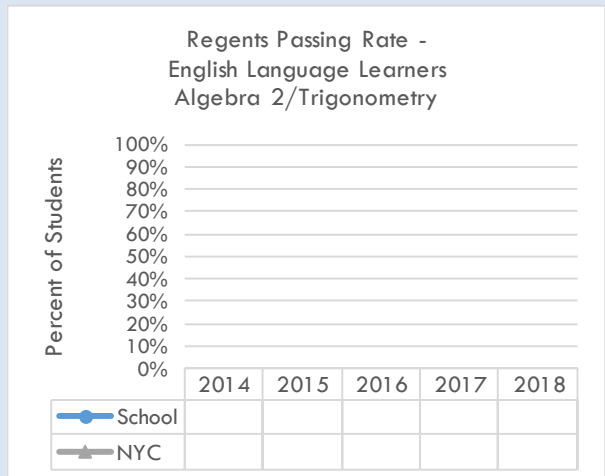


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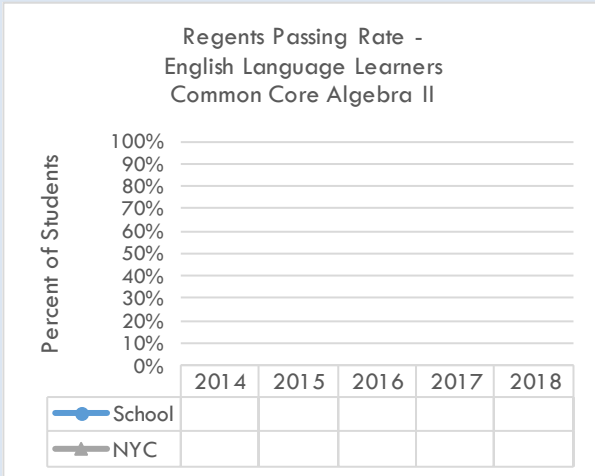


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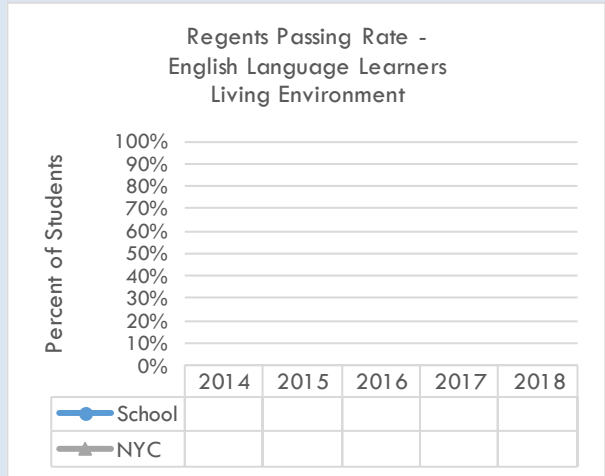


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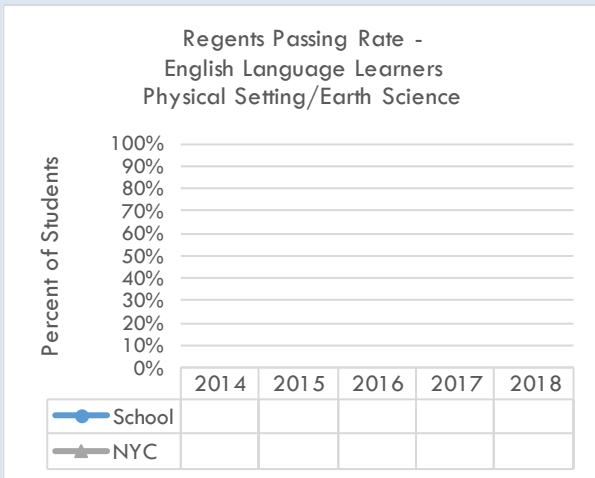


