



New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2019 Charter School Performance Framework

Renaissance Academy Charter School of the Arts

Renewal Site Visit Dates: October 30-31, 2023
Date of Final Draft Site Visit Report: March 13, 2024
Date of Final Site Visit Report: March 28, 2024

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ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Renaissance Academy Charter School of the Arts
Board Chair	Ann Seigler
District of Location	Greece Central School District
Initial Commencement of Instruction	Fall 2014
Charter Terms	<ul style="list-style-type: none"> • Initial Term: August 25, 2014 - June 30, 2019 • First Renewal: July 1, 2019 - June 30, 2021 • Second Renewal: July 1, 2021 - June 30, 2024
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 the Arts provides children an enriched and rigorous education through the humanities and arts integration leading to success in college, careers, and life.
Key Design Elements	<ul style="list-style-type: none"> • 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 (Revisions are not approved unless approved by the Board of Regents.)	None

Innovative and Noteworthy Programs: A culture of data-driven decision making at Renaissance Academy Charter School of the Arts (RACSA) is instilled across the organization from instructional decisions in the classroom to school culture and climate as well as board recruitment and strategic planning. The school’s core mission to integrate arts into a rigorous curriculum is well established and contributes to student success.

While RACSA is physically located in the Greece CSD, the majority of its students reside in the Rochester CSD and that district will be used for the comparisons in the Benchmarks 1 and 9 narratives.

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

Renewal Outcomes: Reference the [Board of Regents Renewal Policy](#).

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024
Grade Configuration	K - Grade 6	K - Grade 6	K - Grade 6
Total Approved Enrollment	506	506	506

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
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

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school’s performance in three broad areas:

1. The school’s **academic success** and ability to operate in an educationally sound manner;
2. The school’s **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school’s faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

² This proposed chart was submitted by the Renaissance Academy Charter School of the Arts 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.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at RACSA on October 30-31, 2023. The NYSED CSO team conducted interviews with the board of trustees, school leadership team, the instructional leadership team, the student support team, and teachers.

The team conducted twenty-nine classroom observations in K - Grade 6. The observations were approximately 15 – 20 minutes in length and conducted jointly with the CEO, the principal, the assistant principal, and the director of arts and technology. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

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.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

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.	Approaches
	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 the school.	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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

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

- RACSA is in year 10 of operation and serves students in K - Grade 6. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** RACSA has strengthened its academic program, cultural norms, and board composition across the charter term, contributing to improved student performance and stable organizational operations. The school has retained a large proportion of its staff, ensuring that the staff training related to the school's programs and procedures are deeply understood and consistently implemented. Data-driven decisions to select needed supports for students in the form of small (15:1:1) classrooms and social-emotional-mental health programs and staffing, as well as providing internal coaches for teachers who are in turn supported by external instructional specialists promotes a coherent and productive educational system that benefits the needs of students and staff. The board has engaged in the intentional recruitment and training of new members with the expertise needed to promote the long-term goals and success of the organization.
- **Summary of Challenges:** Despite modifying the enrollment process to improve the likelihood of selecting and enrolling students from the target populations (student with disabilities (SWD) and English language learner(s) (ELL)), the proportion of students in those populations has not increased. Although the school has received a higher number of applicants, students not selected in the lottery are on an extensive wait list for the few openings that arise during the year and those in the target populations have no advantage in wait list position. As noted in focus group interviews, the school's start and end times are determined by the district's transportation schedule and the late start for the current year is a challenge for families with work commitments.

Benchmark 1: Student Performances

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: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has improved from a Falls Far Below to an Approaches due to academic improvement. The school's proficiency rates are currently +19 percentage points above the district of comparison (Rochester CSD) for the 2023 NYSTP 3-8 assessments for both ELA and math.

See Attachment 1 for data tables and additional academic information.

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

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> 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. <i>Instruction</i>	<ul style="list-style-type: none"> 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. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> 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. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> 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:
 - ELA: Grades 1-2: *Wit and Wisdom*; Grades 3 -6, *Achievement First*; supplement and interventions -- K- Grade 3: *Wilson Foundations*
 - Math: K- Grade 6: *Achievement First*; piloting *iReady Math*
 - Science: FOSS Science Kits; integrated within *Achievement First* ELA
 - Social Studies: Houghton Mifflin Harcourt; integrated within *Achievement First* ELA

Academic Program for SWD and ELL:

- SWD: Renaissance Academy Charter School of the Arts offers a full continuum of services for students with disabilities including consultant teacher services, integrated co-taught classrooms at every grade level, and two 15:1 classrooms. A full-time and a part-time speech and language pathologist, an occupational therapist, a school psychologist, and a school social worker are also employed.
- ELL: Two full-time ESOL teachers provide push-in and pull-out instruction for ELL. Individual language goals are created for each student and progress monitored every six weeks. Push-in support adds differentiation for individuals and collaboration with classroom teachers.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Curriculum:***

- **Indicator a:** In the focus group, school leaders confirmed that the school continues to use the *Achievement First* curriculum for ELA in Grades 3-6 as well as for math for K- Grade 6 as reported in the 2022 Mid-Term Site Visit Report and on the RACSA Renewal Application. For kindergarten, school-authored thematic units which integrate a language component are used. Students in Grades 1 - 2 follow the *Wit and Wisdom* program for ELA, and interventionists use components of the *Wilson Foundations* curriculum to work with students in need of additional support. Documentation on the *Achievement First* website indicates that the curriculum is aligned to current New York State learning standards (NYSLS) in ELA and math. School leaders also reported that, in response to lack of improvement in math on the NYS tests, the school chose to pilot *iReady Math* this year in one classroom per grade level. The instructional leadership team is monitoring the impact of the new program on student progress in math.
- **Indicator b:** In the 2023 Renewal Application, RACSA describes a sequence of daily and weekly meetings among teachers within the grade and across grade levels facilitated by the instructional coaches to coordinate alignment of the curriculum both horizontally and vertically, confirmed in both the teacher and school leaders focus groups. Teachers indicated their familiarity with

Achievement First has given them a level of comfort with the program. Under the guidance of the four instructional coaches, teachers review the curriculum standards for prior and successive grade levels to align expectations vertically as well as within the grade level.

- **Indicator c:** The RACSA Renewal Application details the array of resources available on both the Achievement First curriculum database as well as the school's own curriculum resource library giving teachers access to materials differentiated to provide opportunities for all student to master grade-level skills and content. In the focus group, teachers described their use of the intellectual preparation protocol (IPP) to annotate each lesson plan in anticipation of where students will need additional help. Teachers asserted that this allows them to prepare thoughtfully to differentiate each lesson.
- **Indicator d:** In the renewal application and confirmed in the focus group, the school reports that, with guidance from Achievement First coaches in the Navigator (now Leap) program, RACSA staff and teachers regularly examine both instruction and curriculum to ensure fidelity of implementation. Through the Navigator program, Achievement First coaches train RACSA instructional coaches, and monitor their work with RACSA teachers to ensure the curriculum is implemented effectively. The four RACSA instructional coaches visit classrooms, model lessons, and facilitate grade level meetings to review exit ticket data in order to identify skills or concepts that may need reteaching.

2. Element: **Instruction:**

- **Indicator a:** In the renewal application and focus group interviews, teachers, school leaders, and instructional coaches cited whole brain teaching (WBT) as the common set of instructional practices that are in use across the school. As observed in many classes during the site visit, WBT strategies include verbal as well as gestural strategies to engage students and to introduce and reinforce key points in the lesson. According to the renewal application, RACSA uses the *Get Better Faster* program developed by the RELAY Graduate School of Education to develop a shared understanding of classroom management strategies. In addition to regular classroom visits by the four RACSA instructional coaches, Achievement First/ Navigator coaches observe instruction across the school using a common rubric several times a year. Data from the observations inform professional development and coaching support provided throughout the year.
- **Indicator b:** Across most of the 29 classes observed by the site visit team, students were attentive, obedient, and responsive to the teachers' instructions. In the classes in which teachers employed WBT strategies, students were eagerly engaged in the learning activities. In the art skills classes, including dance, music, and visual arts, students were actively involved in dancing, painting, and writing musical patterns. Students in small group ELA and math classes worked in centers, including some independent work and some small group instruction with the teacher. As mentioned above, RACSA is piloting the iReady math curriculum which is taught in a whole group setting. In those classes, students attempted the tasks on the screen at a pace much slower than in teacher-led classes. Technical issues with the iReady lessons included forgotten log-ons and barely audible instructions. ELA and math classes in the upper grades were mostly teacher-led with fewer opportunities for students to engage in rigorous questioning or discussion.
- **Indicator c:** In the *2023 Renewal Application*, RACSA reports that daily small-group instruction blocks are built into the school day to allow teachers to differentiate lessons in both reading and math. The master school schedule provided to the site visit team allocates time for grade level classes as well as intervention classes managed through the RTI process. Data tools such as iReady diagnose student learning gaps and guide teachers in selecting appropriate curriculum resources for each student. Classrooms are served by multiple staff members, including associate teachers and arts integration instructors to enhance small group differentiation. According to teachers in

the focus group, the Achievement First curriculum offers a variety of instructional materials for students with different learning needs. Teachers and school leaders explained the process facilitated by the RACSA instructional coaches to examine daily exit tickets to identify topics that need reteaching either in small group lessons or in an intervention process.

