New York State Education Department

Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework
2020-2021

Renaissance Academy Charter School of the Arts

Remote Renewal Site Visit: November 23-24, 2020
Date of Report: February 10, 2021

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Renaissance Academy Charter School of the Arts
Board Chair	Steven Gordon
District of location	Greece Central School District
Opening Date	Fall 2014
Charter Terms	• Initial Term: August 25, 2014 - June 30, 2019 • First Renewal Term: July 1, 2019 - June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K-Grade 6/ 506 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K-Grade 6/ 506 students
Comprehensive Management Service Provider	None
Facilities	299 Kirk Road, Rochester, New York 14612/ Private Space
Mission Statement	*Renaissance Academy Charter School of theArts provides children an enriched and rigorous education through the humanities and arts integration leading to success in college, careers, and life.*
Key Design Elements	• More time: Block scheduling, longer days, more days • A Disposition for Learning – Habits of Mind • A Focus on Language and Literacy: Speech • and Language Support for All Learners • A Focus on Numeracy and Eight • Mathematical Practices • Arts instruction and integration • Character Education • Child and Family Support
Requested Revisions	None

Noteworthy: Renaissance Academy Charter School of the Arts (RA) focuses on literacy and language as one if its key design elements. Historically, the school has found that most students who enroll in kindergarten enter with significant delays in expressive and receptive language. To address and build strengths in these areas, RA employs its own certified, full-time speech language pathologist (SLP) to provide push-in support for all students in areas of speech and language development, regardless of disability classification or lack thereof. Following the receipt of the renewal site visit report in the spring

[1] The information in this section was provided by the NYS Education Department Charter School Office.

of 2019, the board and school leadership took immediate action to address concerns and issues that were noted in the report. Changes were made to the organizational structure, leadership was supported by specialized development from the National Principals' Academy Fellowship (RELAY), and the board strengthened its operations and oversight.

Renewal Outcomes

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

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

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

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html). The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED's Remote Monitoring and Oversight Plan. Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	**Year 2 2020 to 2021**
Grade Configuration	K - Grade 6	K - Grade 6
Total Approved Enrollment	506	506

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

	Year 1 2021 to 2022	**Year 2 2022 to 2023**	**Year 3 2023 to 2024**	**Year 4 2024 to 2025**	**Year 5 2025 to 2026**
Grade Configuration	K – Grade 6	K – Grade 6	K - Grade 6	K – Grade 6	K - Grade 6
Total Proposed Enrollment	506	506	506	506	506

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

METHODOLOGY

A two-day remote renewal site visit was conducted at RA on November 23-24, 2020. The New York State Education Department's Charter School Office (CSO) team conducted interviews with RA's board of trustees, school leadership team, academic support team, social-emotional support team, and teachers.

The team conducted remote twelve classroom observations in K - Grade 6. The observations were approximately 20 minutes in length and conducted jointly with RA's principal, assistant principal, and director of arts integration. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the Renewal SV Protocol.

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

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered teacher, parent/student survey results;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **Spring 2020 Continuity of Learning Plan;**
- **School's 2020 renewal application;**
- **School's 2020 Notices of Deficiency/Concern;**
- **Any supplementary evidence or data submitted to NYSED by the school;**
- **Succession planning documents;**
- **Instructional leaders' classroom observation templates;**
- **Lesson plans;**
- **Sample report cards; and**
- **Materials posted on the school website.**

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	**Description**
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 23-24, 2020 at RA, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

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

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

Summary of Findings

- RA is in year seven of operation and serves students in K - Grade 6. During its current charter term, the school is rated in the following manner: meets seven benchmarks, approaches one benchmark, and falls far below two benchmarks. A summary of those ratings is providedbelow.

- **Summary of Areas of Strengths**: After RA was awarded a short-term renewal in 2019, its board of trustees invested significant resources to enroll multiple members of the school's senior leadership team in the RELAY Graduate School of Education's National Principals and Supervisors Academy program (RELAY), as well as the Achievement First Navigator Program; both programs provide turnkey best practices that have been implemented by leaders and informed by the guidance of a personal coach for each participant. This in-depth coaching has enabled RA's leaders to apply the proven strategies while maintaining the school's unique arts-integrated mission, vision, and model. These proven strategies include a stronger emphasis on data informed practices across the school to inform all instructional decisions. During the 2020-2021 school year, RA's assistant principal will also complete the RELAY program.

  During the current charter term, RA has also refined its organizational structure to better deploy staff in areas of highest need and reduce compartmentalization. For example, RA's leadership team structure now includes a principal and assistant principal who oversee K-Grade 6, and the school now employs four expert coaches during the 2020-2021 school year. One coach is dedicated to ELA, one to math, and two are generalists who work directly with teachers to provide support and improvement during established coaching cycles, which are planned based on areas of need informed by observations and feedback. This represents a 100 percent increase in the number of coaches since the school's renewal.

- **Summary of Areas in Need of Improvement**: Due to circumstances beyond the school's control (its current two-year charter term and the cancellation of the 2019-2020 state assessments due to the COVID-19 pandemic), RA is unable to demonstrate a sufficient increase towards the 75 percent trending toward proficiency goal and/or satisfy the requirements of its corrective action plan.

  RA continues to struggle to enroll and retain student subgroups at levels of parity with the Rochester City School District (RCSD), the home district of the majority of the school's students and has subsequently failed to reach its targets in two out of three subgroup categories.

  RA was to remedy deficiencies in the school's fingerprinting process prior to hiring new staff members. This situation has apparently been resolved and a new policy is to be brought before the board for approval at their February 2021 meeting.

Benchmark 1: Student Performance

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

Finding: Falls Far Below

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

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

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

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

Academic Program for Elementary School:

- ES:
  - At all grade levels, RA continues to utilize cross-curricular arts integration, structured literacy instruction aligned to the Daily Five, and a whole brain teaching (WBT) approach.
  - The school staffs two teachers in every classroom; team teaching combinations include a lead and assistant teacher, a general education and special education teacher, and/or a general education and arts integration teacher.
  - In K-Grade 2 ELA, as well as science and social studies in all grades, the curriculum is taught through thematic units.
  - Students participate in a daily "Academic Collaboration and Enrichment (ACE)" block of targeted instruction to meet their individual needs for remediation or acceleration.

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

- SWDs:
  - RA provides a continuum of services to meet the needs of children with Individualized Education Programs (IEPs) in the least restrictive environment.
  - RA employs appropriately certified special educators and offers the following services and supports for SWDs: resource room, consultant teacher services (direct and indirect), integrated co-taught classrooms, a 15:1:1 classroom (for students with intensive academic needs), and occupational therapy (OT), speech language therapy, and individual counseling services.
- ELLs:
  - RA provides an inclusive, culturally responsive learning environment for ELL students.
  - RA employs two certified English as a New Language (ENL) teachers to provide instruction to ELLs. ENL teachers integrate into regular classrooms and provide pull-out, small group, and/or individual support services.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
   - **Indicator a:** RA's renewal application details its new curriculum resources that are tightly aligned to the New York State learning standards. In the fall of 2019, the school adopted the Achievement First open-source curriculum in both English language arts and math. The school is actively participating in the Achievement First Navigator program which provides a coach to support implementation with fidelity and maximize the materials' impact on academic outcomes. During remote focus group interviews with school leaders and teachers, participants unanimously agreed that the new curriculum is robust and highly effective.

- **Indicator b:** RA's curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. During remote focus group interviews with school leaders and teachers, participants confirmed that grade level teams convene daily during a common planning period to review instructional materials to maintain horizontal curricular alignment across classrooms. RA's renewal application also describes its practice of 'looping' teachers in Grades 1-4, which "improves vertical articulation as teachers are regularly immersed in two grades' worth of content standards and outcomes." In addition to these ongoing practices, the entire RA staff convenes twice each year to specifically work on vertical alignment in ELA and math.
- **Indicator c:** The school's curriculum and corresponding materials, including lesson plans and trackers, are differentiated to provide opportunities for all students to master grade-level skills and concepts. The school's renewal application describes lesson templates for each content area that prompt teachers to script questions that increase in difficulty from recall to higher level thinking questions and include teacher modeling, time for students to work together, and closure. Over the past year, RA has also implemented grade- level intellectual preparation protocols that teachers utilize in preparation for every lesson. During remote focus group interviews with teachers, participants stated that they submit lesson plans weekly or biweekly to receive feedback from an instructional coach prior to delivery. The CSO reviewed sample lesson plans during the remote renewal visit and found evidence of differentiation in both lesson materials and tracking tools.
- **Indicator d:** The school's curriculum is systematically reviewed and revised. RA's renewal application states that the school's "curricular revisions are not implemented in silos but connect improvements in curriculum refinement and lesson planning to instructional practices and coaching, data review and analysis, and professional development." During remote focus group interviews with the school's instructional leaders, participants articulated the processes through which coaches and grade-level teams provide ongoing review of all materials to tailor them to the needs of their student body. As curricular materials are revised the updates are logged directly into the shared drives to ensure teachers have immediate access. Curriculum review and revision are conducted on an ongoing basis by grade-level teams as well as by leadership. This process is performed in a more systematic way that integrates lesson observations and data analysis for a cohesive approach to improving teaching and learning.