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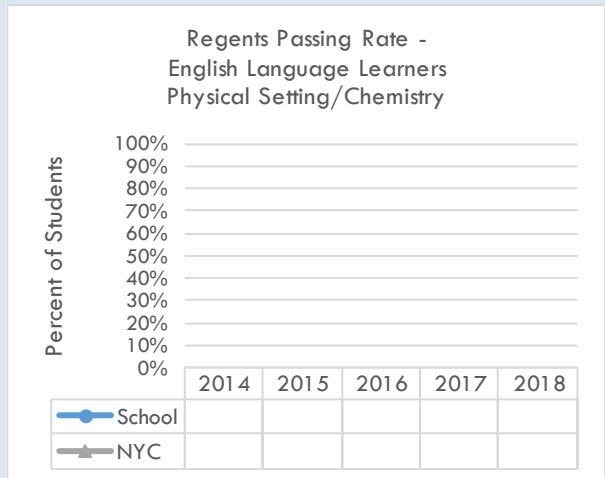


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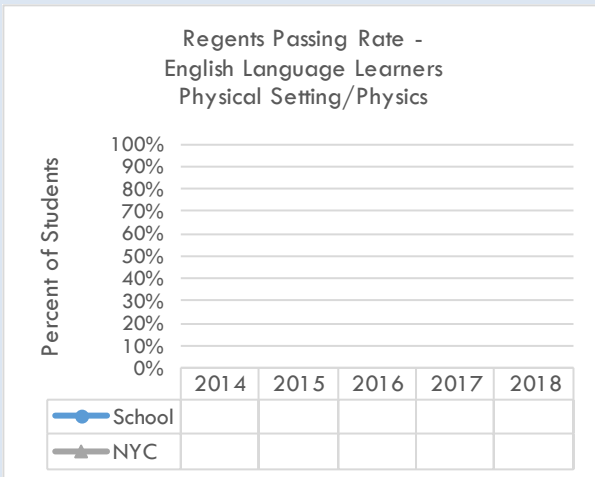


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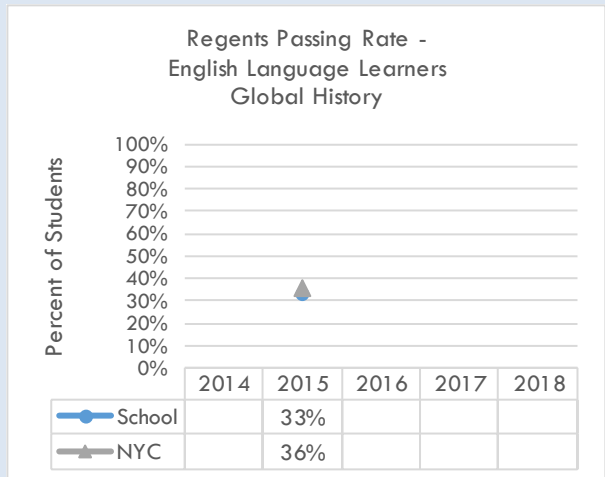


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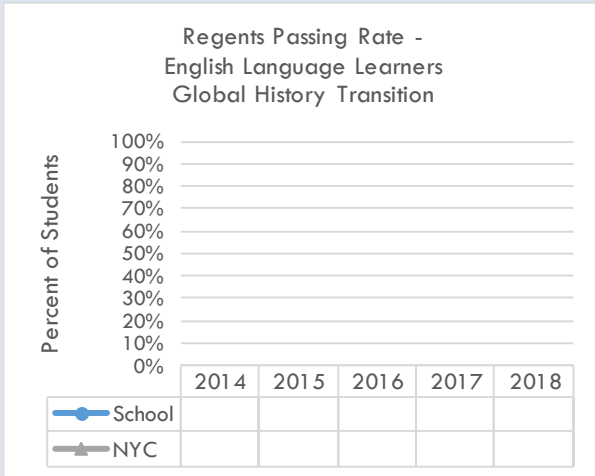


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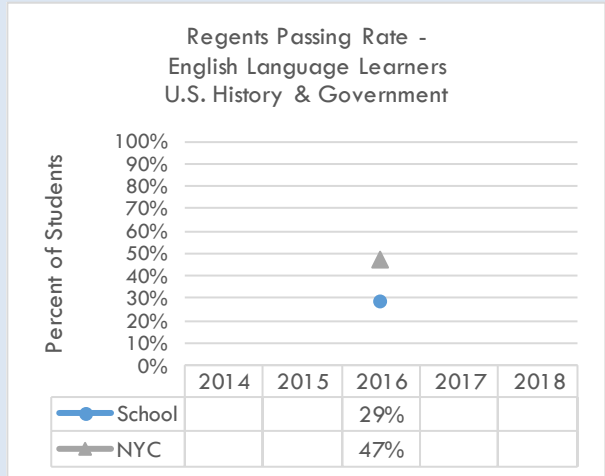