- **Indicator d:** According to the 2023 Renewal Application as well as the teacher and school leader focus groups, RACSA provides staff with professional development opportunities aligned to best practices using the four in-house instructional coaches who are in turn trained and coached by the Achievement First specialists through the Navigator program. Weekly data meetings for each grade level include review of exit tickets and annotated lesson plans (IPP) to determine which instructional strategies have been most effective. A weekly early release day enables school leaders and instructional coaches to provide frequent and timely professional development based on class observations and grade level team discussions. In the focus group, teachers explained the benefits of peer-to-peer professional development during the full day or weekly PD sessions, commenting that both new and experienced teachers enjoy learning from each other. RACSA school leaders described the school's mentorship program as a key strategy to make use of the knowledge of experienced educators in helping teachers new to the RACSA programs gain skill and confidence efficiently. School leaders survey staff about their strengths and needs, and pair mentors and mentees as appropriate. In the focus group, teachers reported they have opportunities to participate in professional development outside the school's offerings, an important resource for arts teachers, in particular.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** In the 2023 Renewal Application, RACSA describes a system of classroom-based formative, summative, diagnostic, and benchmark assessments to monitor student achievement and guide instructional decision-making. Curriculum-based classroom assessments include exit tickets along with end of unit summative tests. In the focus group, instructional leaders described how coaches meet with grade level teams to review classroom formative assessments to assess which concepts and skills may need reteaching. School leaders confirmed that the school administers the iReady diagnostic assessment for ELA and math three times per year. Data meetings include school leaders, coaches, and student support staff who review iReady results to plan a sequence of remedial lessons to fill in learning gaps and to determine if students need more intensive support or intervention. According to the renewal application, teachers in K- Grade 2 use both standardized and locally created benchmarks to identify students who are on track to meet grade level expectations.
- **Indicator b:** According to the renewal application, the math and ELA coaches along with school leaders and student support staff monitor data derived from each of the formative, diagnostic and benchmark assessments along with qualitative data from classroom observations to improve student outcomes. In focus groups, board members, school leaders, and teachers agreed that the school's data driven practices contributed to the gains in student achievement reflected in the latest New York State tests. In the focus group, school leaders confirmed that regular monitoring of the impact of the strategies listed in the 2022 Corrective Action Plan and 2023 Mid-term Action Plan have sustained a focus on implementing consistent instructional practices that promote student learning.
- **Indicator c:** The 2023 RACSA Renewal Application and 2023 Annual Report describe the work of the instructional leaders and student support staff to dig deeply into student data to evaluate the academic program and suggest modifications. As a result of the review of data, students may be designated to participate in the school's structured RTI process and provided with additional progress monitoring and intervention support. In the focus group, school leaders reported that

gaps noted in foundational skills in math led to a decision to pilot the iReady math curriculum in one classroom per grade level. School leaders indicated they will monitor the impact of adding iReady to the curriculum.

- **Indicator d:** As reported in the 2023 RACSA Renewal Application, instructional coaches monitor the quality of instruction and faithful implementation of the *Achievement First* curriculum which is aligned to the NYSLS to ensure that students have every opportunity to meet state learning standards. During weekly grade level team meetings and regular data meetings, the coaches engage classroom teachers in reviewing classroom assessments such as exit tickets to assess students' progress toward grade level standards. In addition, recently the school introduced an additional formative assessment, *Acadience*, administered three times a year as another piece of data to track whether students are reaching academic expectations and where additional support is needed.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** In the 2023 RACSA Renewal Application, the school describes a comprehensive identification process for SWD and ELL, including academic assessments and language screening. In the application, 2023 Annual Report, and as reported in the 2022 Mid Term Site Visit Report, RACSA determines if entering kindergarten students had received special education services through their home district and considers further evaluation based on assessments administered after enrollment at RA. In the focus group, school leaders reported that they review the Home Language Questionnaire and administer the NYSITELL to identify students who may need English language support. In the focus group, members of the student support team described a systematic process to administer baseline assessments, provide interventions, and monitor progress as precursors to recommending further evaluation for possible special educational services to the child's home district. School leaders indicated that, since most new students enter RACSA at kindergarten, beginning of year data reported to the state may not accurately reflect number of students identified for special educational services at the end of the school year.
- **Indicator b:** In the 2023 RACSA Renewal Application and focus group interviews, RACSA school leaders and student support staff listed a range of strategies to support the academic needs of all students that include multiple educators in classrooms, differentiated materials, and a tiered RTI process. During the current charter term RACSA established two multi-age 15:1 classrooms for students with intensive special needs to complement the existing Tier 2 and Tier 3 intervention supports provided by RTI specialists. RACSA employs four full time and two half time RTI specialists who meet with students in small groups and individually to provide supports in math and ELA across a six-week cycle. In the teacher focus group, participants described the value of the "intellectual preparation protocols" (IPP) they employ to delve deeply into the Achievement First lesson plans to consider the potential misconceptions or struggles their students might encounter during the lesson. Lesson plans provided to the site visit team included teachers' annotations that reflect teacher's understanding of their students' immediate needs.
- **Indicator c:** In addition to formal meetings between interventionists and classroom teachers at the end of each six-week RTI cycle, the school reports that teachers and interventionists communicate by email and one-on-one informally. In the focus group, school leaders noted that minutes from regular RTI meetings are recorded and posted on an online document library for teachers to examine as needed. In the student support focus group, English as a New Language (ENL) teachers confirmed they meet every two weeks with classroom teachers to review their students' progress as noted in the renewal application. Daily planning time and weekly grade level team meetings provide frequent opportunities to classroom teachers to meet with RTI specialists to 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.

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_351-360-361-370AttndnceAbsenceandDayCalRpriGuiderev3.6.18.pdf.

Element

Indicators

<p>2. <i>Behavior Management and Safety</i></p>	<p>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 a school’s stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>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.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p>

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. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** According to the 2023 RACSA Renewal Application, the school provides differentiated support to address absenteeism and engage students based on the specific factors contributing to absenteeism. In the focus group, school leaders and members of the school improvement team (SIT) including the family services coordinator monitor attendance and develop interventions that begin with phone calls and may include home visits or working with area agencies to provide support for families facing challenges. The SIT explained that it established specific responses to certain targets, with five absences triggering a phone call, eight absences an in person visit, and additional interventions individualized to the specific causes of student absences. In the focus group, teachers attributed the low rates of absenteeism to the appeal of the arts programs as well as to the WBT strategies used create engaging lessons.
- **Indicator b:** In the 2023 RACSA Renewal Application and in the focus group, the school reports low rates of out-of-school suspensions and attributes the positive school culture and restorative approach to discipline as key factors leading to low suspension rates. In the teacher and school leader focus groups, RACSA staff explained that the school engages with Partners in Restorative Initiatives (PIRI) to provide professional development aimed at building staff expertise in restorative justice practices. School staff including the social worker, psychologist and social-emotional learning specialist collaborate in providing two rooms where students can reflect and resolve issues contributing to their problems in the classroom. The alternative to suspension (ATS) room is staffed by an employee of the Center for Youth. Students can be sent to the Chill Room for short breaks to reset their attention under the guidance of the social worker. For minor infractions, students may be held back from recess for a one-minute period so they can correct the behavior that led to their infraction.
- **Indicator c:** According to the 2023 RACSA Renewal Application, the school established a school improvement team (SIT) responsible for measuring and evaluating school climate and culture. The SIT administers an annual family survey and quarterly teacher surveys to gather information related to both climate and culture, including discipline, family engagement, and staff communication and satisfaction. In the focus group, teachers explained that the SIT noticed concerns about student behavior in a recent survey and met to brainstorm strategies to alleviate the issue. As a result, the school recommitted to consistent use of community circles, one of the social-emotional learning strategies used as part of the school’s social-emotional learning curriculum to build positive relationships and constructive behaviors. In addition, the SIT put in place incidence reporting procedures to inform teachers of actions taken to resolve problems.

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

- **Indicator a:** In documents submitted for the renewal and focus group interviews, school leaders detailed a comprehensive behavior management plan grounded in a positive approach to behavior and using restorative justice practices. School leaders report that classroom management and discipline practices based on whole brain teaching keep students engaged in the lesson and reduce opportunities for distraction and disruption. The school's discipline policy is reviewed regularly by the board and is posted on the website. In the focus group, members of the student support team credited training by PIRI with supporting a culture that addresses misbehavior in a constructive rather than punitive way. Of the 130 parents responding to the spring 2023 RACSA parent survey, over 90 percent agreed or strongly agreed that student conduct is consistently and fairly addressed. Most parents indicated they are familiar with the discipline policy included in the student and family handbook.
- **Indicator b:** In the 2023 RACSA Renewal Application and focus groups, school leaders and student support staff described a progressive approach to behavioral interventions that allow for differentiation depending on the student's social-emotional development. As noted above, restorative practices engage students in reflection and remediation of any negative impact on others of their misbehavior. In biweekly meetings, student support staff review discipline incidence data and move along a progression of actions to address specific student concerns. For ongoing concerns, support staff may engage the student in a monitored RTI behavior intervention plan. In the focus group, the psychologist and social worker reported that, after school level interventions are tried and monitored, they may refer students to the Rochester City School District (RCSD) Committee on Special Education (CSE) if serious concerns continue preventing the student from fully participating in the academic program.
- **Indicator c:** In both focus groups and documents submitted for the renewal, the school describes the use of consistent daily routines and a progressive behavior management process coupled with staff training in restorative practices as strategies to ensure a safe learning environment. Visitor access is controlled, and the school employs full time security staff. In the spring 2023 RACSA staff survey, a number of teachers raised concerns about student misbehavior and the school improvement team developed an action plan to address those concerns, including renewed commitment to social-emotional learning practices including community circles and clear reporting and communication between behavior support staff and classroom teachers.
- **Indicator d:** In both renewal documents and focus groups, the school described a comprehensive set of policies and procedures to ensure that the school is free from bullying, harassment, and discrimination. The dean of students is assigned responsibility for monitoring adherence to the Dignity for All Students Act (DASA) and the DASA policy is posted on the school's website. In addition, the school expanded the charge of the Diversity, Equity, and Inclusion (DEI) committee to add "belonging" to its purpose. The DEIB committee consisting of staff, parents, and board representatives is responsible for ensuring that programs and practices at RACSA align with the *NYS Diversity, Equity, and Inclusion Policy* guidelines. In the focus group, members of the DEIB committee reported their current goal is to complete an audit of school programs across six domains using rubrics designed by the NYS Education Department Board of Regents beginning with instruction and family engagement.
- **Indicator e:** Across the 29 classes observed by the site visit team, classrooms were orderly and free from disruption. Most classrooms were staffed by at least two adults who ensured students were focusing on lesson activities. In many classrooms, teachers employed WBT strategies incorporating oral instructions along with physical gestures to engage students in key lesson concepts. Choral responses to teacher prompts ("Class, class", "Yes, yes") were used by teachers to ensure student attention was on the task underway.