2. Element: ***Instruction***:
   - **Indicator a:** The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. During remote focus group interviews and pre- and post-classroom observation conversations with school leaders, participants consistently referenced a schoolwide focus on increasing rigor and instructional practices aligned to the school's key design elements, namely foci on literacy and numeracy, habits of mind, and authentic arts integration. A majority of classrooms observed during the remote renewal visit demonstrated teachers' shared understanding of these priorities.
   - **Indicator b:** Instructional delivery fosters engagement with all students. RA continues to utilize the WBT approach to "…maximize student learning by focusing classroom management and student engagement on the way the brain is designed." Teachers at all grade levels integrate WBT techniques into each lesson to address students' social, emotional, and academic needs by celebrating improvement rather than innate ability. During remote focus group interviews with teachers participants explained that the WBT approach effectively boosts students' self-esteem; this is reinforced by the school's "Super Improver Wall" where students are recognized and earn rewards for improvement. During remote classroom observations conducted as part of the remote renewal visit, teachers regularly used an array of WBT techniques including "Teach-OK,"

"Mirror Word," "The 5 Rules," and "Hands and Eyes," and students were consistently highly engaged in instruction and lesson activities.

- **Indicator c:** The school differentiates instruction to ensure equity and access for all students. RA's renewal application describes numerous ways in which ongoing data analysis supports the instructional leadership team's efforts to ensure lessons include activities for small group instruction, which is frequently utilized strategy across the school. These small, flexible groups are largely determined in response to formative and/or diagnostic assessment data and each classroom is staffed with two instructors to target differentiation and interventions. During remote focus group interviews with instructional leaders and teachers, participants affirmed that while RA provides remote instruction due to COVID-19, differentiation continues. In whole group remote instruction, teachers utilize breakout rooms to differentiate lesson content for students and aid in completing assignments. Additionally, teachers regularly run small group lessons, such as leveled reading groups, remotely.
- **Indicator d:** The school provides staff with professional development (PD) opportunities that promote best practices and improves all students' success, including sub-groups. RA's renewal application outlined regular schoolwide PD, as well as grade level team and individual coaching, designed to strengthen teachers' pedagogical practices. Prior to the start of the 2020-2021 school year, RA leadership devoted a full day of preservice PD to best practices in virtual facilitation and instructional technology tools. Participants in remote focus group interviews shared that during the year, instructional leaders' and coaches' classroom observations inform unit and lesson planning improvement efforts as well as PD workshop topics. For example, instructional leaders hold PD sessions to guide teachers through data results and analysis, including the identification of standards where gaps exist and action steps that inform unit and lesson planning.

3. Element: ***Assessment and Program Evaluation***:
    - **Indicator a:** RA's renewal application describes the school's system of formative, diagnostic, and summative assessments to gauge student progress, identify areas of need, and inform instruction; these processes have been strengthened and supplemented through school leaders' participation in Relay programming. During distance learning, teachers continue to administer assessments. Teachers regularly collect formative assessment data throughout lessons using instructional tools such as Google Forms, Nearpod, and Desmos. RA utilizes iReady diagnostic assessments via an online learning platform for ELA and math, which adapt to each students' individual level and helps teachers identify learning gaps as well as areas of particular aptitude. The school relies upon iReady results to provide valid and reliable measures of student growth and performance across all key domains for each grade. RA uses a combination of standardized and internally created benchmark assessments three times each year in ELA and math in K-Grade 2 and administers AF's interim assessments three to four times per year in ELA and math in Grades 3-6. During remote focus group interviews, instructional leaders stated that the AF assessments "exceed the rigor of state tests." In addition to these formal assessments, RA teachers also utilize informal assessment strategies such as student-friendly rubrics to evaluate student work. Exit tickets also used across grades and subjects to provide timely data on students' mastery after initial lessons, again after targeted re-teaching, and to create flexible groups.
    - **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. During remote focus group interviews with the school leadership team, participants described one of its highest impact strategies: a rigor checklist created in alignment with RA's new "Get Better Faster" rubric. This rubric, implemented during the 2019-2020 school year, is based on the template provided by RELAY with adjustments to align with RA's specific model and instructional program. Instructional leaders and coaches use this checklist to review

curriculum, unit, and lesson plans, and evaluate the strength of each individual teacher's lesson delivery. Data collected through these mechanisms are used to inform programmatic changes to improve student outcomes.

- **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. Each year, state exam results inform preliminary curriculum review and revision processes. RA's instructional leadership team and grade level teams analyze performance on each standard at their respective level to identify trends, which then leads to a deep dive into unit and lesson planning with the goal of identifying and implementing improvements in response to student achievement results. During remote focus group interviews with teachers, participants provided examples of collecting qualitative data on student engagement and personal development to evaluate RA's academic programming.
- **Indicator d:** The school uses multiple measures to assess student progress toward NYSLS. As previously discussed in indictor 3.a., RA has developed comprehensive data collection and analysis cycles using both formal and informal assessment methods. During remote focus group interviews with instructional leaders and coaches, participants described how they support teachers in collecting data daily and responding to it during lessons and learning activities. During the remote focus group interview with teachers, participants shared that they develop exemplar responses to use as models during lessons and utilize trackers to make sure every student's level of understanding is checked during each instructional period.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. During remote focus group interviews with the school's leadership and academic support teams, participants described RA's established Child Find process to identify and evaluate children who may need special education and/or related services. Through the school's Response to Intervention (RTI) program, if a student does not demonstrate adequate progress after twelve weeks of Tier 3 intensive instruction, RA staff may refer him/her for an educational evaluation by the student's home district. RA's special education staff collaborates with the committee on special education (CSE) to determine the appropriate supports for its SWDs on an ongoing basis. RA also administers the Home Language Questionnaire (HLQ) and conducts individual interviews with students who have indicated on the HLQ that a language other than English is spoken at home. If a language other than English is found to be a student's predominant language, staff subsequently administer the New York State Identification Test for English Language Learners (NYSITELL) within ten days of a student's enrollment in the school to determine his/her level of language proficiency and need for English as a New Language (ENL) supports.
   - **Indicator b:** The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students. RA's RTI program, as described in the school's renewal application, has set processes for remediating, and monitoring the academic, behavioral, social-emotional, OT, and speech needs and progress of individual students. The school's instructional calendar illustrates that students also receive a daily block of ACE time to receive targeted instruction in areas that meet each student's particular needs. RA keeps parents informed of student progress through quarterly IEP progress reports and report cards sent home three times each year, as well as parent conferences several times a year.
   - **Indicator c:** The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of

individual students. During the remote focus group interviews with the academic support team, social-emotional support team, and teachers, participants consistently reported classroom teachers, arts teachers, and interventionists have frequent planning time to collaborate on lesson planning, delivery, and the progress of specific students. Grade level teams have daily common planning periods, with one meeting each alternate week spent with the school's ELA and math instructional coaches. RA leaders ensure that sufficient planning and collaboration time is articulated in the school's remote learning schedule as well. The school's special educators participate in grade-level team meetings, in addition to informal daily communication, and have biweekly meetings with the coordinator to discuss and monitor student progress.

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

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

Finding: Meets

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

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

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

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

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

Summative Evidence for Benchmark 3:

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

- **Indicator a:** The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. RA's renewal application states that the school's chronic absenteeism rate is "…very low (defined as fewer than 19 days)." Absenteeism is monitored by the school's family services liaison who runs weekly reports to identify trends and individual issues. RA has established thresholds (five, ten, and fifteen absences) that trigger letters home and personal outreach to problem solve around the underlying reasons for the absenteeism. In the spring, some students had inconsistent attendance when the school pivoted to remote instruction, so staff developed procedures for following up with students and families through phone calls and home visits until the issues were resolved and attendance improved.
- **Indicator b:** The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. RA's renewal application describes the school's 'progressive discipline policy' which "only rarely requires an out of school suspension." RA has a "…very low out of school suspension rate," which is reflective of the school's philosophy against exclusionary discipline. Participants in the remote focus group interview with the social-emotional support team reported when a behavioral incident requires a student to be removed from the classroom, they are kept in the building by utilizing visits to a "Chill Room" as an alternative to suspension (ATS) strategy that provides academic and social-emotional support. As part of ATS, students are coached on relevant topics such as resisting peer pressure and navigating conflicts positively.
- **Indicator c:** The school has an NYSED approved process in place to measure and evaluate school climate and culture. RA's renewal application included samples of the school's annual surveys to solicit parent, teacher, and student feedback for evaluation. The surveys maintain some consistency in questions to provide reliable comparisons between levels of satisfaction over time. RA's school improvement team uses the results to make recommendations for continuous improvement. The school has surveyed teachers and families numerous times since the COVID-19 pandemic began to assess the adequacy of existing supports and expand upon them to meet articulated needs.