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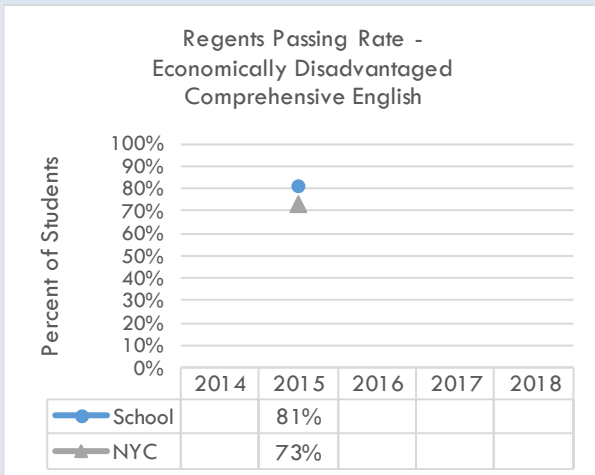


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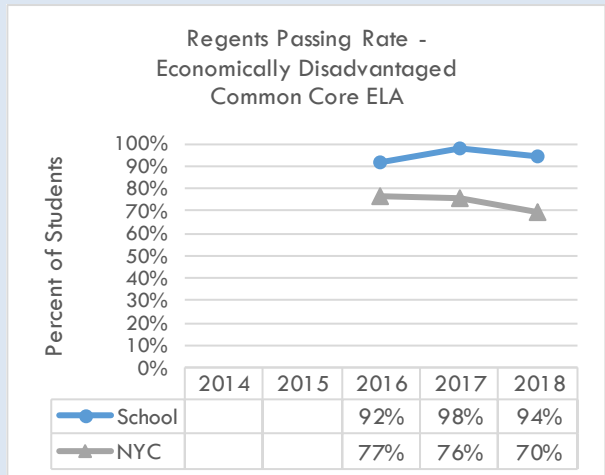


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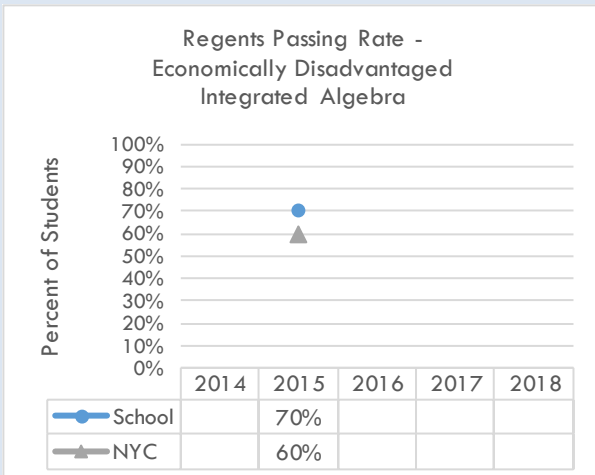


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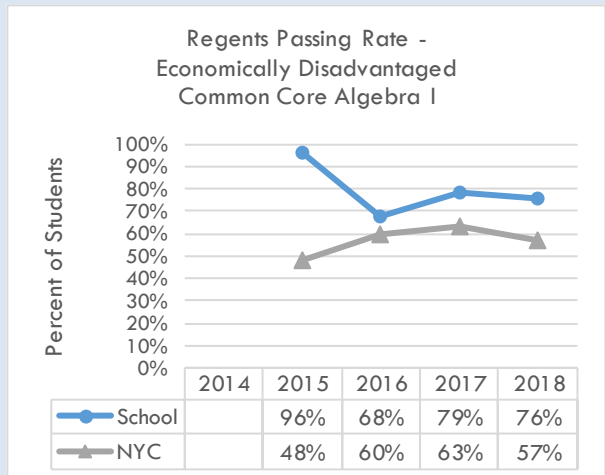