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

- **Indicator a:** RACSA uses translation services for in-person, print, and email communication with parents in their preferred language as described in the renewal application. Student performance is presented in trimester report cards and quarterly reports for SWD. Teachers use Class Dojo to text compliments and concerns to families in real time. The school's newsletter service, Smore, translates the content of the monthly newsletter so all families can stay informed. The school's website offers Google translation to allow visitors to translate documents into their preferred language.
- **Indicator b:** In the 2023 RACSA Renewal Application, the school lists a variety of methods for engaging families in the school, including in-person events, print and digital newsletters, social media, field trips and special celebrations. Families are invited to join and contribute to committees dedicated to school improvement (Title I committee), enhancing the diversity within the school (DEIB committee), and promoting school activities (RACSA Academy Family and Faculty Association (RAFFA)). Families have other less formal opportunities to engage with the school including bimonthly coffee and conversations with the CEO alternating with bimonthly meetings with the psychologist, social worker and social-emotional specialist focused on mental health concerns. In the focus groups, school leaders and student support staff expressed disappointment that more families are not able to attend monthly RAFFA meetings and praised families' attendance at curriculum nights and student performances. On the spring 2023 RACSA Family Survey, parents cited work commitments as a challenge to their increased participation.
- **Indicator c:** To gather input and feedback from families, RACSA administers a yearly family survey, with the responses reviewed by the SIT and leadership teams and shared with the board of trustees. In addition to the formal survey, school leaders said they gather feedback at each of the events held, such as 'coffee and convo' with the CEO or curriculum nights.
- **Indicator d:** According to the 2023 RACSA Renewal Application, while the school has a formal family complaint process described on the website, most complaints are addressed with impromptu visits and conversations with concerned family members.
- **Indicator e:** In the focus group, school leaders reported that the academic committee including board, staff and parents reviews the NYSED school report card data to identify areas of concern or compliment. Families receive their own child's NYSTP results and RAFFA newsletters report school level performance results. School leaders share school level results with staff at a monthly staff meeting and in grade level data meetings. In the renewal application, school leaders noted that school level NYSTP data is on the agenda at the annual public meeting held each September.
- **Indicator f:** In the renewal application, the school reported that it shares its higher participation rate in the NYSTP compared with RCSD and the Greece Central School District (GCSD) in the monthly family newsletter.

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

- **Indicator a:** According to documents submitted for the renewal and focus group interviews, RACSA uses staffing, schoolwide routines, and curricula to provide for the social-emotional and mental health needs of students. According to the staff roster and focus group interviews, RACSA employs a school psychologist, social worker, a dean of students and a social-emotional (SEL) specialist to monitor the implementation of the school's programs and practices to ensure they promote a positive culture that fosters student success. Each day, classrooms engage in social-emotional learning practices in a dedicated block within the school day, using the *Second Step* curriculum and mindfulness strategies. RACSA adopted principles of the Positivity Project (P2) to complement the whole brain teaching strategies as consistent routines in classrooms. In each

classroom, the morning meeting offers instruction in positive character traits that are reinforced throughout the school day. Restorative practices in use schoolwide are informed by the school's partnership with PIRI and aim to shift behavior management from a view of punishment to one of positive remediation. In addition, the school has provided trauma, illness, and grief (TIG) training to selected staff members to be prepared to deal with traumatic incidents that may affect the wider school community. In the focus group, members of the student support team explained that as evidence indicates, the school may assign an adult to provide HUG (hello, update, and goodbye) or similar supports for a student in need of a connection with an adult. School documents and focus group participants also described a "big buddy, little buddy" program where older students mentor younger students in positive approaches to success in school. The student support staff added a program in which selected students are trained in restorative techniques to serve as peer mediators. Peer mediators are scheduled to be "on call" and given their own walkie-talkie and respond when summoned by a social-emotional learning specialist to confer with fellow students to resolve conflicts.

- **Indicator b:** According to the 2023 RACSA Renewal Application, the student support team consisting of the psychologist, social worker, dean of students, crisis prevention specialist, SEL specialist and behavior intervention specialist convenes regularly to review attendance and behavior data to identify areas of concern. In the focus group, members of the student support team described their meetings as primarily problem-solving sessions, with RTI staff and classroom teachers collaborating to develop intervention plans to address behavior or social-emotional well-being concerns. The SST reviews attendance and behavior incidence data, as well as qualitative data from classroom observations, to identify factors contributing to student misbehavior. The family services coordinator is consulted to provide insight into the child's family situation. The psychologist coordinates and monitors services to SWD and ELL to determine if programs are meeting students' needs.
- **Indicator c:** In documents and focus group interviews, the school reported that school leaders and the SST review data from the implementation of behavioral intervention strategies to assess whether programs and practices have yielded the desired improvement in student well-being. In the focus group, members of the SST reported that, in response to feedback from staff surveys, they refocused efforts across the school to make use of some of the core practices of the Second Step social emotional learning curriculum to address faculty concerns about student behavior.
- **Indicator d:** In the current charter term, the school established diversity, equity, inclusion and belonging (DEIB) committee of teachers, school leaders, parents and board members to ensure school practices are culturally responsive and inclusive. In the focus group, members of the DEIB committee explained their current activities are focused on auditing the school's programs and practices to identify areas where the quality of the school environment can be improved. The efforts of the DEIB committee complement the training in positivity and mindfulness practices provided by the PIRI partnership as well as the whole brain teaching (WBT) strategies used across the school to actively engage students in the learning activities. The DEIB committee is using rubrics provided by NYSED to examine instructional materials and classroom practices to ensure the school maintains a welcoming environment.
- **Indicator e:** RACSA designates the Family Services Coordinator as the McKinney-Vento point of contact. In the focus group, school leaders reported that RACSA is serving 13 homeless students this year. The family services coordinator explained that most of the families are not in shelters but are residing with friends or family. The school received a grant to identify students needing services and to provide individualized supports that align with family needs. Some of the supports have included transportation for the RACSA student when district transportation services are

lacking as well as the provision of essential household items when families have had to relocate quickly.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as a 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 Academy 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 1.50 and 3.00 is generally considered to be in good financial health. Renaissance Academy Charter School of the Arts' 2022-2023 composite score is 3.00.

**Composite Scores
2018-2019 to 2022-2023**

<i>Year</i>	<i>Composite Score</i>
2018-2019	1.16
2019-2020	2.17
2020-2021	2.74
2021-2022	2.89
2022-2023	3.00

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

Over this charter term, the trajectory for this benchmark has been consistent as a 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, including detailed assumptions within the 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 absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Renaissance Academy Charter School of the Arts' 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor identified significant deficiencies, one in internal controls over financial reporting and another in internal controls over federal awards. The school has successfully addressed these concerns.

1. There were no procedures in place to ensure that certain general ledger accounts are reviewed and reconciled prior to the audit, which resulted in misstatements in the financial statements prior to proposed audit adjustments. The auditor recommended that the school have processes in place to ensure that all accounts are reviewed and reconciled during the year and prior to the audit. The school agreed to designing and implementing proper controls. The school has implemented, as part of its regular monthly financial procedures, a reconciliation of all accounts and a review of AP and AR aging reports. They are updating their financial policy and procedures manual to reflect these changes. An external consultant engaged for accounting and audit preparation has been replaced with an internal hire for bookkeeping for additional controls, separation of duties, and increased efficiency.
2. In regard to the school's National School Lunch and School Breakfast Programs, invoices for purchases were not reviewed or approved before payment. In addition, meal counts are not

reviewed prior to submitting for reimbursement. Both conditions could have resulted in errors or misstatements of expenditures or reimbursements. The auditor recommended that the school have documented processes for the review/approval of invoices related to the programs and for the review/confirmation of meal counts and claims for reimbursement. The school has instituted processes to ensure that invoices for purchases related to the breakfast and lunch programs are properly reviewed and approved prior to payment under the supervision of the COO. The process was fully implemented by October 31, 2023.

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 these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets, due to the addition of new board members and as a result of improved board recruitment and training practices.

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

- **Indicator a:** *The 2023 RACSA Annual Report and the 2023 RACSA Renewal Application report that the board has met its 2022 Action Plan goal of completing a self-assessment and conducting a*

performance-based evaluation of the school leader. In the focus group, board members explained they previously used a third party survey to evaluate board performance but did not find that it yielded helpful information. The recent board self-evaluation, conducted during the October board retreat, consisted of questions selected from various sources by members of the governance committee. From the responses to the spring 2023 self-evaluation, an ad hoc committee updated the Board Education and Professional Learning Plan to reflect board members' needs based on that assessment. The board adopted the High Bar/ Board on Track tool to evaluate the performance of the chief education officer and work with her to establish performance goals for the coming year. In the focus group, board members praised the work of the current CEO and credited her with skillful management that contributes to the school's academic progress. Board members reported that contractors working for the school are evaluated according to the specifications of their contracts by school leaders led by the CEO.

- **Indicator b:** In the focus group, board members confirmed that they have met the goal defined in the 2023 RACSA Annual Report of increasing board membership. Board members described maintaining a “pipeline” report, a spreadsheet outlining the areas of expertise needed by the board as well as a list of prospective candidates from across the community. They explained that the governance committee leads the process of identifying and recruiting new members by participating with other charter schools at gatherings aimed at reinforcing relationships with individuals who may be interested in serving on RACSA committees or as board members. At the time of the renewal site visit, the board reported that three new candidates had been submitted to NYSED and are awaiting CSO approval. Board members noted that the prospective new members possess expertise in child advocacy, resource development, and data analysis, areas that will support the school's mission.
- **Indicator c:** In documents submitted for the renewal and focus group interviews, the board reports that it oversees the academic, organizational, and fiscal operations of the school through a number of committees with designated responsibilities for monitoring and reporting on key school functions. The academic, finance, development, governance, and human resources committees are chaired by a member of the board and may include staff and/ or parents as participating members. School leaders prepare academic and organizational dashboards for each monthly meeting and committees bring proposals to the full board for further discussion and decision as appropriate. In the focus group, board members explained that the organizational dashboard reviewed by the human resources committee keeps them informed of staff vacancies and helps refine the board's approach to teacher recruitment and retention. The academic dashboard reviewed by the academic committee disaggregates test data by grade level and subgroup, so board members can build a clear understanding of the strengths and concerns across the academic program. Board members noted that they are seeking to define ‘excellence’ as the school's target and are working across all committees to create a clear vision of that aim. In their focus group, school leaders commented that the questions raised by the academic committee often lead to closer inspection of educational issues and insights not noticed by the instructional staff.
- **Indicator d:** According to the renewal application, the board hired Causeway Community Partners to facilitate a strategic planning effort in January 2023. The plan shared with the renewal site visit team lists two overarching goals – increasing financial resources to support and expand the school's operations and building staff capacity. In the 2023 RACSA Renewal Application, the board lists additional priorities in academics, organizational maturity, and retention of staff, students, and trustees. In the focus group, board members noted that the survey data yielding a staff net promoter measure (eNP) provided board members a clear understanding of staff satisfaction and needs thereby triggering board actions that contributed to a high rate of teacher retention for the

current school year. Members stated their view that teacher experience is directly related to student success, and their efforts to ensure staff satisfaction are intended to foster teacher retention so that students can benefit from their skill. In their focus group, teachers agreed that staff stability has been a factor in strengthening the academic program. Board members reported they offered a retention bonus as one initiative to keep experienced staff. To fulfill the strategic plan goal to increase financial resources, the board hired a development manager to build awareness of RA's programs across the region through an improved social media presence in part to encourage recruitment of students and staff. Board members reported that the strategic plan dashboard is used as a tactical tool by the board committees to track progress toward each of the goals in the plan. By regularly monitoring the impact of each of its action steps, the board aims to reach its ambitious target of providing sufficient resources to build an auditorium to better exhibit students' arts skills.