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

- **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, addresses the school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. RA's renewal application describes the school's Positive Behavioral Interventions and Supports (PBIS) approach to behavioral management, which emphasizes and models positive academic and social behaviors and decisions. As noted in Element 1, Indicator b above, school staff seek to minimize exclusionary discipline as much as possible.

- **Indicator b:** The school uses a tiered approach to behavioral interventions that support student social-emotional development. Documentation posted on RA's website states that "as part of a PBIS model, RA uses a three–tiered model to create safe and supportive learning environments in which students may grow and thrive academically, personally, and socially." During the remote focus group interview with the school's social-emotional support team, participants shared that through this tiered system, all students practice classroom routines that promote efficiency as well as reinforce school culture, while students with additional SEL needs may receive support through social skills groups, anxiety groups, and/or anger management groups that focus on developing students' capacities in positive ways. Students who require more intensive support for their behavioral and/or social-emotional needs receive individualized, sustained interventions.
- **Indicator c:** The school appears safe and all school stakeholders can articulate how the school community maintains a safe environment. RA's renewal application explains that the school contracts with a firm to keep a safety officer in the building, and reports that when the school building is open for in-person instruction, an on-site security officer monitors all visitors, who must sign in with identification and are vetted prior to entry through a locked entryway. When cleared, employees escort visitors to their destination in the building. RA's dean of students, social worker, and school psychologist work diligently to promote a healthy and safe school community and environment. During remote focus group interviews with the social-emotional support team and teachers, participants confirmed that this charter term, RA has held workshops to train staff on diversity, bias, and culturally responsive teaching and learning. RA's partnership with the Center for Youth provides two crisis intervention specialists who also support student safety and wellness, at no cost to the school this year. To ensure students are also safe while learning online, the school utilizes the Zoom waiting room feature to keep uninvited individuals from intruding upon lessons, and RA's dean of students had the Bark app installed on all school-issued Chromebooks to monitor for any alarming key words that could indicate student depression or other issues that would require intervention.
- **Indicator d:** The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). RA's renewal application describes a robust set of policies and systems that ensure the school is safe, and free of harassment, bullying or discrimination: a strong Dignity for All Students (DASA) policy, an anti-harassment policy, codes of conduct for students and staff, a whistleblower policy, a parent complaint policy, and a staff complaint policy. Participants in the remote focus group interview with teachers consistently correctly identified the school's DASA coordinator.
- **Indicator e:** Classroom environments are conducive to learning and generally free from disruption. Instructional leaders who participated in remote focus group interviews, shared that student misbehavior is rarely an issue during lessons and credited rigorous, differentiated lessons, as well as the use of WBT techniques to keep students highly engaged. CSO staff saw these practices implemented consistently in all virtual lessons observed during the remote renewal visit.

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

- **Indicator a:** The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. Participants in the remote focus group interview with school leaders consistently emphasized that "strong, healthy relationships with families are a top priority." The school's renewal application lists an array of ways RA engages families over the course of the school year, such as hosting annual family orientations, back to school/meet the teacher events, Title I and curriculum nights, parent-teacher conferences, field trips chaperoned by classroom volunteers,monthly arts award

ceremonies, distribution of a monthly parent newsletter, sending out robo-calls and email blasts, postings on social media, and collaborating with the RAFFA.

- **Indicator b:** The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children. Classroom teachers who participated in the remote focus group interview stated that they communicate with families as often as necessary, which is at least monthly, to best support students. Teachers utilize multiple communication tools each week, including classroom apps, phone calls, and email. School staff selected the Remind, Class Dojo, and Bloomz apps due to their ability to translate material into multiple languages. Likewise, RA now utilizes SchoolRunner to generate student report cards every trimester due to its translation functionality.
- **Indicator c:** The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. The school's renewal application describes an annual survey of parents, teachers, and students that is used as an evaluation tool. A number of questions are intentionally kept consistent over time to reliably compare satisfaction and growth. The "School Improvement Team" uses the results to make recommendations for continuous improvement. The CEO is responsible for sharing results with the staff and the board of trustees.
- **Indicator d:** The school has a systematic and transparent process for responding to family or community concerns. During remote focus group interviews, RA leaders emphasized their "open-door policy," which allows parents and community members the ability to directly access various school personnel. In the school's renewal application, RA shared that family questions and/or concerns are often handled via impromptu visits to the school, or via phone calls. RA resolves formal grievances or concerns through a strong complaint policy and clear procedures.
- **Indicator e:** The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. RA's renewal application states that parents are strongly encouraged to attend the September board meeting in person to hear the annual report presentation, which includes an array of performance data. RA also posts its annual report publicly on the school's website and offers hard copies in the main office. NYSED report card and other performance information is also shared regularly during RAFFA meetings and data is included in parent newsletters.
- **Indicator f:** The school shares its New York State exam participation rate compared to the district of location. RA's renewal application states that the school has a consistently high rate of participation in state assessments. During the 2018-2019 school year, 100 percent of all students, including subgroups, in Grades 3-6 participated in the state ELA and math tests, compared to 90 percent in the RCSD. RA leaders shared this information with the board's academic committee, the full board, and the full school staff.

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

- **Indicator a:** The school has systems, programs, and curricula in place to support the social-emotional and mental health needs of all students. In the school's renewal application, leaders described RA's tiered approach to SEL as part of its PBIS model to create a safe and supportive learning environment with a specific focus on social and emotional needs. School-wide initiatives such as rewards for exemplary behavior or improvement, the living embodiment of the school motto, consistent schoolwide recognition opportunities and explicit lessons on social skills and character traits promote and foster this positive culture and climate. RA continues to implement the Second Step and Positivity Project (P2) programs with curricula "…rooted in the science of positive psychology and character research." Through daily mini-lessons, students learn about 24

different character traits, such as empathy and compassion. During the remote focus group interview with the social-emotional support team, participants shared that the school's social worker pushes into each classroom once a week with RA's therapy dog to ease student anxiety and drive engagement. When RA pivoted to remote learning due to the pandemic, leaders embedded structured community building periods into the schoolwide schedule to maintain frequent student interaction opportunities.

- **Indicator b:** School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. RA's renewal application states that the school psychologist and the social worker are primarily responsible for collecting social-emotional needs data across the school. Leaders discuss information and plan for students' social and emotional needs through weekly meetings with the entire social-emotional support team (which includes the school psychologist, social worker, OT and SLP providers, dean of students, and crisis prevention specialists). The school's RTI process includes SEL and behavioral supports through individualized student plans, and growth is captured on the school report card template, as students receive a "rating" for their citizenship and work study habits, along with a teacher-developed narrative. Staff from the Center for Youth also track data on the students they work with to proactively deploy support where it is most needed.
- **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. RA's renewal application describes monthly disciplinary incident data reports specifically related to ATS interventions and supports and shared with the leadership team. RA's social worker periodically meets with and/or surveys teachers about the impact of Second Step and P2 programming to solicit their feedback on improving implementation.
- **Indicator d:** The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. During remote focus group interviews with leaders, the social-emotional support team, and teachers, participants affirmed that staff new to RA receive training to acculturate them to the school's SEL programs and use quantitative as well as qualitative data to inform changes. For example, during the 2019-2020 school year, some classrooms had their SEL block scheduled in the late afternoon and noted reduced engagement due to students' tiredness at the end of the school day. Leaders subsequently made schedule adjustments to allow for morning Second Step and P2 meetings.
- **Indicator e:** The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. RA continuesto serve a highly underprivileged student body. During the 2019-2020 school year, the school reported enrolling significant numbers of economically disadvantaged students (91 percent) including many students experiencing housing insecurity or homelessness. As such, participants in remote focus group interviews described the school's instructional model as specifically designed to serve the needs of the area's most vulnerable students. Each family in the school has an assigned staff liaison who routinely reaches out to connect them to relevant community resources, and the school's partnership with the Center for Youth also acts as a conduit to emergency childcare and housing assistance when needed.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

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

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

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Renaissance Charter School of the Arts' 2019-2020 composite score is 2.17.