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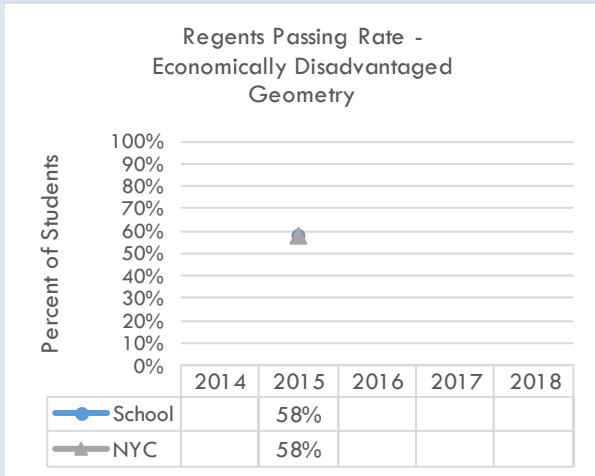


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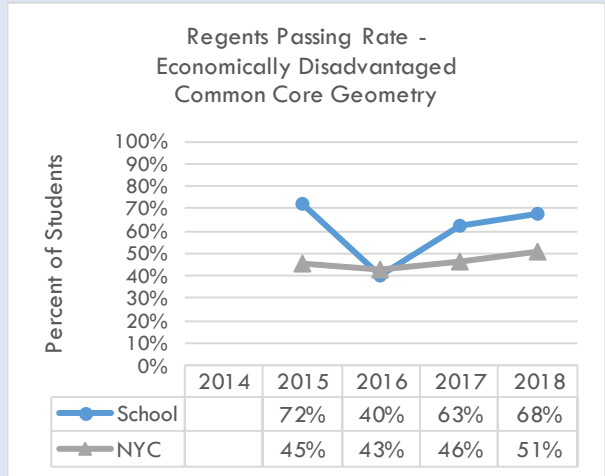


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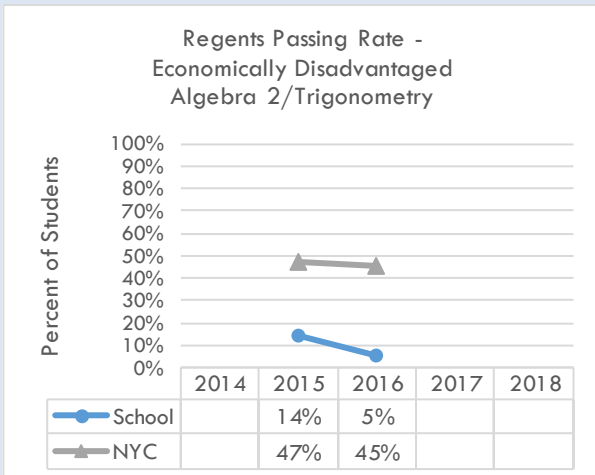


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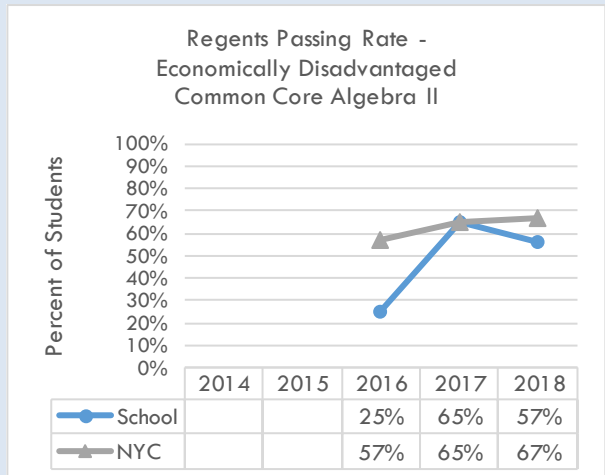