- **Indicator e:** In the 2023 RACSA Renewal Application, the board reports that it reviews policies at least annually and when advised by the school's attorney or when state and federal regulations change. Changes to policies requiring NYSED approval are submitted as required.
- **Indicator f:** As part of the 2023 RACSA Action Plan, the board defined a comprehensive Board Education and Professional Learning Plan. According to the board professional development calendar provided to the site visit team, board members participate in a series of professional learning activities related to their governance responsibilities and designed to build their knowledge of charter school requirements including the expectations defined in the Performance Frameworks. Professional learning sessions occur at board retreats twice a year and prior to regular monthly board meetings. Sessions are led by RACSA staff as well as external providers. In the focus group, board members explained how the presentations and activities support their growing knowledge of the academic, operational, and regulatory issues specific to charter schools and cited the benefits of their relationship with other charter school leaders.
- **Indicator g:** In the renewal application, board members stated they communicate regularly with the NYSED CSO liaison, both directly and through the CEO, and rely on their contracted attorney to ensure compliance with their legal obligations. In the focus group, board members commented that the organizational and academic dashboards help to keep attention focused on the commitments in the school's charter including the mission and key design elements.
- **Indicator h:** According to the calendar of professional learning activities and the focus group comments, board members review and discuss the NYSED Charter School Performance Framework standards at annual retreats and periodically throughout the year. Minutes of board meetings indicate discussion of site visit and check in documents reporting on the school's progress toward the Performance Framework standards.

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

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>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.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>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.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

Element

Indicators

3. *Contractual Relationships (if applicable)*

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** According to the 2023 RACSA Renewal Application, the school’s mission and goals are communicated with staff and the school community at daily, weekly and monthly meetings. The school defines several leadership teams, including the executive leadership team, an instructional leadership team, and a student support team, each charged with facilitating specific components of the educational program aligned with the standards in the Performance Framework. Members of each team meet with relevant staff under their area of responsibility to ensure consistent implementation of the school’s programs and practices and to monitor progress toward the school’s goals. In their respective focus groups, teachers and school leaders described a common understanding of the school’s expectations for consistent instructional practices and use of data to revise and refine the academic program.
- **Indicator b:** In the focus group, school leaders and teachers confirmed that the school uses multiple methods and means to communicate with staff and keep everyone informed of team decisions. School leaders provided an example of leadership team meeting agendas and notes and explained they are posted in a shared online library that all staff can access. Agendas are posted and can be amended to add updates or concerns from across the school community. Weekly faculty meetings and regular email messages from school leaders ensure all staff are informed of the school’s activities, plans, and outcomes.
- **Indicator c:** In focus groups and renewal documents, the school reports that it has been successful in recruiting and retaining key personnel to meet the needs of all students. As noted under Benchmark 6, a strategic goal defined by the board is the retention of experienced quality teachers in the understanding that good teachers are a prime factor leading to student success. In the focus group, school leaders reported that 95 percent of the staff returned for 2023-2024, a mark of progress toward the board’s strategic goal. The school allocated resources to provide incentives for staff to return, and the board measures staff satisfaction regularly to maintain a positive school culture. In the focus group, the board noted that its resource development goal is partly aimed at providing both financial incentives as well as instructional supports to encourage teachers to continue their service at the school. School leaders reported that the four in-house instructional coaches along with a mentorship program have been helpful in ensuring teachers have sufficient support to implement an effective academic program.
- **Indicator d:** According to the 2023 RACSA Renewal Application, the experienced leadership team and staff are familiar with the NYSED Charter School Performance Framework standards and have aligned their decisions and actions to move the school toward meeting the standards. Most members of the leadership team have been at the school for two renewal cycles and have participated in the preparation of reports on the school’s progress toward the PF standards.

2. Element: **Professional Climate:**

- **Indicator a:** The 2023 RACSA Renewal Application defines the roles and responsibilities of the leadership team and focus group participants indicated that the roles and responsibilities of board, staff, managers, and school leaders are followed. While the school convenes multiple teams responsible for different aspects of the school's programs, the overlap between academic roles and climate, culture, and disciplinary functions are understood by staff. In the focus groups, participants serving multiple roles were able to delineate the procedures and practices associated with their various responsibilities. Board members were clear on the duties of each of the board committees, as well as the newly created development manager position.
- **Indicator b:** Documents submitted for the renewal as well as focus group interviews confirmed that the school provides extensive professional development so that staff have the expertise needed to serve all students' needs. The professional development calendar provided to the renewal site visit team lists activities during the summer, including three days set aside for faculty new to RA, as well as topics to be addressed in early release Fridays and full day professional development conferences throughout the year. In the focus group, teachers explained that some topics are presented in a peer-to-peer format while others are provided by school leaders or external consultants. As noted under Benchmark 2, the selection of topics for professional development is identified by the instructional coaches and school leaders based on student data as well as classroom observations conducted by the in-house coaches or by the Achievement First/ Navigator coaches who visit the school three times each year to ensure effective implementation of the school's curriculum. Teachers also expressed appreciation for the opportunity to participate in professional learning outside the school, a special interest for the arts staff who can engage in topics linked to their areas of expertise.
- **Indicator c:** For the 2023-2024 school year, RACSA is fully staffed with personnel who are able to meet the school's operation, finance, and communications needs. The newly hired development manager is charged with communicating the unique programs available at RACSA by enhancing the school's social media presence and connecting with community resources. The COO position was vacant at the time of the 2021 mid-term site visit but has been filled with a returning staff member since 2022. The COO manages financial human resource needs. Family communication is coordinated by the family services coordinator along with the dean of students to maintain a connection between families and the school. The principal vacancy in 2022-2023 has been filled and, in the focus group, teachers commented that the new principal has integrated into the school community smoothly and effectively. As noted previously, school leaders report that 95 percent of staff returned for 2023-2024.
- **Indicator d:** Both the school schedule and focus group comments confirm that there is time built into the school day to allow for effective collaboration among teachers. In addition to common daily planning time, weekly grade level team meetings, facilitated by the instructional coaches, allow teachers to examine formative classroom assessments and share experiences and advice on instructional strategies. Weekly faculty meetings provide a forum for teachers and staff members on different committees to report on their activities and solicit feedback. RTI, SWD and ELL staff meet formally with classroom teachers at scheduled meetings and often informally before or after school. Behavior specialists, the social worker, psychologist, and dean confer with teachers to resolve individual student social-emotional and behavioral concerns.
- **Indicator e:** In addition to weekly review of instructional practices with the coaches, the school uses a formal evaluation process based on the Danielson model as noted in the renewal application. As part of the formal evaluation process the renewal application notes that teachers create individual goals that the evaluators review annually. RACSA instructional coaches use observation tools and common rubrics as part of the Navigator program to gather data on the

quality of classroom practices. Members of the instructional leadership team focus group described an approach to real-time coaching begun this year in which coaches provide discrete but timely suggestions to teachers while the lesson is in progress. School leaders explained that, before launching this technique, teachers were surveyed to identify their comfort level with real-time feedback and coaches accommodate teachers' preferences. Three times a year, Navigator coaches visit the school and conduct classroom observations using a common rubric to help the RACSA coaches calibrate their feedback consistently.

- **Indicator f:** As one of its strategic goals, the board solicits teacher and staff feedback to measure staff satisfaction and monitor the professional climate. According to the renewal application, staff surveys are administered three times a year and used to derive a measure of staff loyalty and engagement. The school uses the eNPS measure as one indicator that school leaders and the board are providing the necessary conditions to motivate experienced staff to continue at the school. In the focus groups, teachers echoed school leaders in describing the professional climate as positive and supportive. Concerns raised in the surveys are reviewed by a staff committee and recommendations for resolving those concerns are presented to the board.

3. Element: ***Contractual Relationships:***

- **Indicator a:** n/a
- **Indicator b:** The school has engaged Partners in Restorative Initiatives (PIRI) for staff development related to restorative practices and Causeway Community Partners for professional development in strategic planning for the board. The school has developed positive working relationships with these entities and monitors their effectiveness.

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

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>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.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** RACSA uses staffing, structures, and programs to ensure that its mission, “provides children an enriched and rigorous education through the humanities and arts integration leading to success in college, careers, and life” is clearly understood and fully implemented. Dance, music, and art teachers collaborate with general education teachers to provide lessons integrating content standards in reading and math with skills taught in dedicated arts classes, often drawing from a library of lessons created across the life of the school and captured in an online database. Arts integration lessons are scheduled daily, in addition to both small group and large group math and reading classes. The addition of a daily social-emotional learning time at the start of the day provides a foundation for the development of skills such as persistence and collaboration that are intended to improve the future success of all RACSA students. In the focus group, board members explained that the professional development plan and onboarding activities for new and veteran board members focus on the promises described in the school’s mission and detailed in the school’s charter.
- **Indicator b:** RACSA has consistently implemented the key design elements in its charter. A longer school day and year allows students more time on task, typically 130 minutes of ELA instruction, 120 minutes of math instruction, along with 70 minutes of daily arts instruction. In the focus groups, school leaders and staff explained that the common practices of whole-brain-teaching and the positivity project encourage students to adopt a positive disposition for learning. Daily social-emotional learning lessons begin each day guided by a curriculum that presents valuable character lessons that are reinforced throughout the school within the academic and arts classes. Speech and language support for all learners supplements the regular small and large group ELA lessons to ensure a strong focus on language and literacy. According to the focus group, the school’s speech pathologist works with other members of the student support team to provide remediation for any student who struggles meeting the state learning standards. Similarly, the

school's intervention staff and classroom teachers use a variety of tools to augment the Achievement First math curriculum and focus on numeracy and core mathematical practices. In their focus groups, school leaders and board members explained that, after examining state math assessment data and recognizing that RACSA students were not meeting expectations, they decided to pilot a curriculum to build foundational math skills, iReady, on one classroom per grade this school year. Results from internal assessments as well as state tests will provide insight into the impact of each of the curriculum approaches. RACSA students participate in daily arts skills instruction plus integrated arts and math or ELA lessons that are central to the school's mission and key design. One of the school leaders serves as the director of arts and technology and facilitates the design and development of lessons that meet the NYSLS in content areas as well as the NYSLS for the arts. RACSA staffs a comprehensive student and family support team, including a family services coordinator, social worker, nurse, and psychologist, who monitor student well-being and maintain contact with families to facilitate connections with community agencies as needs arise. In the focus group, team members noted that the RACSA Faculty and Family Association (RAFFA) meets regularly.