Composite Scores
2015-2016 to 2019-2020

Year	*Composite Score*
2015-2016	2.29
2016-2017	1.72
2017-2018	1.02
2018-2019	1.16
2019-2020	2.17

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Renaissance Charter School of the Arts' 2019-2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

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

- **Indicator a:** RA's renewal application outlines the "vast improvements to governance practice and monitoring" accomplished since the last renewal. During the remote focus group interview with the board, trustees shared that they "took to heart the feedback received" from NYSED in the school's initial renewal report and took specific actions to respond. These actions include an annual written performance-based evaluation process for evaluating school leadership, and the board members collectively and individually.

- **Indicator b:** The board recruits and selects board members with a diverse set of skills and expertise that meets the needs of the school and represents the community the school serves. Board membership records submitted with the school's renewal application show that two-thirds of the current trustees are serving in their first term, which "reflects an emphasis on recruiting new talent with the right expertise to guide the next phase of development." The board's governance committee consistently uses a matrix tool to track the qualifications of trustees and identify any gaps or areas where additional support may be helpful. Participants in the remote focus group interview with the board spoke of a newly established relationship with the local United Way as a pipeline for local non-profit leaders suited to board service.
- **Indicator c:** The board demonstrates active oversight of the charter school's management, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. The school's renewal application describes the board's "reinvigorated committee structure," with all the work aligned explicitly to the Performance Framework and driven by qualitative and quantitative data. For example, an active academic committee meets monthly to review an established data dashboard which helps drive discussions and decisions; this dashboard is targeted to the accountability expectations established in Benchmark 1. The academic committee drives conversations at the full board level about how to allocate resources to support student success. The audit and finance committee recently oversaw the repayment of two private loans and maintains appropriate monitoring and oversight of budgets and key fiscal indicators. A human resources committee has been established with the goal of succession planning, and this committee has also participated in the reopening planning regarding personnel matters.
- **Indicator d:** The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. During this charter term, the board has invested significant resources in sending senior leaders to Relay and participating in the AF Navigator program. During the remote focus group interview with the board, trustees shared that they prioritize the deployment of funds in ways that will directly benefit students. Trustees also stated that the school has contracted with Schola Solutions to help with student subgroup recruitment, though they could not recall current enrollment numbers with specificity.
- **Indicator e:** The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. During this charter term, NYSED CSO records reflect that RA has remained in compliance with policy updates and appropriately postponed implementation of new initiatives, such as a weighted lottery preference for SWDs, until it is approved by the CSO.
- **Indicator f:** The board engages in ongoing professional development. During the remote focus group interview, trustees shared that they receive a half day of PD each year from a professional charter school governance expert, including an orientation for new board members and organized committees. Trustees stated they will devote time to "codify their practices," including the creation of a board calendar, early in 2021.
- **Indicator g:** The board demonstrates awareness of its governance role. Remote focus group interview participants emphasized that the board proactively identifies and avoids potential conflicts of interest, and completes annual financial disclosure forms, in addition to staying up to date with relevant changes to charter law.
- **Indicator h:** The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards. RA's renewal application describes "…an area of significant improvement during this charter term has been the trustees'

intentional emphasis on analyzing academic data in alignment with the Performance Framework." Board meeting minutes from this charter term confirm the board regularly receives and discusses assessment data displayed in multiple ways to show progress at each grade level as a means of tracking progress towards Performance Framework expectations.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

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

Summative Evidence for Benchmark 7:

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

- **Indicator a:** The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. The organizational chart submitted with the school's renewal application illustrates that with guidance from RA's board, the school's founder and chief education officer (CEO) heads a senior leadership team comprised of a principal, assistant principal, director of arts, coordinator of special services, and chief operations officer (COO). During focus group interviews at the remote renewal visit, each member of the school leadership team demonstrated a clear and actionable commitment to improving teaching and learning across the school with clear action steps for doing so.
- **Indicator b:** The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. RA's renewal application states that the executive leadership team meets at least weekly and maintains frequent communication with instructional and support staff in both formal and informal ways to share information about "…students, classes, curriculum and instruction, events and activities, priorities, and a wide variety of other topics." information and updates from these meetings are turnkeyed through grade level meetings. During the remote focus group interviews with school leaders and teachers, participants confirmed that frequent classroom visits and observation also facilitate communication and a sense of connectivity among staff members.
- **Indicator c:** The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. During remote focus group interviews with school leaders and teachers, participants described using popular job sites such as Indeed as well as the school website to advertise open positions. During the 2019-2020 school year, RA engaged a consultant to increase staff diversity to better reflect the school's student body. The consultant traveled to historically black colleges and universities to build relationships and ultimately develop a human capital pipeline for RA. The school's renewal application also described RA's competitive salary and benefits package as a draw for new teachers and a means to retain talented staff. Compensation packages include annual raises, employer contributions to 401ks, and subsidized health and dental insurance. RA regularly surveys staff to gauge their level of satisfaction in their employment and to identify areas for supplementation, such as assigning a mentor and/or external PD opportunities. When a staff member struggles to meet the expectations of his/her role, both the CEO and his/her direct supervisor collaborate to pinpoint areas for improvement, identify action steps, and document subsequent observations. If the staff member does not demonstrate adequate progress, he/she may be released at the end of the year through the decision not to renew his/her annual contract, or occasionally with two weeks' notice mid-year.
- **Indicator d:** School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards. Participants in the remote focus group interviews with school leaders and the board of trustees provided several

examples. The executive leadership team creates annual student achievement growth goals of 5-7 percent on state assessments. All school leaders and teachers have defined student data related goals; the latter identify an instructional practice goal and a student performance goal, in addition to one related to self-care.

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

- **Indicator a:** Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. The organizational chart submitted with the school's renewal application clearly displays lines of reporting and responsibility and staffing aligned to the school's key design elements, such as staff dedicated to arts-integration and SEL programming. During on-site focus group interviews, leaders consistently referenced frequent meetings to support staff in fulfilling their roles and a unified focus on utilizing student data to do so.
- **Indicator b:** Through its comprehensive approach to professional development**,** RA ensures that staff members have the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. RA's renewal application outlines the leadership team's process for designing a professional learning plan that includes pre-service before the school year begins and spans the school year, with regular workshops delivered by staff and expert consultants. PD content is further reinforced through ongoing coaching cycles and weekly data dive meetings.
- **Indicator c:** The school is fully staffed with personnel who can meet all operational needs, including finance, human resources, and communications. RA's renewal application describes the role of the school's COO in leading and overseeing all operational and financial systems, with dedicated staff focused on human resources, facility operations, office management, and the "provision of services and supports to families." During the remote focus group interview with school leaders, participants provided an example of how the school's operations team fully supports and strengthens the delivery of the academic program: when RA chose to pivot to remote instruction prior to a state mandate so they could plan more effectively, the operations team helped connect with parents, identify their support needs, and manage time-consuming logistics (such as copying student learning materials for organized distribution).
- **Indicator d:** The school has established procedures for effective collaboration among teachers. Participants in the remote focus group interview with teachers described dedicated planning periods in their daily schedules. Instructional coaches, grade level teams, and new teachers all have regularly scheduled check-ins and meetings to disseminate information, engage in collaborative problem solving, and receive support.
- **Indicator e:** The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. All teachers are assessed at least annually through established evaluation protocols that include pre- and post- formal classroom observation meetings. These evaluations are informally supplemented throughout the school year by "Glow and Grow Observations" the use of mentors and expert coaches.
- **Indicator f:** The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. During the virtual focus group interview with teachers, participants said that staff have frequent opportunities to raise questions, concerns, and share information through regularly scheduled meetings, online feedback surveys, email, and informal check ins with instructional leaders and coaches as often as needed. Staff can also submit anonymous feedback through a suggestions box placed in the school lounge. In addition, interview participants said curricular selections and adjustments are a very collaborative process, with leadership soliciting their feedback at multiple points.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