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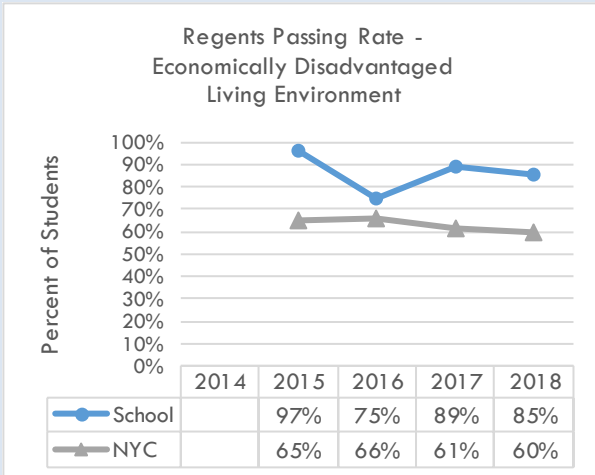


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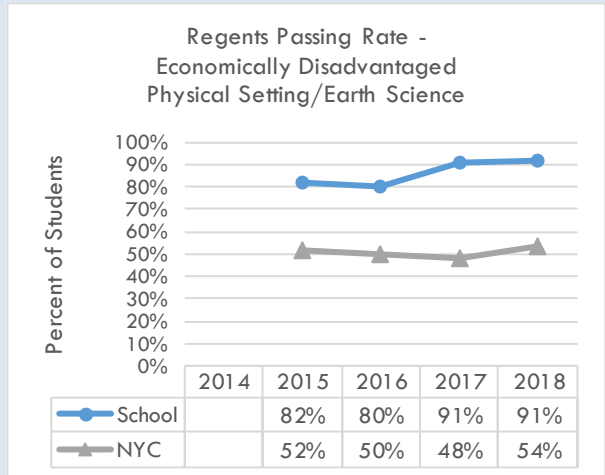


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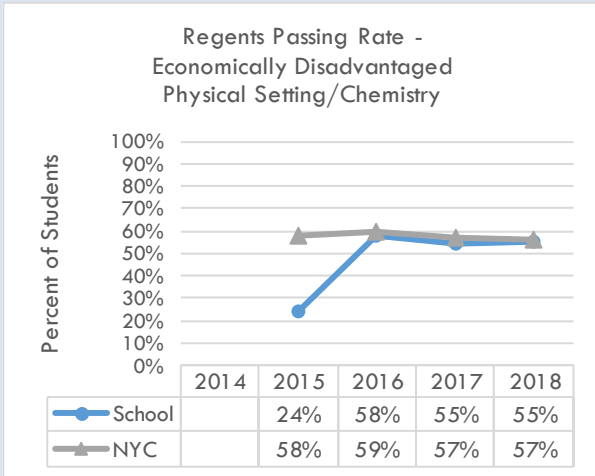


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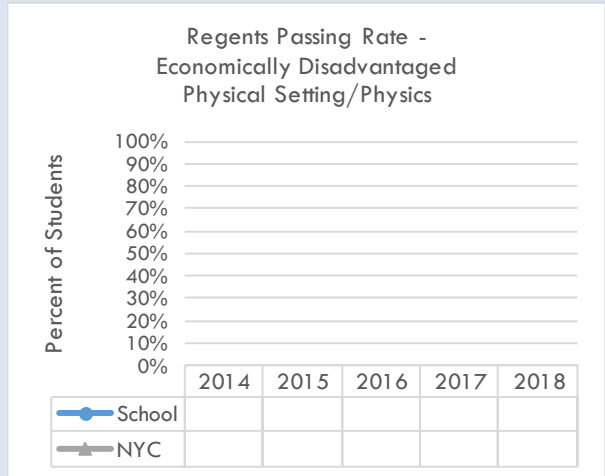


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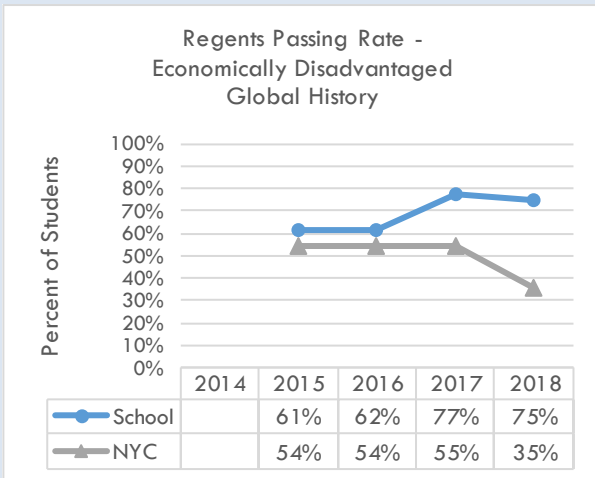