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: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	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. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>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.</p> <p>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.</p>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has improved from Falls Far Below to Approaches due to an increase in the enrollment of SWD.

1. Element: **Target are met:**

- **Indicator a:** RACSA has maintained overall enrollment at or above 90 percent of the contracted enrollment across the charter term. The current enrollment rate is 97 percent for 2022-2023.

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

- **Indicator a:** RACSA enrolls fewer SWD, ELL, and ED students than RCSD, with some improvement over the charter term in enrolling SWD and consistent under-enrollment of ELL and ED students. For 2022-2023, RACSA enrolled -6 percentage points fewer SWD than RCSD, a slight improvement from the -8 and -9 percentage point differentials in the previous two school years. In 2022-2023, RACSA enrolled -14 percentage points fewer ELLs than RCSD, similar to the 2021-2022 school year enrollment and slightly better than the -15 percentage-point differential in 2020-2021. The enrollment of ED students at RACSA remains consistent and the school is currently -4 percentage points below RCSD in 2022-2023. Retention rates for 2022-2023, when compared to RCSD, were below the district for all students and ED students.

- **Indicator b:** In the focus group, school leaders expressed frustration that their extensive efforts to recruit ELL have not led to increased enrollment. They reported that outreach and recruitment efforts led to a higher number of ELL applicants, but of the 51 applicants, only 20 were selected in the lottery despite the weighted advantage for ELL in the revised enrollment policy. In addition, when students from families whose first language was not English were tested on the NYSITELL, many showed high levels of English proficiency and could not be classified as ELL students. In the focus group and school documents, RACSA outlines a number of program changes to improve not only the achievement of SWD but also their retention.
 - RACSA provides two 15:1 classes to support students who benefit from more individualized attention.
 - According to school leaders, RACSA provided one on one aides for SWD when the district was delayed in assigning them.
 - A structured response to intervention (RTI) process enables staff to identify students who may need further evaluation by the district Committee on Special Education (CSE). School leaders noted that, since most students enroll at kindergarten, possible special education needs may not have been noticed.
 - In the focus groups, both school leaders and members of the student support team reported that building strong family relationships contributes to retention as well as achievement gains. School leaders explained that a key factor limiting an increase in the enrollment of both SWD and ELL arises because the waiting list does not allow for prioritizing those populations when seats become available.
 - According to the 2023 Annual Report and school leader interviews, the school will continue to target organizations serving low-income families to recruit new ED students.
 - Communication with families in their preferred languages, including translating school materials and fliers, and continuing to build relationships with community agencies serving refugee and migrant families will increase awareness of the programs available to ELL students at RA.
 - School leaders reported that RACSA has been successful in working with the RCSD CSE to identify students who, once enrolled, are identified for SWD evaluation and services. School leaders and board members believe that the activities of the newly hired development director will improve the school's recruitment and retention for all groups of students by ensuring that families are aware of the school's academic supports as well as the arts focus to enrich the learning experience for their children.
- **Indicator c:** According to focus group interviews and renewal documents, the collection and review of multiple sources of data inform the school's understanding of the effectiveness of its recruitment strategies. The family services coordinators review annual family surveys, along with enrollment and withdrawal interviews, to give school leaders insight into the factors influencing families' decisions. Board members reported they receive monthly data on recruitment activities and enrollment changes. Student achievement data showing the impact of the school's programs on students in the target populations are examined to identify which programs are yielding benefits for SWD, ELL and ED students. Program successes are discussed with prospective families as part of the overall recruitment process.

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: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> 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 in accordance 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:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to increased awareness of and compliance with the CSO and other legal requirements.

1. Element: **Legal Compliance:**

- **Indicator a:** RACSA has complied with the provisions of state and federal laws and its charter over the course of this charter term. The school contracts with a law firm, financial and accounting professionals to ensure awareness of and compliance with applicable requirements.
- **Indicator b:** The school has corrected previous concerns about its hiring process and clearance procedures. There are no recorded complaints or violations. In focus group interviews, board members and school leaders detailed their process for monitoring and updating the corrective actions required for benchmarks 1 and 9.
- **Indicator c:** RACSA complies with certification rules for teachers in accordance with the charter schools act.

- **Indicator d:** Over the course of the charter term, RACSA has submitted requested material and non-material revisions to the Charter School Office as required.
- **Indicator e:** As noted under benchmark 9, RACSA has maintained enrollment at or above 90 percent of the chartered maximum for the charter term.
- **Indicator f:** As noted in benchmark 6, the RACSA board contracts with an attorney to ensure any revisions of school policies or governance procedures align with the requirements of state and federal laws and the conditions of its charter.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

BEDS Code

260501861067

2022-2023 Enrollment

492

ESEA Accountability Designation (2023-2024):

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

Charter School Information

School District of Location:	GREECE CSD
Total Public School Enrollment of Resident Students attending Charter Schools:	3%
Additional School District: (if applicable)*	Rochester CSD
Total Public School Enrollment of Resident Students attending Charter Schools:	25%
Grades Served:	K-6
Address:	299 KIRK RD, ROCHESTER, NY, 14612
Website:	https://www.renacad.org
RIC:	MONROE/M.A.A.R.S.
Regents Region:	CENTRAL
Regent:	Adrian I. Hale
Active Date:	7/1/2014
Authorizer:	REGENTS
CEO:	DR. CAITLIN LOURY
CEO Phone:	585-225-4200
CEO Email:	loury@renacad.org
BOT President:	MS. ANN SEIGLER
BOT President Phone:	585-506-6368
BOT President Email:	Ann_Seigler@superiorplusenergy.com
Institution ID:	800000082488

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2019
Current Term:	07/01/21 - 06/30/24
2019-2020	Midterm
2020-2021	Renewal
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

CSO Survey Results

Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

2023 3-8 Assessments; 2022 4 Year Graduations

Renaissance Academy CS of the Arts			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle	+/- 5	Achievement First Linden CS	-10	-14	+10	.
		Brooklyn Scholars CS	-18	-14	+8	.
		Buffalo Collegiate CS	+15	+12	+46	.
		Central Brooklyn Ascend CS	-28	-35	-33	.
		Cross Hill Academy	+7	+2	-7	.
		Dr Walter Cooper Academy	+18	+12	+10	.
		Enterprise CS	+19	+12	+32	.
		Leadership Preparatory Brownsville CS	-23	-34	+2	.
		School 42-Abelard Reynolds	+24	+7	+22	.
	Mean	+0	-6	+10	.	
	+/- 7.5	Achievement First Apollo CS	-15	-32	+16	.
		Brooklyn Excelsior CS	-14	-6	-4	.
		Brownsville Ascend CS	-15	-27	-20	.
		Build Community School	+18	+6	+30	.
		Community Partnership CS	-27	-42	-32	.
		Explore Empower CS	-10	-17	+25	.
		Explore Excel CS	-3	-14	+14	.
		Future Leaders Institute CS	-9	-13	+15	.
		Grimes School	+5	-7	+14	.
		Highgate Heights	+14	+5	+41	.
		Hyde Leadership CS - Brooklyn	-3	-7	+13	.
		Hyde Park School	+12	+3	-24	.
		Icahn CS 6	-43	-75	-32	.
		Joseph C Wilson Foundation Academy	+16	+7	+39	.
		King Center CS	+8	-4	+10	.
		Leadership Preparatory Canarsie CS	-25	-28	-18	.
		Parley Coburn School	+11	-1	+18	.
		Success Academy CS-Harlem 2	-37	-72	+65	.
		Thomas K Beecher School	+20	+9	+20	.
		True North Rochester Preparatory CS - West Campus	-11	-16	-1	.
	Urban Choice CS	+21	+9	+33	.	
	Mean	-4	-15	+11	.	
	+/- 10	Achievement First Endeavor CS	-24	-31	+10	.
Achievement First Voyager CS		-29	-29	+22	.	
Buffalo United CS		+8	+2	+35	.	
CS of Inquiry		+21	+4	+20	.	
Canarsie Ascend CS		-32	-43	-27	.	
Children's Aid College Preparatory CS		-16	-23	-6	.	
Citizenship and Science Academy of Syracuse CS		+13	+3	+40	.	
Discovery CS		-14	-36	-16	.	
Edward Williams School		+11	+2	-7	.	
Excellence Boys CS of Bedford Stuyvesant		-10	-27	-19	.	
Explore CS		-30	-26	-7	.	
Girls Preparatory CS of the Bronx		-23	-20	+5	.	
Goldie Maple Academy		-4	-2	-25	.	
Gordon Parks School (The)		-20	-5	+6	.	
Harlem Hebrew Language Academy CS		-2	-3	+28	.	
Icahn CS 1		-40	-59	-20	.	
Icahn CS 7		-33	-39	-9	.	
KIPP Albany Community CS		+3	+3	+26	.	
KIPP Always Mentally Prepared CS		-16	-24	+6	.	
KIPP Bronx CS II		-24	-31	+65	.	
KIPP Bronx CS III		-8	-7	+32	.	
KIPP Freedom CS		-21	-19	+14	.	
MS 394		+13	+7	+27	.	
Niagara CS		-1	-30	+6	.	
PS 178 Saint Clair Mckelway	+16	+8	+20	.		
PS 69 Houghton Academy	+8	-2	+9	.		

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

PS 74 Hamlin Park - Claude and Ouida Clapp Academy	+12	-3	+28	.
PS/IS 323	+13	+5	+39	.
PS/MS 138 Sunrise	+5	+1	+19	.
Riverton Street CS	-26	-21	+6	.
Roberts K-8 School	+20	+8	+22	.
School 34-Dr Louis A Cerulli	+24	+10	+18	.
School 39-Andrew J Townson	+32	+13	+42	.
School 53 Montessori Academy	+5	-5	-5	.
School 54-Flower City Community School	+25	+12	+34	.
Sodus Intermediate School	+3	-16	-13	.
Southside Academy CS	+2	0	+21	.
Success Academy CS-Bronx 2	-37	-60	+65	.
Success Academy CS-Harlem 5	-41	-64	+65	.
Thomas Jefferson ES	+7	-11	+4	.
Mean	-5	-14	+15	.
Mean	-4	-13	+13	.