- **Indicator a:** School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. The school's renewal application states that "…the RA mission and design elements inform every stage of hiring and development. Both onboarding and ongoing professional development focuses on embedding humanities and arts integration into the foundation of the program and highlights key instructional elements like the focus on language, literacy, numeracy and character education." During remote focus group interviews with school leaders and teachers, participants highlighted numerous ways the school's mission is reinforced each day. For example, the mission is recited during daily morning announcements, is posted in every classroom, is the subject of a large wall mural to keep it top of mind and features prominently on RA's website and student recruitment materials.
- **Indicator b:** During the school's second charter term, RA has consistently implemented its eight KDEs: more time- block scheduling, longer days, more days; a disposition for learning –habits of mind; a focus on language and literacy: speech and language support for all learners; a focus on numeracy and eight mathematical practices; arts instruction and integration; character education; and child and family support. As described in the school's continuity of learning plan and affirmed through remote focus group interviews with a variety of staff members, RA has remained committed to its emphases on authentic arts integration, literacy, and numeracy while the school provides remote instruction. All RA students receive daily arts lessons, including visual art, dance, music, and physical education. During pre- and post-classroom observation conversations with instructional leaders, staff focused on the instructional components aligned to the school's KDEs, which were evident in every lesson observed during the remote renewal visit.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Falls Far Below

Element	*Indicators*
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

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

- **Indicator a:** RA is making regular and significant annual progress toward meeting the number of enrolled students as outlined in its charter agreement. The school is currently at its maximum authorized enrollment. As the only arts-focused charter school in the Rochester area, leaders report that demand for access to the school annually exceeds available seats; as of June 2020, the school maintained a waitlist of more than 450 students. During this term, the school has maintained parity with the RCSD's enrollment of economically disadvantaged students and increased its enrollment of ELLs, but still enrolls fewer ELLs and SWDs than the district.
- **Indicator b:** The school serves far fewer students with disabilities and English language learners compared to Rochester. The school enrollment of students with disabilities continues to decline as a percentage of the school's total enrollment as well as in comparison to Rochester. Although the school is serving slightly more English language learners now compared to the end of its last charter term, the differential between the school and the district continues to increase. Although the school has taken some steps toward recruiting additional students with disabilities and English language learners these strategies do not appear to be as effective as the school would like. The school had put into place a weighted lottery for students with disabilities, and

NYSED recommended a renewal condition regarding the implementation of a weighted lottery for English language learners as well. RA's board meeting minutes confirm that the trustees voted to implement an additional weighted lottery preference for SWDs in the 2020-2021 school year; this request was approved by NYSED in September 2020.

- **Indicator c:** The true indication of "good faith" enrollment and retention efforts are that they promote enrollment equity between a charter school and the district. NYSED recommends that the school revisit these strategies and implement collaborations, connections, and efforts that will result in closing the enrollment gap, particularly for students with disabilities and English language learners, before the conclusion of the next charter term. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed. School staff have utilized community outreach strategies and the school employs a full-time family liaison who supports these efforts. During remote focus group interviews with school leaders, the academic support team, and RA's board of trustees, participants consistently referred to recruitment and retention efforts as an area of particular focus for the school, with enrollment data regularly tracked and reviewed to determine which strategies are producing the strongest results.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified inaccordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

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

- **Indicator a:** NYSED CSO records show that RA has demonstrated some improvement in complying with the law and the provisions of its charter. RA's renewal application explains that school leaders and the board of trustees regularly seek professional guidance from a law firm, an accounting firm, a financial consultant, and an insurance carrier regarding applicable laws, rules, and regulations. Committees, leaders, and the full board monitor requirements in areas such as: fiscal health; recruitment and retention of key high-need demographics; closely reviewing annual independent audits; reviewing certification requirements and hiring practices; and relying on the advice of legal advisors when making decisions. The original renewal application included an incorrect number of students throughout the document; it has since been corrected by submission of an amended application. School officials had not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The school was

directed to adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school, and the school complied. The school submitted a non-material revision request and it was approved. The purpose was to streamline services and provide specialized oversight of financial, human resources, and facilities responsibilities. Three positions were eliminated, and three new ones added, which clarified the specific roles and responsibilities of each new position. In addition, some of the school's policies require further revision to be fully legally compliant. NYSED CSO records reflect that there were no formal complaints during the charter term.

- **Indicator b:** The school has undertaken some corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented some safeguards to maintain compliance with all legal requirements. The board has ensured no conflicts of interest remain since its initial charter term and that no new ones have emerged. RA does have an active Corrective Action Plan related to Benchmark 1 and has submitted action plans to address student performance deficiencies. The school must update its bylaws and other policy documents in accordance with NYSED feedback.
- **Indicator c:** The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. RA's renewal application states that the school is in full compliance with the limits in charter law, and each uncertified teacher has a plan to become certified within a specified timeline with the support of the school.
- **Indicator d:** The school has sought Board of Regents and/or the NYSED Charter School Office approval for most material and non-material revisions. Most non-material revisions for up-dates to policies have been approved outside the renewal process. No material revisions are being requested for initial implementation in the next charter term.
- **Indicator e:** As described in detail in Benchmark 9.a., RA maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter. RA has demonstrated good faith efforts to increase its enrollment of student subgroups.
- **Indicator f:** The school seeks guidance from its legal counsel when updating documents and handling issues that arise. During the remote focus group interview, trustees described the board's process for utilizing external legal counsel for regular policy review and for relevant updates on charter law, regulations, and/or reporting requirements.

Attachment 1: 2020-2021 Renewal Site Visit

Renaissance Academy Charter School of the Arts

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

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

1.b.i. Similar Schools Comparison – Comparative Proficiency:

This school does not outperform schools with similar grades and subgroup enrollment in ELA, math, or science.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency (Growth). See Table 1 below.

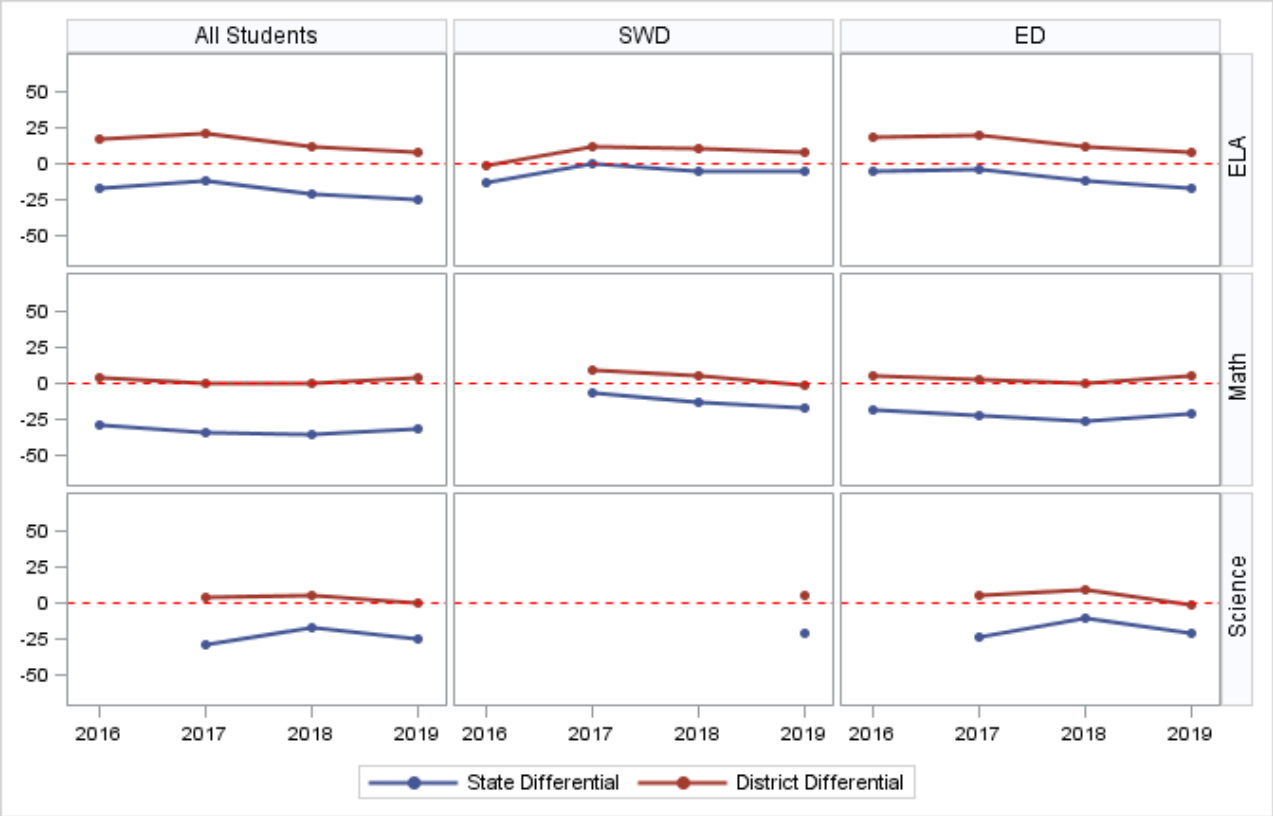
Table 1: Aggregate and Subgroup Standards-Bases Trending: Math and ELA - Target = 80%