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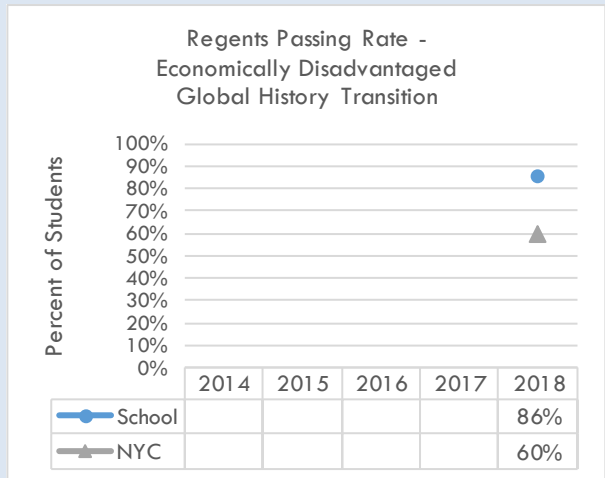


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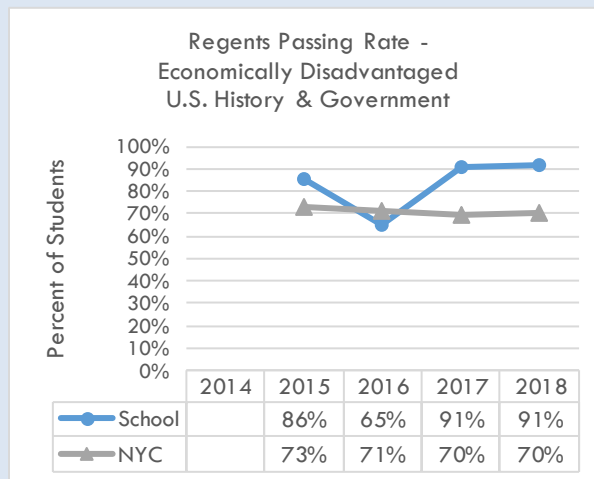


Figure 97

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-18 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school's full 2017-18 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.	NYS ELA exam	Not Met	.Partially met: 67% - exceeded the city in all grades. Exceeded CSD30 in 4th and 6th grades, and missed it by 1 point in 7th. We grew from 40% in 2016-17. ELA Instruction and outcomes at Renaissance continue to improve. Our school-wide instructional priorities of increasing text complexity and higher order questioning are demonstrating results in interim and state exams. We have refined our curriculum across the grades to ensure students are receiving a rigorous program. An added focus on reading bench marking, guided reading and targeted support based on data have been implemented to support all our students in becoming strong readers. We will continue the initiatives that have been put in place as they are working. Our teachers and administrators are receiving ongoing professional development through the Special

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				Education Collaborative, Achievement Network and the Executive Leadership Institute to increase achievement for our English language learners and students with special needs. This year we have added two new initiatives regarding developing our formative assessments and support our youngest readers to our school priorities.
Academic Goal 2	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State math examination.	NYS Math exam	Met	Exceeded district and city in all grades, by a minimum of 10.3 points (in grade 5) and a maximum of 28 points (in grade 7).
Academic Goal 3	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year.	NYS ELA Regents exams	Met	88%

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 4	Each year, at least 75 percent of students in the high school accountability cohort passing an math Regents exam will have a score of 75 or above by the end of their fourth year.	NYS Math Regents exams	Not Met	<p>38%. However, we grew, as this year we had the highest amount of students taking 3 math regents exams of any previous year.</p> <p>We have consistently met the passing rate goal for Math Regents and are working on raising the scores as well as having our students take more than the minimum number of exams to graduate. We are providing targeted support for students who need additional help in math as well as for students who wish to retake exams to receive higher scores. We also believe that our efforts to have more students in the 8th grade take the Algebra 1 Regents will grow students' math scores. Of the 20 8th graders who took the Algebra Regents in June of 2018, 95% passed (19/20). Of these 19, 65% passed with a score of 75 or above. This year our 9th and 10th graders will take interim exams through the Achievement Network in both Algebra 1 and Geometry. We believe this data will be extremely helpful in refining our curriculum and re-teaching areas that students struggle with.</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 5	<p>For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year.</p>	NYS ELA Exam		Not applicable for this year.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 6	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year.	NYS Math Exam		Not applicable for this year.
Academic Goal 7	For each year of the next charter term, the school will perform at the 60th percentile or above compared with the citywide averages for its 4-year graduation rate and in the 60th percentile for its 6-year graduation rate.	4 year and 6 year graduation rate	Met	4 Year: 90% (3 seniors expected to graduate in August) 6 Year: 98%