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Renaissance Academy CS of the Arts	ELA			Math		
	All Students	SWD	ED	All Students	SWD	ED
2016-2017	29%	.	29%	18%	.	18%
2017-2018	33%	0%	32%	22%	0%	22%
2018-2019	30%	17%	27%	27%	18%	26%
2021-2022	48%	25%	46%	25%	0%	24%
2022-2023	45%	29%	45%	52%	33%	51%

*See NOTES (2), (3), (7), and (8).

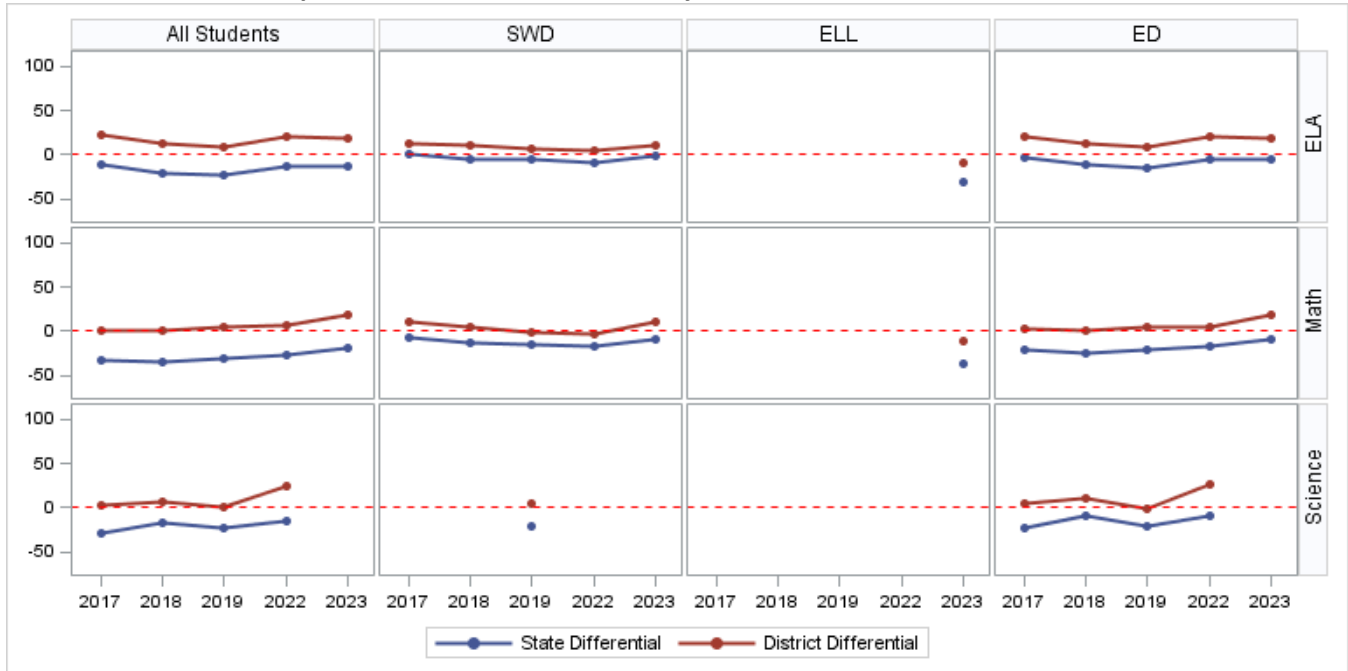
2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

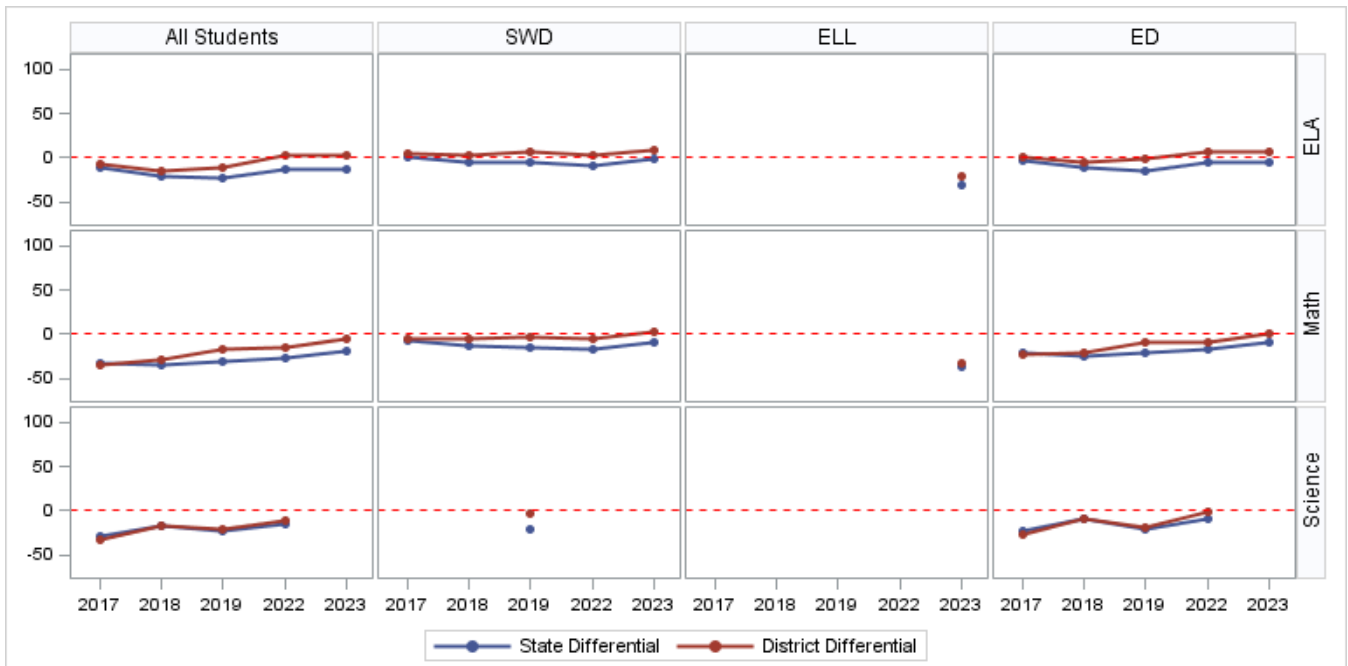
Comparison of Renaissance Academy CS of the Arts and Rochester CSD



*See NOTES (1), (2), (3), and (6).