Renaissance Academy CS of the Arts		All Students	SWD	ED
ELA	2016-2017	29%	.	29%
	2017-2018	33%	0%	32%
	2018-2019	30%	17%	27%
Math	2016-2017	18%	.	18%
	2017-2018	22%	0%	22%
	2018-2019	27%	18%	26%

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

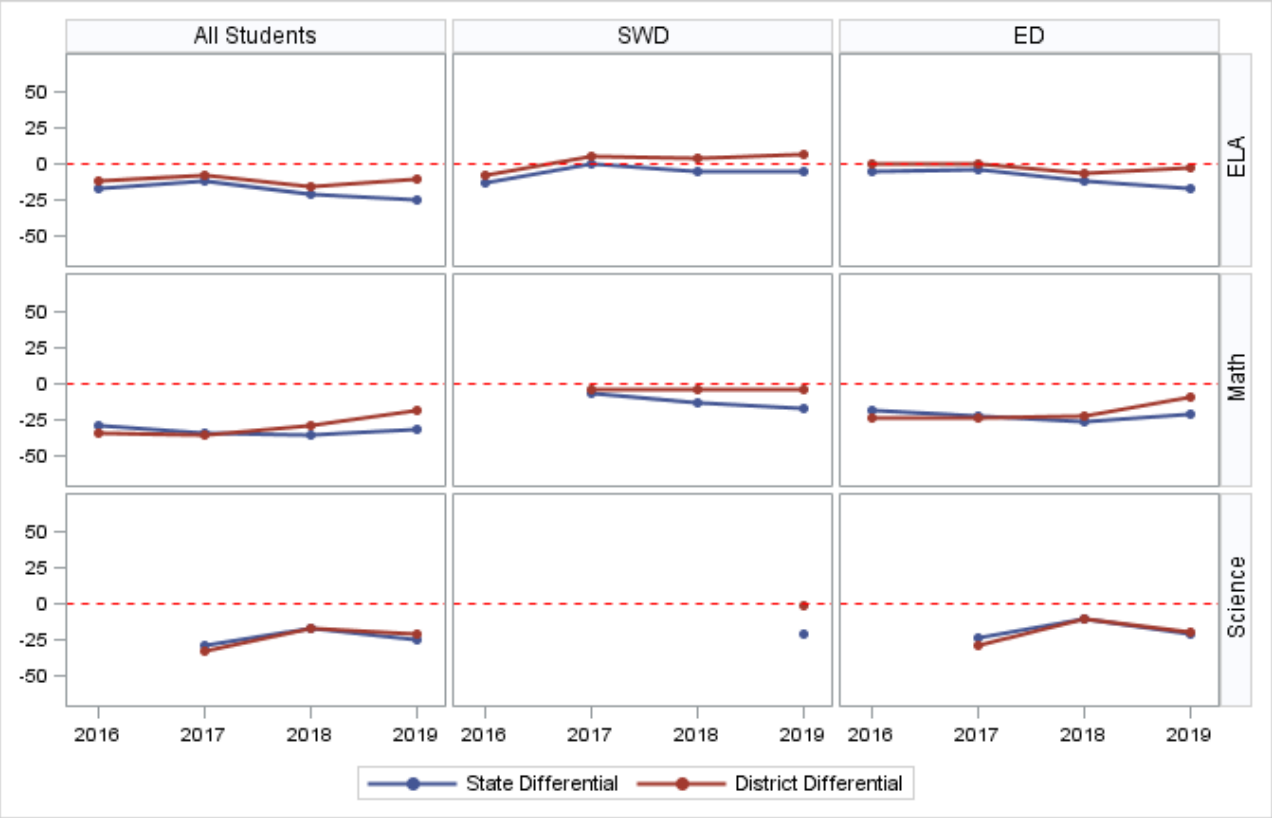
2.b.i., 2.b.ii, 2.b.iii., and 2.b.iv Proficiency: See Figures 1a and 1b, Tables 2a and 2b, and Tables 3a and 3b below.

Figure 1a: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science Over Time Comparison to Rochester City School District



**See NOTES (1), (2), (5) and (6) below.*

Figure 1b: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science Over Time Comparison to Greece Central School District



**See NOTES (1), (2), (5) and (6) below.*

Table 2a: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	NYS	Differential to NYS	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	NYS	Differential to NYS	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	25%	8%	+17	42%	-17	15%	11%	+4	44%	-29	.	.	.	.	.
	2016-2017	31%	9%	+22	42%	-11	12%	11%	+1	46%	-34	57%	53%	+4	86%	-29
	2017-2018	24%	12%	+12	45%	-21	14%	14%	0	49%	-35	71%	65%	+6	88%	-17
	2018-2019	22%	14%	+8	46%	-24	19%	15%	+4	50%	-31	62%	61%	+1	86%	-24
SWD	2015-2016	0%	1%	-1	13%	-13	.	.	.	.	.	.	.	.	.	.
	2016-2017	14%	2%	+12	14%	0	13%	3%	+10	19%	-6	.	.	.	.	.
	2017-2018	13%	2%	+11	18%	-5	8%	3%	+5	21%	-13	.	.	.	.	.
	2018-2019	11%	3%	+8	16%	-5	4%	5%	-1	20%	-16	48%	43%	+5	68%	-20
ED	2015-2016	26%	7%	+19	31%	-5	15%	10%	+5	33%	-18	.	.	.	.	.
	2016-2017	28%	8%	+20	31%	-3	12%	9%	+3	34%	-22	57%	52%	+5	80%	-23
	2017-2018	23%	11%	+12	35%	-12	12%	12%	0	38%	-26	74%	64%	+10	84%	-10
	2018-2019	20%	12%	+8	36%	-16	18%	13%	+5	39%	-21	59%	60%	-1	80%	-21

**See NOTES (1), (2), (4), (5), and (6) below.*

Table 2b: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Renaissance Academy CS of the Arts	Greece CSD	Differential to District	NYS	Differential to NYS	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	NYS	Differential to NYS	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	25%	37%	-12	42%	-17	15%	49%	-34	44%	-29	.	.	.	.	.
	2016-2017	31%	39%	-8	42%	-11	12%	47%	-35	46%	-34	57%	90%	-33	86%	-29
	2017-2018	24%	39%	-15	45%	-21	14%	43%	-29	49%	-35	71%	88%	-17	88%	-17
	2018-2019	22%	32%	-10	46%	-24	19%	37%	-18	50%	-31	62%	83%	-21	86%	-24
SWD	2015-2016	0%	7%	-7	13%	-13	.	.	.	.	.	.	.	.	.	.
	2016-2017	14%	8%	+6	14%	0	13%	17%	-4	19%	-6	.	.	.	.	.
	2017-2018	13%	9%	+4	18%	-5	8%	12%	-4	21%	-13	.	.	.	.	.
	2018-2019	11%	4%	+7	16%	-5	4%	7%	-3	20%	-16	48%	49%	-1	68%	-20
ED	2015-2016	26%	25%	+1	31%	-5	15%	38%	-23	33%	-18	.	.	.	.	.
	2016-2017	28%	28%	0	31%	-3	12%	35%	-23	34%	-22	57%	85%	-28	80%	-23
	2017-2018	23%	29%	-6	35%	-12	12%	34%	-22	38%	-26	74%	84%	-10	84%	-10
	2018-2019	20%	22%	-2	36%	-16	18%	27%	-9	39%	-21	59%	78%	-19	80%	-21

**See NOTES (1), (2), (4), (5), and (6) below.*

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Table 3a: Aggregate and Subgroup Grade Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	NYS	Differential to NYS	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	NYS	Differential to NYS	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	25%	8%	+17	42%	-17	15%	11%	+4	44%	-29	.	.	.	.	.
	2016-2017	40%	10%	+30	43%	-3	13%	14%	-1	48%	-35	.	.	.	.	.
	2017-2018	24%	17%	+7	51%	-27	16%	18%	-2	54%	-38	.	.	.	.	.
	2018-2019	28%	18%	+10	52%	-24	24%	22%	+2	55%	-31	.	.	.	.	.
Grade 4	2016-2017	22%	8%	+14	41%	-19	11%	8%	+3	43%	-32	57%	53%	+4	86%	-29
	2017-2018	37%	13%	+24	47%	-10	15%	13%	+2	48%	-33	71%	65%	+6	88%	-17
	2018-2019	22%	14%	+8	48%	-26	17%	14%	+3	50%	-33	62%	61%	+1	86%	-24
Grade 5	2017-2018	11%	7%	+4	37%	-26	8%	11%	-3	44%	-36	.	.	.	.	.
	2018-2019	22%	11%	+11	38%	-16	18%	12%	+6	46%	-28	.	.	.	.	.
Grade 6	2018-2019	12%	14%	-2	47%	-35	15%	12%	+3	47%	-32	.	.	.	.	.