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 8	For each year of the next charter term, the school will show progress towards having 75% of students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.	ATS, credit accumulation	Met	9th Grade - 91% 10th Grade - 87% 11th Grade - 93% 12th Grade - 86%
Academic Goal 9	Each year, at least 75 percent of each 9th grade cohort will graduate within four years.	Graduation Data	Met	94%
Academic Goal 10	Each year, at least 80 percent of each 9th grade cohort will graduate within five years.	Graduation Data	Met	96%

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 11	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above level 3 on the New York State Science examination.	NYS Science exam	Met	4th Grade: 96% 8th Grade: 81%
Academic Goal 12	Each year, at least 75 percent of students in the high school accountability cohort will pass a science Regents exam with a score of 65 or above.	NYS Regents Science exams	Met	98%
Academic Goal 13	Each year, at least 75 percent of students in the high school accountability cohort who are not taking an alternate Pathways assessment in lieu of the history Regents exam will pass a history Regents with a score of 65 or above.	NYS Regents Social Studies exams	Met	100%

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 14	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of each graduating senior class having taken and passed a combination of three or more Regents examinations, College Now STEM courses, and / or Advanced Placement examinations in science, computer science, engineering and / or mathematics.	NYS Regents Science exam data; College Now Science course reports; AP Science course and exam data	Met	84%
Academic Goal 15	Each year, 75 percent of 12th grade students will apply and be accepted to a post- secondary institution, college or university. This goal will be measured by a review of the school's roster of 12th grade students and their letters of acceptance or admission.	College and Career Office data	Met	100% applied and were accepted.
Academic Goal 16	Through qualitative measures, including student engagement in service learning, social activism, leadership development and community-service activities, the school will live its mission to "Develop Leaders for the Renaissance of New York".	College and Career Office data	Met	Met

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	In support of TRCS' mission to develop leaders and global citizens, students will regularly engage with community and cultural partners through experiential learning opportunities, interdisciplinary units developed in core subjects, and the high school leadership program matching students with internships and outside elective credits.	College and Career Office data.	Met	Met - 98.14% of 9th- 12th graders participated in a leadership program, with 88.2% completing all requirements of the program.
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95 percent.	ATS student attendance data	Met	95.22%
Org Goal 2	Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year.	ATS student enrollment data		Met
Org Goal 3	Each year, 90 percent of all instructional staff employed during the prior school year will return and / or be asked to return the following school year.	TRCS personnel data	Met	Met

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 4	Each year, teachers will express satisfaction and commitment with their job by actively participating in the many teacher leadership initiatives at the school including serving on the board, Collaborative School Governance Committee, as a teacher coordinator or coach or leading or participating in an action research, grant or RFP initiative to improve teaching and learning.	TRCS personnel data	Met	Met
Org Goal 5	23) The Collaborative School Governance committee, consisting of parents, students, teachers and staff will develop and /or review goals as part of a Charter School Comprehensive Education plan, which will guide the school school's priorities for the following year. The committee will meet regularly as a whole group or in committee to ensure these priorities are being worked on.	CSG minutes and records	Met	Met
Org Goal 6	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NYS Report Card		Not available

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1	Each year, the school will operate on a balanced budget and maintain a stable cash flow. (footnote: A budget will be considered “balanced” if revenues equal or exceed expenditures.)	Annual Certified Financial Report	Not Met	As a conversion charter school, Renaissance has faced many budget challenges which have been documented in our charter renewal application and certified financial reports. Both the City and State understand these challenges and have also recognized that we had no control over the funding formula change or the negotiated union contracts that have caused financial stress. While the statements show that we have expenditures exceeding revenues, most of these expenditures are future payouts. Renaissance has been able to maintain a stable cash flow and pay its ongoing daily expenditures even through these difficult times. We have a solid plan in place to ensure our financial viability moving forward that will not only address the issues above but allow us to replenish our reserve fund.

APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

- The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including economically disadvantaged students. RCS has a long-time Admissions' Coordinator who also happens to be a long-time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish – which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. At RCS, we have 24 home languages spoken, and our staff speak over 11 different languages. We have developed a reputation in the community for caring for and supporting special populations. The school also has 2 guidance counselors and a social worker to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high- needs classrooms.
- We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.
- We send notices of our open houses and application process to local newspapers (including those in different languages), Inside Schools (who recognizes us on their website as being an effective school for children with special needs), district schools, elected officials, community based organization (including those suggested by The New York Charter Center as having strong ties to families of children with special needs, and those families who speak languages other than English) and to other organizations and businesses with ties to the community.
- TRCS has strong ties within and beyond our community as discussed previously in this document. We continue to expand these relationships through our school wide partnerships, parent and board contacts, professional development and support of neighborhood initiatives

ENGLISH LANGUAGE LEARNERS

- The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including English Language Learners. RCS has a long-time Admissions' Coordinator who also happens to be a long-time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish – which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. This role has many responsibilities one of which is to make our school welcoming and accessible to all our families, including those children with special needs, or who are not native English speakers. We have worked hard to hire a faculty and staff that is representative of the population we serve and the community-at-large. Our staff speak over 11 different languages many of which are also spoken by our families. The school has a certified ELL teacher, and our teaching model also embraces Integrative Collaborative Teaching in many of our high- needs classrooms, supporting our ELL, SPED and other high-needs students.
- We create a timeline for open houses, outreach and admissions each year. Translation is available at our open houses. This school year we have already had two high school open houses in the fall and will have three PK-8 open houses in January and March. Additionally, open houses are held during the day and in the evening to accommodate the working schedules of interested families. TRCS also backfills in all grades throughout the year which allows for seats to be filled whenever one becomes available.
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STUDENTS WITH DISABILITIES

- The Renaissance Charter Schools (TRCS) has adopted the best practice guidelines established by The New York City Charter Schools Center in its recruitment of special populations, including students with special needs. RCS has a long-time Admissions' Coordinator who also happens to be a long-time resident of Jackson Heights and intimately knows the community. Supporting her in her work are two parent coordinators (one who is fluent in Spanish – which is spoken by approximately 50% of our families) and the Administrator for School Culture and Family Engagement. Our staff includes an Administrator for Special Education who works closely with our Administrator for School Culture and Family Engagement to coordinate supports for families as well as their children. Additionally we have several certified special education teachers on staff, as well as three reading specialists and education para-professionals. The school also has 2 guidance counselors and a social worker to support our special needs students. Our teaching model also embraces Integrative Collaborative Teaching in many of our high-needs classrooms supporting our SPED and other high-needs students.
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RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

- Our policies include never excluding students from activities their families cannot afford, including trips, internships and other experiential learning activities. We have developed a reputation in the neighborhood for supporting our families in times of need. Our social workers and college and career office works individually with students and families to take advantage of all supports open to them, through financial aid for college to social services.
- RCS hosts many events and activities throughout the year designed to be inclusive and welcoming to our families. One of the most successful events is our Latin American Carnival which draws large numbers of our families, extended families and community members. We are also mindful that we need to tailor our approach to families; understanding that “one size fits all doesn’t work”. This goes hand-in-hand with our individual approach to looking at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.
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at the whole child. We extend this philosophy to the family and in doing so, design family conferences and outreach to best meet the needs of our community.

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ School report card at data.nysed.gov.

^{iv} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^v State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

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^{vii} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^{viii} School Quality Reports and School Progress Reports available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{ix} Calculations based on data reported by the school in its renewal data collection form.

^xData from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{xi} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{xii} Annual school audit

^{xiii} Annual school audit

^{xiv} Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xv} School-reported suspension and expulsion data. City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xvi} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xvii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

^{xviii} Data.nysed.gov