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

Comparison of Renaissance Academy CS of the Arts and Greece CSD



*See NOTES (1), (2), (3), and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Renaissance Academy CS of the Arts	Rochester CSD	District Differential	NYS	NYS Differential	Renaissance Academy CS of the Arts	Rochester CSD	District Differential	NYS	NYS Differential	Renaissance Academy CS of the Arts	Rochester CSD	District Differential	NYS	NYS Differential
All Students	2016-2017	31%	9%	+22	42%	-11	12%	11%	+1	46%	-34	57%	54%	+3	86%	-29
	2017-2018	24%	12%	+12	45%	-21	14%	14%	0	49%	-35	71%	65%	+6	89%	-18
	2018-2019	22%	14%	+8	46%	-24	19%	15%	+4	50%	-31	62%	62%	0	86%	-24
	2021-2022	33%	12%	+21	46%	-13	14%	8%	+6	42%	-28	65%	40%	+25	80%	-15
	2022-2023	33%	14%	+19	46%	-13	32%	13%	+19	52%	-20	.	.	.	.	.
SWD	2016-2017	14%	2%	+12	14%	0	13%	3%	+10	20%	-7	.	.	.	.	.
	2017-2018	13%	3%	+10	18%	-5	8%	3%	+5	22%	-14	.	.	.	.	.
	2018-2019	11%	4%	+7	17%	-6	4%	5%	-1	20%	-16	48%	44%	+4	69%	-21
	2021-2022	7%	2%	+5	17%	-10	0%	3%	-3	17%	-17	.	.	.	.	.
	2022-2023	16%	5%	+11	18%	-2	15%	5%	+10	24%	-9	.	.	.	.	.
ELL	2022-2023	0%	9%	-9	32%	-32	0%	11%	-11	38%	-38	.	.	.	.	.
ED	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	81%	-22
	2021-2022	30%	10%	+20	35%	-5	12%	7%	+5	30%	-18	63%	37%	+26	72%	-9
	2022-2023	31%	12%	+19	36%	-5	30%	11%	+19	40%	-10	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Renaissance Academy CS of the Arts	Greece CSD	District Differential	NYS	NYS Differential	Renaissance Academy CS of the Arts	Greece CSD	District Differential	NYS	NYS Differential	Renaissance Academy CS of the Arts	Greece CSD	District Differential	NYS	NYS Differential
All Students	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%	44%	-30	49%	-35	71%	89%	-18	89%	-18
	2018-2019	22%	33%	-11	46%	-24	19%	37%	-18	50%	-31	62%	83%	-21	86%	-24
	2021-2022	33%	30%	+3	46%	-13	14%	29%	-15	42%	-28	65%	76%	-11	80%	-15
	2022-2023	33%	31%	+2	46%	-13	32%	38%	-6	52%	-20	.	.	.	.	.
SWD	2016-2017	14%	9%	+5	14%	0	13%	19%	-6	20%	-7	.	.	.	.	.
	2017-2018	13%	11%	+2	18%	-5	8%	13%	-5	22%	-14	.	.	.	.	.
	2018-2019	11%	4%	+7	17%	-6	4%	7%	-3	20%	-16	48%	51%	-3	69%	-21
	2021-2022	7%	5%	+2	17%	-10	0%	6%	-6	17%	-17	.	.	.	.	.
	2022-2023	16%	8%	+8	18%	-2	15%	12%	+3	24%	-9	.	.	.	.	.
ELL	2022-2023	0%	21%	-21	32%	-32	0%	34%	-34	38%	-38	.	.	.	.	.
ED	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	81%	-22
	2021-2022	30%	24%	+6	35%	-5	12%	21%	-9	30%	-18	63%	65%	-2	72%	-9
	2022-2023	31%	24%	+7	36%	-5	30%	29%	+1	40%	-10	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					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	2017	40%	11%	+29	43%	-3	13%	14%	-1	49%	-36	.	.	.	.	.
	2018	24%	17%	+7	51%	-27	16%	18%	-2	54%	-38	.	.	.	.	.
	2019	28%	18%	+10	52%	-24	24%	23%	+1	55%	-31	.	.	.	.	.
	2022	34%	11%	+23	46%	-12	10%	14%	-4	48%	-38	.	.	.	.	.
	2023	26%	15%	+11	45%	-19	27%	17%	+10	54%	-27	.	.	.	.	.
Grade 4	2017	22%	8%	+14	41%	-19	11%	8%	+3	43%	-32	57%	54%	+3	86%	-29
	2018	37%	13%	+24	48%	-11	15%	13%	+2	48%	-33	71%	65%	+6	89%	-18
	2019	22%	14%	+8	48%	-26	17%	14%	+3	51%	-34	62%	62%	0	86%	-24
	2022	31%	8%	+23	42%	-11	15%	6%	+9	43%	-28	65%	40%	+25	80%	-15
	2023	24%	14%	+10	49%	-25	17%	13%	+4	54%	-37	.	.	.	.	.
Grade 5	2018	11%	7%	+4	37%	-26	8%	11%	-3	44%	-36	.	.	.	.	.
	2019	22%	11%	+11	38%	-16	18%	12%	+6	46%	-28	.	.	.	.	.
	2022	29%	8%	+21	38%	-9	14%	6%	+8	37%	-23	.	.	.	.	.
	2023	39%	13%	+26	45%	-6	50%	11%	+39	50%	0	.	.	.	.	.
Grade 6	2019	12%	14%	-2	47%	-35	15%	12%	+3	47%	-32	.	.	.	.	.
	2022	38%	23%	+15	57%	-19	18%	8%	+10	39%	-21	.	.	.	.	.
	2023	43%	15%	+28	46%	-3	33%	12%	+21	48%	-15	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					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	2017	40%	44%	-4	43%	-3	13%	54%	-41	49%	-36	.	.	.	.	.
	2018	24%	47%	-23	51%	-27	16%	48%	-32	54%	-38	.	.	.	.	.
	2019	28%	41%	-13	52%	-24	24%	43%	-19	55%	-31	.	.	.	.	.
	2022	34%	32%	+2	46%	-12	10%	33%	-23	48%	-38	.	.	.	.	.
	2023	26%	34%	-8	45%	-19	27%	41%	-14	54%	-27	.	.	.	.	.
Grade 4	2017	22%	35%	-13	41%	-19	11%	41%	-30	43%	-32	57%	90%	-33	86%	-29
	2018	37%	44%	-7	48%	-11	15%	43%	-28	48%	-33	71%	89%	-18	89%	-18
	2019	22%	29%	-7	48%	-26	17%	36%	-19	51%	-34	62%	83%	-21	86%	-24
	2022	31%	25%	+6	42%	-11	15%	29%	-14	43%	-28	65%	76%	-11	80%	-15
	2023	24%	33%	-9	49%	-25	17%	45%	-28	54%	-37	.	.	.	.	.
Grade 5	2018	11%	26%	-15	37%	-26	8%	40%	-32	44%	-36	.	.	.	.	.
	2019	22%	26%	-4	38%	-16	18%	35%	-17	46%	-28	.	.	.	.	.
	2022	29%	26%	+3	38%	-9	14%	25%	-11	37%	-23	.	.	.	.	.
	2023	39%	32%	+7	45%	-6	50%	31%	+19	50%	0	.	.	.	.	.
Grade 6	2019	12%	34%	-22	47%	-35	15%	35%	-20	47%	-32	.	.	.	.	.
	2022	38%	38%	0	57%	-19	18%	29%	-11	39%	-21	.	.	.	.	.
	2023	43%	25%	+18	46%	-3	33%	34%	-1	48%	-15	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					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	2018	19%	5%	+14	24%	-5	13%	5%	+8	28%	-15	.	.	.	.	.
	2019	0%	6%	-6	23%	-23	0%	10%	-10	28%	-28	.	.	.	.	.
	2022	0%	3%	-3	20%	-20	0%	6%	-6	24%	-24	.	.	.	.	.
	2023	29%	7%	+22	19%	+10	0%	9%	-9	29%	-29	.	.	.	.	.
Grade 4	2019	24%	3%	+21	18%	+6	10%	4%	+6	22%	-12	48%	44%	+4	69%	-21
	2023	0%	6%	-6	21%	-21	0%	5%	-5	27%	-27	.	.	.	.	.
Grade 5	2018	0%	1%	-1	11%	-11	0%	2%	-2	17%	-17	.	.	.	.	.
	2019	0%	2%	-2	11%	-11	0%	2%	-2	17%	-17	.	.	.	.	.
	2022	0%	1%	-1	11%	-11	0%	4%	-4	13%	-13	.	.	.	.	.
	2023	17%	4%	+13	17%	0	33%	3%	+30	22%	+11	.	.	.	.	.
Grade 6	2019	0%	3%	-3	15%	-15	0%	4%	-4	15%	-15	.	.	.	.	.
	2022	0%	1%	-1	22%	-22	0%	1%	-1	11%	-11	.	.	.	.	.
	2023	17%	3%	+14	15%	+2	25%	3%	+22	19%	+6	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					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	2018	19%	11%	+8	24%	-5	13%	16%	-3	28%	-15	.	.	.	.	.
	2019	0%	6%	-6	23%	-23	0%	9%	-9	28%	-28	.	.	.	.	.
	2022	0%	5%	-5	20%	-20	0%	12%	-12	24%	-24	.	.	.	.	.
	2023	29%	11%	+18	19%	+10	0%	15%	-15	29%	-29	.	.	.	.	.
Grade 4	2019	24%	5%	+19	18%	+6	10%	12%	-2	22%	-12	48%	51%	-3	69%	-21
	2023	0%	6%	-6	21%	-21	0%	16%	-16	27%	-27	.	.	.	.	.
Grade 5	2018	0%	12%	-12	11%	-11	0%	8%	-8	17%	-17	.	.	.	.	.
	2019	0%	4%	-4	11%	-11	0%	5%	-5	17%	-17	.	.	.	.	.
	2022	0%	6%	-6	11%	-11	0%	5%	-5	13%	-13	.	.	.	.	.
	2023	17%	9%	+8	17%	0	33%	8%	+25	22%	+11	.	.	.	.	.
Grade 6	2019	0%	2%	-2	15%	-15	0%	1%	-1	15%	-15	.	.	.	.	.
	2022	0%	1%	-1	22%	-22	0%	1%	-1	11%	-11	.	.	.	.	.
	2023	17%	4%	+13	15%	+2	25%	9%	+16	19%	+6	.	.	.	.	.

*See NOTES (1), (2), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					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	2017	34%	9%	+25	32%	+2	12%	12%	0	37%	-25	.	.	.	.	.
	2018	22%	15%	+7	40%	-18	12%	16%	-4	43%	-31	.	.	.	.	.
	2019	28%	16%	+12	42%	-14	23%	21%	+2	44%	-21	.	.	.	.	.
	2022	28%	9%	+19	35%	-7	5%	11%	-6	36%	-31	.	.	.	.	.
	2023	24%	13%	+11	34%	-10	27%	14%	+13	42%	-15	.	.	.	.	.
Grade 4	2017	22%	6%	+16	31%	-9	11%	7%	+4	32%	-21	57%	52%	+5	80%	-23
	2018	38%	11%	+27	38%	0	14%	11%	+3	37%	-23	74%	64%	+10	84%	-10
	2019	17%	12%	+5	38%	-21	15%	12%	+3	40%	-25	59%	60%	-1	81%	-22
	2022	28%	6%	+22	30%	-2	13%	5%	+8	31%	-18	63%	37%	+26	72%	-9
	2023	21%	12%	+9	38%	-17	13%	11%	+2	42%	-29	.	.	.	.	.
Grade 5	2018	11%	6%	+5	27%	-16	8%	9%	-1	33%	-25	.	.	.	.	.
	2019	22%	9%	+13	28%	-6	17%	10%	+7	36%	-19	.	.	.	.	.
	2022	29%	6%	+23	27%	+2	12%	4%	+8	26%	-14	.	.	.	.	.
	2023	36%	11%	+25	36%	0	47%	10%	+37	38%	+9	.	.	.	.	.
Grade 6	2019	12%	12%	0	37%	-25	15%	10%	+5	36%	-21	.	.	.	.	.
	2022	37%	21%	+16	47%	-10	18%	7%	+11	27%	-9	.	.	.	.	.
	2023	44%	13%	+31	36%	+8	34%	10%	+24	37%	-3	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					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	2017	34%	33%	+1	32%	+2	12%	42%	-30	37%	-25	.	.	.	.	.
	2018	22%	34%	-12	40%	-18	12%	37%	-25	43%	-31	.	.	.	.	.
	2019	28%	27%	+1	42%	-14	23%	31%	-8	44%	-21	.	.	.	.	.
	2022	28%	23%	+5	35%	-7	5%	24%	-19	36%	-31	.	.	.	.	.
	2023	24%	26%	-2	34%	-10	27%	33%	-6	42%	-15	.	.	.	.	.
Grade 4	2017	22%	24%	-2	31%	-9	11%	29%	-18	32%	-21	57%	85%	-28	80%	-23
	2018	38%	36%	+2	38%	0	14%	35%	-21	37%	-23	74%	84%	-10	84%	-10
	2019	17%	20%	-3	38%	-21	15%	26%	-11	40%	-25	59%	78%	-19	81%	-22
	2022	28%	16%	+12	30%	-2	13%	18%	-5	31%	-18	63%	65%	-2	72%	-9
	2023	21%	24%	-3	38%	-17	13%	35%	-22	42%	-29	.	.	.	.	.
Grade 5	2018	11%	17%	-6	27%	-16	8%	29%	-21	33%	-25	.	.	.	.	.
	2019	22%	18%	+4	28%	-6	17%	25%	-8	36%	-19	.	.	.	.	.
	2022	29%	18%	+11	27%	+2	12%	16%	-4	26%	-14	.	.	.	.	.
	2023	36%	22%	+14	36%	0	47%	20%	+27	38%	+9	.	.	.	.	.
Grade 6	2019	12%	22%	-10	37%	-25	15%	24%	-9	36%	-21	.	.	.	.	.
	2022	37%	34%	+3	47%	-10	18%	25%	-7	27%	-9	.	.	.	.	.
	2023	44%	22%	+22	36%	+8	34%	29%	+5	37%	-3	.	.	.	.	.

*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Renaissance Academy CS of the Arts	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	506	437	86%
2019-2020	506	483	95%
2020-2021	506	518	102%
2021-2022	506	481	95%
2022-2023	506	492	97%

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, 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
2018-2019	15%	23%	-8	2%	17%	-15	92%	92%	0
2019-2020	14%	22%	-8	3%	18%	-15	91%	91%	0
2020-2021	12%	21%	-9	3%	18%	-15	88%	91%	-3
2021-2022	12%	20%	-8	4%	18%	-14	87%	90%	-3
2022-2023	14%	20%	-6	5%	19%	-14	88%	92%	-4

*See NOTES (2) and (6).