**See NOTES (1), (2), (4), (5), and (6) below.*

Table 3b: Aggregate and Subgroup Grade Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Renaissance Academy CS of the Arts	Greece CSD	Differential to District	NYS	Differential to NYS	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	NYS	Differential to NYS	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	25%	37%	-12	42%	-17	15%	49%	-34	44%	-29	.	.	.	.	.
	2016-2017	40%	44%	-4	43%	-3	13%	53%	-40	48%	-35	.	.	.	.	.
	2017-2018	24%	46%	-22	51%	-27	16%	48%	-32	54%	-38	.	.	.	.	.
	2018-2019	28%	40%	-12	52%	-24	24%	43%	-19	55%	-31	.	.	.	.	.
Grade 4	2016-2017	22%	35%	-13	41%	-19	11%	41%	-30	43%	-32	57%	90%	-33	86%	-29
	2017-2018	37%	44%	-7	47%	-10	15%	43%	-28	48%	-33	71%	88%	-17	88%	-17
	2018-2019	22%	29%	-7	48%	-26	17%	36%	-19	50%	-33	62%	83%	-21	86%	-24
Grade 5	2017-2018	11%	26%	-15	37%	-26	8%	39%	-31	44%	-36	.	.	.	.	.
	2018-2019	22%	26%	-4	38%	-16	18%	35%	-17	46%	-28	.	.	.	.	.
Grade 6	2018-2019	12%	34%	-22	47%	-35	15%	35%	-20	47%	-32	.	.	.	.	.

**See NOTES (1), (2), (4), (5), and (6) below.*

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Indicator 1: All Schools

1.a.i. and 1.a.ii. Enrollment. See Tables 4, 5a, and 5b below.

Table 4: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Renaissance Academy CS of the Arts	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	250	240	96%
2016-2017	300	327	109%
2017-2018	400	370	93%
2018-2019	506	437	86%
2019-2020	506	483	95%

**See NOTES (11) below.*

Table 5a: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District
2015-2016	16%	20%	-4	0%	13%	-13	91%	93%	-2
2016-2017	16%	21%	-5	0%	14%	-14	91%	92%	-1
2017-2018	14%	22%	-8	0%	16%	-16	94%	92%	+2
2018-2019	15%	23%	-8	2%	17%	-15	92%	92%	0
2019-2020	14%	22%	-8	3%	18%	-15	91%	91%	0

**See NOTES (1) and (5) below.*

Table 5b: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	Renaissance Academy CS of the Arts	Greece CSD	Differential to District
2015-2016	16%	14%	+2	0%	6%	-6	91%	52%	+39
2016-2017	16%	14%	+2	0%	6%	-6	91%	54%	+37
2017-2018	14%	13%	+1	0%	7%	-7	94%	60%	+34
2018-2019	15%	15%	0	2%	7%	-5	92%	60%	+32
2019-2020	14%	15%	-1	3%	8%	-5	91%	61%	+30

**See NOTES (1) and (5) below.*

1.b.i. and 1.b.ii. Retention: See Tables 6a and 6b below.

Table 6a: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District	Renaissance Academy CS of the Arts	Rochester CSD	Differential to District
2015-2016	71%	88%	-17	73%	91%	-18	.	.	.	.	.	.
2016-2017	83%	88%	-5	87%	91%	-4	.	.	.	85%	89%	-4
2017-2018	83%	87%	-4	88%	91%	-3	100%	87%	+13	84%	88%	-4
2018-2019	85%	87%	-2	90%	91%	-1	100%	85%	+15	85%	87%	-2
2019-2020	85%	87%	-2	91%	90%	+1	75%	86%	-11	86%	87%	-1

**See NOTES (1) and (5) below.*

Table 6b: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	Renaissance Academy CS of the Arts	Greece CSD	Differential to District	Renaissance Academy CS of the Arts	Greece CSD	Differential to District
2015-2016	71%	91%	-20	73%	92%	-19	.	.	.	.	.	.
2016-2017	83%	90%	-7	87%	92%	-5	.	.	.	85%	92%	-7
2017-2018	83%	91%	-8	88%	91%	-3	100%	90%	+10	84%	92%	-8
2018-2019	85%	92%	-7	90%	92%	-2	100%	90%	+10	85%	90%	-5
2019-2020	85%	91%	-6	91%	90%	+1	75%	87%	-12	86%	90%	-4

**See NOTES (1) and (5) below.*

**NOTES:*

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

(2) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(3) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(4) A "." in any table indicates that the data was suppressed according to standard NYSED business rules (N<5), no student sat for the exam, or the exam was not given.

(5) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district and/or NYS.

(6) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(7) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(8) Data in the table above represents students who passed the ELA regents exam (or Regents approved equivalent exam) with a score of 75 or better and who also passed a Math Regents exam (or NYSED approved equivalent exam) with a score of 80 or above.

(9) The 4- and 5-year graduation rates reported in the table above are as of August. The 6-year graduation rates are as of June.

(10) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(11) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year, 5-year, and 6-year graduation (includes August graduates).

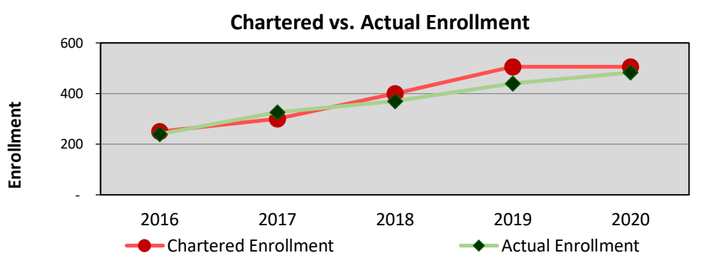
Charter School Fiscal Accountability Summary

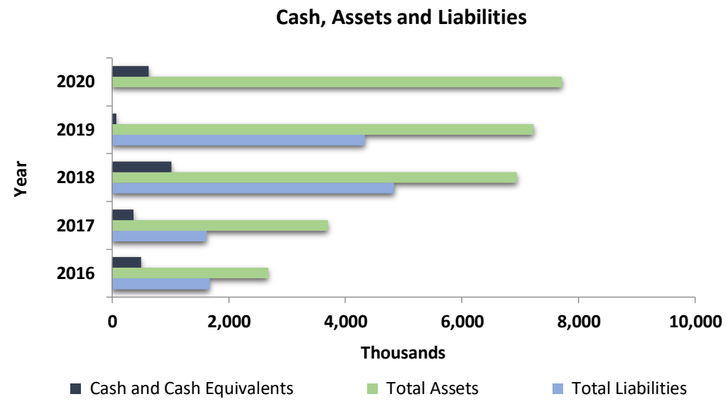
RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

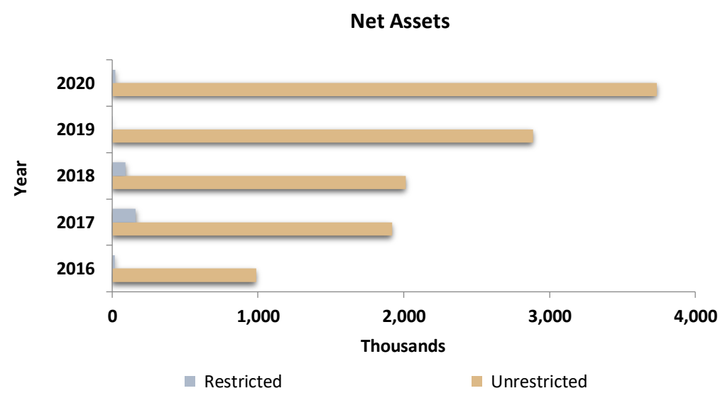
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	K-3	K-4	K-5	K-6	K-6
Maximum Chartered Grades Served	K-6	K-6	K-6	K-6	K-6
Chartered Enrollment	250	300	400	506	506
Maximum Chartered Enrollment	506	506	506	506	506
Actual Enrollment	240	327	370	439	483
ASSETS					
Current Assets					
Cash and Cash Equivalents	495,948	364,532	1,011,251	68,902	628,400
Grants and Contracts Receivable	-	493,078	41,963	51,457	18,388
Prepaid Expenses	-	-	-	-	-
Other Current Assets	277,608	46,702	52,982	46,119	99,545
Total Current Assets	773,556	904,312	1,106,196	166,478	746,333
Non-Current Assets					
Property, Building and Equipment, net	1,868,145	2,794,683	5,838,273	6,988,682	6,862,481
Restricted Cash	-	-	-	75,028	100,119
Security Deposits	-	-	-	-	-
Other Non-Current Assets	35,854	-	-	-	3,258
Total Non - Current Assets	1,903,999	2,794,683	5,838,273	7,063,710	6,965,858
Total Assets	2,677,555	3,698,995	6,944,469	7,230,188	7,712,191
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	129,446	338,113	1,219,829	933,821	131,735
Accrued Payroll and Payroll Taxes	60,000	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	116,513	123,037	1,898,985	362,468	534,168
Total Current Liabilities	305,959	461,150	3,118,814	1,296,289	665,903
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	1,367,337	1,160,679	1,721,008	3,041,318	#VALUE!
Total Long-Term Liabilities	1,367,337	1,160,679	1,721,008	3,041,318	#VALUE!
Total Liabilities	1,673,296	1,621,829	4,839,822	4,337,607	#VALUE!
NET ASSETS					
Unrestricted	987,127	1,918,895	2,014,647	2,887,231	3,735,508
Restricted	17,132	158,271	90,000	5,350	20,000
Total Net Assets	1,004,259	2,077,166	2,104,647	2,892,581	3,755,508
Total Liabilities and Net Assets	2,677,555	3,698,995	6,944,469	7,230,188	#VALUE!