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, 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
2018-2019	15%	15%	0	2%	7%	-5	92%	60%	+32
2019-2020	14%	15%	-1	3%	8%	-5	91%	61%	+30
2020-2021	12%	15%	-3	3%	8%	-5	88%	62%	+26
2021-2022	12%	16%	-4	4%	8%	-4	87%	62%	+25
2022-2023	14%	17%	-3	5%	9%	-4	88%	64%	+24

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	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
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
2020-2021	92%	88%	+4	94%	89%	+5	92%	89%	+3	92%	88%	+4
2021-2022	86%	86%	0	83%	88%	-5	63%	86%	-23	86%	86%	+0
2022-2023	81%	85%	-4	90%	89%	+1	94%	87%	+7	81%	86%	-5

*See NOTES (2) and (6) below.

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	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
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
2020-2021	92%	91%	+1	94%	92%	+2	92%	91%	+1	92%	90%	+2
2021-2022	86%	90%	-4	83%	91%	-8	63%	89%	-26	86%	89%	-3
2022-2023	81%	92%	-11	90%	92%	-2	94%	90%	+4	81%	91%	-10

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

Not applicable to this charter school

*See NOTES (2), (3), and (10) below.

2024 NYSED Charter School Information Dashboard

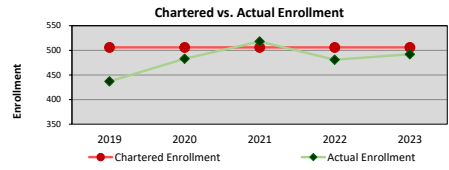
Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) 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.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) 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).*
- (9) 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.*
- (10) 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 graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

Charter School Fiscal Accountability Summary

RENAISSANCE ACADEMY CHARTER SCHOOL OF THE ARTS

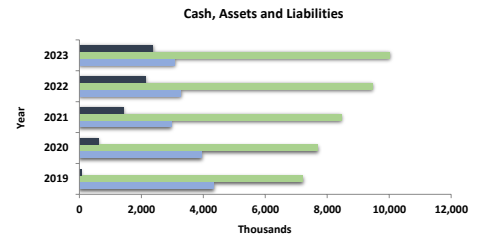
	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	K-6	K-6	K-6	K-6	K-6
Maximum Chartered Grades Served	K-6	K-6	K-6	K-6	K-6
Chartered Enrollment	506	506	506	506	506
Maximum Chartered Enrollment	506	506	506	506	506
Actual Enrollment	437	483	518	481	492



ASSETS

Current Assets

	2018 19	2019 20	2020 21	2021 22	2022 23
Cash and Cash Equivalents	68,902	628,400	1,427,781	2,130,120	2,373,907
Grants and Contracts Receivable	51,457	18,388	69,102	452,571	330,408
Prepaid Expenses	-	-	11,401	36,174	27,893
Other Current Assets	46,119	99,545	179,391	267,312	579,782
Total Current Assets	166,478	746,333	1,687,675	2,886,177	3,311,990



Non-Current Assets

	2018 19	2019 20	2020 21	2021 22	2022 23
Property, Building and Equipment, net	6,988,682	6,862,481	6,677,710	6,488,286	6,467,878
Restricted Cash	75,028	100,119	100,005	100,021	-
Security Deposits	-	3,258	3,258	3,258	101,369
Other Non-Current Assets	-	-	-	-	146,854
Total Non - Current Assets	7,063,710	6,965,858	6,780,973	6,591,565	6,716,101
Total Assets	7,230,188	7,712,191	8,468,648	9,477,742	10,028,091

LIABILITIES and NET ASSETS

Current Liabilities

	2018 19	2019 20	2020 21	2021 22	2022 23
Accounts Payable and Accrued Expenses	933,821	131,735	116,951	282,455	214,007
Accrued Payroll and Payroll Taxes	-	-	-	344,971	220,652
Due to Related Parties	-	-	-	-	27,141
Refundable Advances	-	-	-	-	-
Other Current Liabilities	362,468	534,168	201,529	212,719	312,165
Total Current Liabilities	1,296,289	665,903	318,480	840,145	773,965

Long-Term Liabilities

	2018 19	2019 20	2020 21	2021 22	2022 23
	-	-	-	(69,079)	-
	3,041,318	3,290,780	2,659,061	2,517,728	2,322,169
Total Long-Term Liabilities	3,041,318	3,290,780	2,659,061	2,448,649	2,322,169
Total Liabilities	4,337,607	3,956,683	2,977,541	3,288,794	3,096,134

Total Net Assets

	2018 19	2019 20	2020 21	2021 22	2022 23
Unrestricted	2,887,231	3,735,508	5,491,107	6,188,948	6,931,957
Restricted	5,350	20,000	-	-	-
Total Net Assets	2,892,581	3,755,508	5,491,107	6,188,948	6,931,957
Total Liabilities and Net Assets	7,230,188	7,712,191	8,468,648	9,477,742	10,028,091

STATEMENT OF FINANCIAL POSITION

AUDITED FINANCIALS

STATEMENT OF ACTIVITIES

OPERATING REVENUE

	2018 19	2019 20	2020 21	2021 22	2022 23
State and Local Per Pupil Revenue - Reg. Ed	6,056,872	6,761,658	6,892,646	6,724,571	6,791,782
State and Local Per Pupil Revenue - SPED	331,916	324,199	286,021	458,573	601,254
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	308,915	371,623	607,895	1,408,681	1,072,060
State and City Grants	24,873	34,214	34,341	30,483	38,556
Other Operating Income	251,657	380,143	988,784	615,856	679,693
Total Operating Revenue	6,974,233	7,871,837	8,809,687	9,238,164	9,183,345

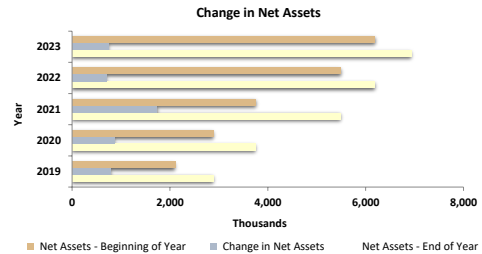
EXPENSES

Program Services

	2018 19	2019 20	2020 21	2021 22	2022 23
Regular Education	4,549,283	5,043,315	5,024,281	6,344,216	6,217,302
Special Education	1,103,355	1,030,391	1,020,899	803,052	754,930
Other Expenses	533,661	366,822	329,230	604,028	726,328
Total Program Services	6,186,299	6,440,528	6,374,410	7,751,296	7,698,560

Supporting Services

	2018 19	2019 20	2020 21	2021 22	2022 23
Management and General	-	612,156	741,581	892,547	937,559
Fundraising	-	-	-	-	-
Total Support Services	-	612,156	741,581	892,547	937,559
Total Expenses	6,186,299	7,052,684	7,115,991	8,643,843	8,636,119
Surplus/Deficit from Operations	787,934	819,153	1,693,696	594,321	547,226



SUPPORT AND OTHER REVENUE

	2018 19	2019 20	2020 21	2021 22	2022 23
Interest and Other Income	-	1,182	772	4,123	33,915
Contributions and Grants	-	42,592	35,055	62,344	116,555
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	6,076	37,053	45,313
Total Support and Other Revenue	-	43,774	41,903	103,520	195,783
Change in Net Assets	787,934	862,927	1,735,599	697,841	743,009
Net Assets - Beginning of Year	2,104,647	2,887,231	3,755,508	5,491,107	6,188,948
Net Assets - End of Year	2,892,581	3,750,158	5,491,107	6,188,948	6,931,957

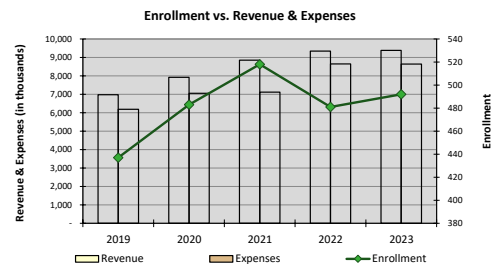
REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2018 19	2019 20	2020 21	2021 22	2022 23
Operating	15,959	16,298	17,007	19,206	18,665
Support and Other Revenue	-	91	81	215	398
Total Revenue	15,959	16,388	17,088	19,421	19,063

Expenses - Per Pupil

	2018 19	2019 20	2020 21	2021 22	2022 23
Program Services	14,156	13,334	12,306	16,115	15,647
Management and General, Fundraising	-	1,267	1,432	1,856	1,906
Total Expenses	14,156	14,602	13,737	17,971	17,553
% of Program Services	100.0%	91.3%	89.6%	89.7%	89.1%
% of Management and Other	0.0%	8.7%	10.4%	10.3%	10.9%
% of Revenue Exceeding Expenses	12.7%	12.2%	24.4%	8.1%	8.6%



FINANCIAL COMPOSITE SCORE

	2018 19	2019 20	2020 21	2021 22	2022 23
Composite Score	1.16	2.17	2.74	2.89	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 /	Adequate	Strong	Strong	Strong	Strong

WORKING CAPITAL

	2018 19	2019 20	2020 21	2021 22	2022 23
Net Working Capital	(1,129,811)	80,430	1,369,195	2,046,032	2,538,025
Working Capital (Current) Ratio	0.1	1.1	5.3	3.4	4.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

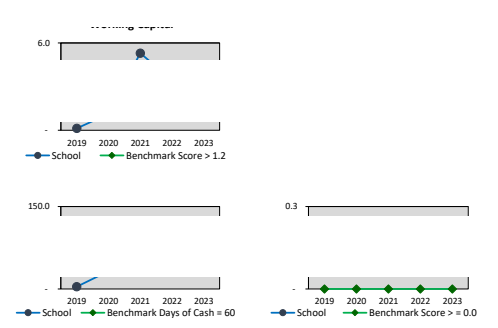
	2018 19	2019 20	2020 21	2021 22	2022 23
Debt to Asset Ratio	0.6	0.5	0.4	0.3	0.3
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

	2018 19	2019 20	2020 21	2021 22	2022 23
Days of Cash	4.1	32.5	73.2	89.9	100.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

	2018 19	2019 20	2020 21	2021 22	2022 23
Total Margin Ratio	0.1	0.1	0.2	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



RATIOS, BENCHMARKS and FINDINGS