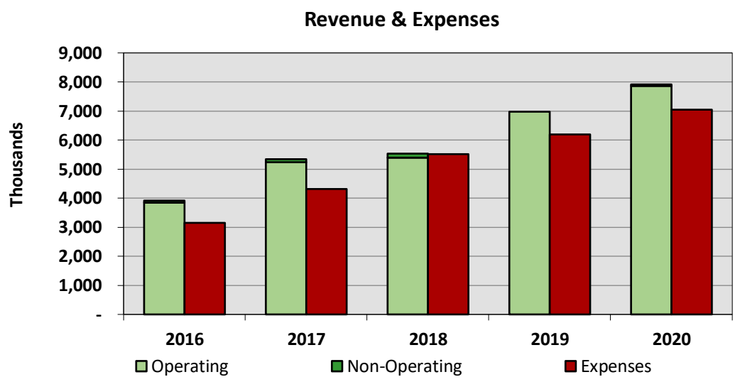


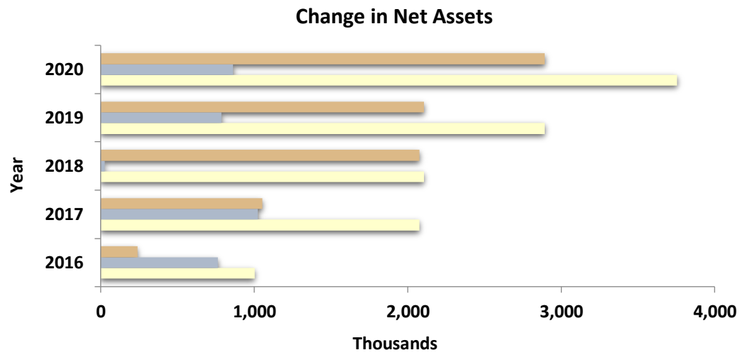




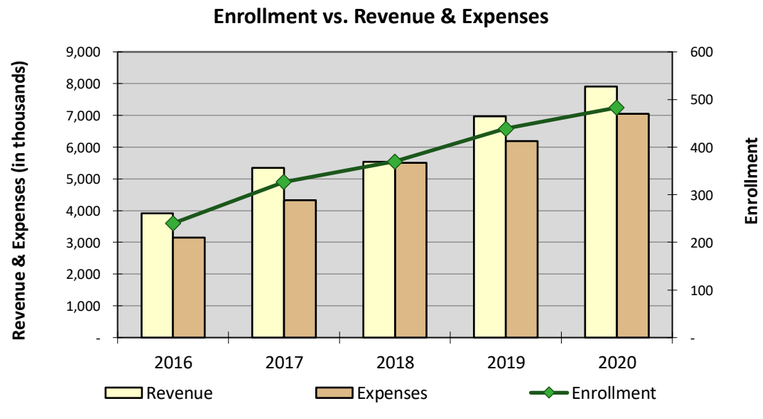
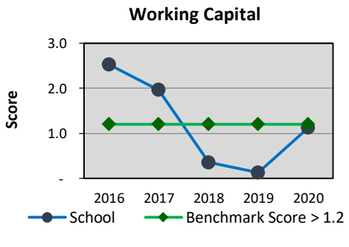
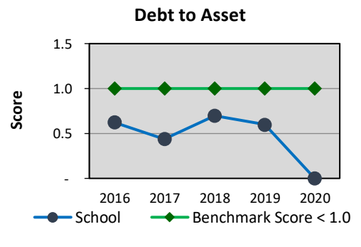
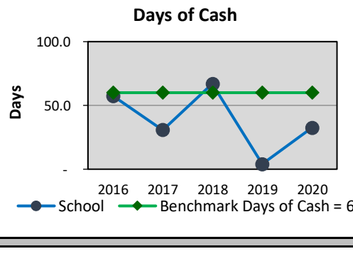
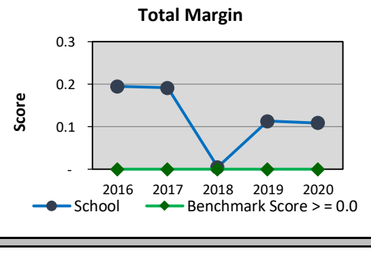
STATEMENT OF ACTIVITIES

	2015-16	2016-17	2017-18	2018-19	2019-20
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	2,972,962	4,002,895	4,899,615	6,056,872	6,761,658
State and Local Per Pupil Revenue - SPED	441,521	380,584	191,529	331,916	324,199
State and Local Per Pupil Facilities Revenue	51,415	139,237	-	-	-
Federal Grants	371,028	-	276,292	308,915	371,623
State and City Grants	14,734	245,343	18,618	24,873	34,214
Other Operating Income	-	471,711	6,507	251,657	380,143
Total Operating Revenue	3,851,660	5,239,770	5,392,561	6,974,233	7,871,837
EXPENSES					
Program Services					
Regular Education	2,232,112	-	3,807,109	4,549,283	5,043,315
Special Education	582,194	3,191,823	898,353	1,103,355	1,030,391
Other Expenses	-	639,947	-	533,661	366,822
Total Program Services	2,814,306	3,831,770	4,705,462	6,186,299	6,440,528
Supporting Services					
Management and General	338,233	490,475	804,628	-	612,156
Fundraising	-	-	-	-	-
Total Support Services	338,233	490,475	804,628	-	612,156
Total Expenses	3,152,539	4,322,245	5,510,090	6,186,299	7,052,684
Surplus/Deficit from Operations	699,121	917,525	(117,529)	787,934	819,153
SUPPORT AND OTHER REVENUE					
Interest and Other Income	11,566	-	217	-	1,182
Contributions and Grants	52,699	620	144,793	-	42,592
Fundraising Support	-	104,597	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	64,265	105,217	145,010	-	43,774
Change in Net Assets	763,386	1,022,742	27,481	787,934	862,927
Net Assets - Beginning of Year	240,873	1,054,424	2,077,166	2,104,647	2,892,581
Net Assets - End of Year	1,004,259	2,077,166	2,104,647	2,892,581	3,755,508





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

	2015-16	2016-17	2017-18	2018-19	2019-20
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	16,049	16,024	14,574	15,887	16,298
Support and Other Revenue	268	322	392	-	91
Total Revenue	16,316	16,346	14,966	15,887	16,388
Expenses - Per Pupil					
Program Services	11,726	11,718	12,717	14,092	13,334
Mangement and General, Fundraising	1,409	1,500	2,175	-	1,267
Total Expenses	13,136	13,218	14,892	14,092	14,602
% of Program Services	89.3%	88.7%	85.4%	100.0%	91.3%
% of Management and Other	10.7%	11.3%	14.6%	0.0%	8.7%
% of Revenue Exceeding Expenses	24.2%	23.7%	0.5%	12.7%	12.2%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.29	1.72	1.02	1.16	2.17
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Adequate	Adequate	Strong
WORKING CAPITAL					
Net Working Capital	467,597	443,162	(2,012,618)	(1,129,811)	80,430
Working Capital (Current) Ratio	2.5	2.0	0.4	0.1	1.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.6	0.4	0.7	0.6	#VALUE!
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	#VALUE!
CASH POSITION					
Days of Cash	57.4	30.8	67.0	4.1	32.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard
TOTAL MARGIN					
Total Margin Ratio	0.2	0.2	0.0	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard