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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"> x Initial Term: August 25, 2014 - June 30, 2019 x First Renewal: July 1, 2019 - June 30, 2021 x 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 E5(,)34.042 .7 (0K/ 3e42ey)-776an
Comprehensive Management Ser .2 2.9 9.524	

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 ea8B3/16061 T04w 193-3.7 (i -5.00 m0-0.8 l)-17 (th)-04w 1.85hs (en) T89 (i -Tc 0)-6.4

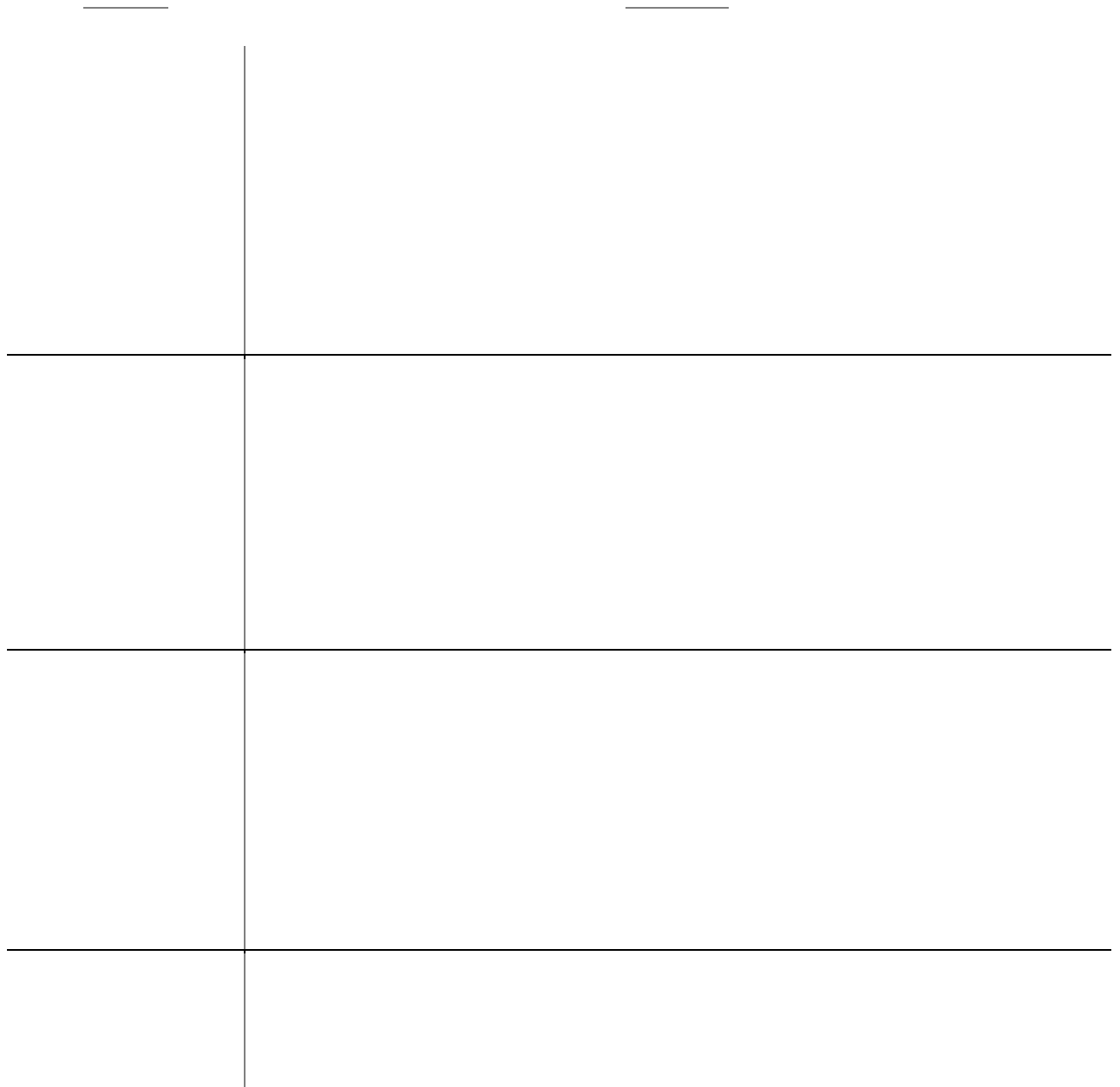
BENCHMARK ANALYSIS

The



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.

- x **Summary of Areas of Growth and Strengths:** RACSA has strengthened its academic prog7 (a)19 (i)11.9 555



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.

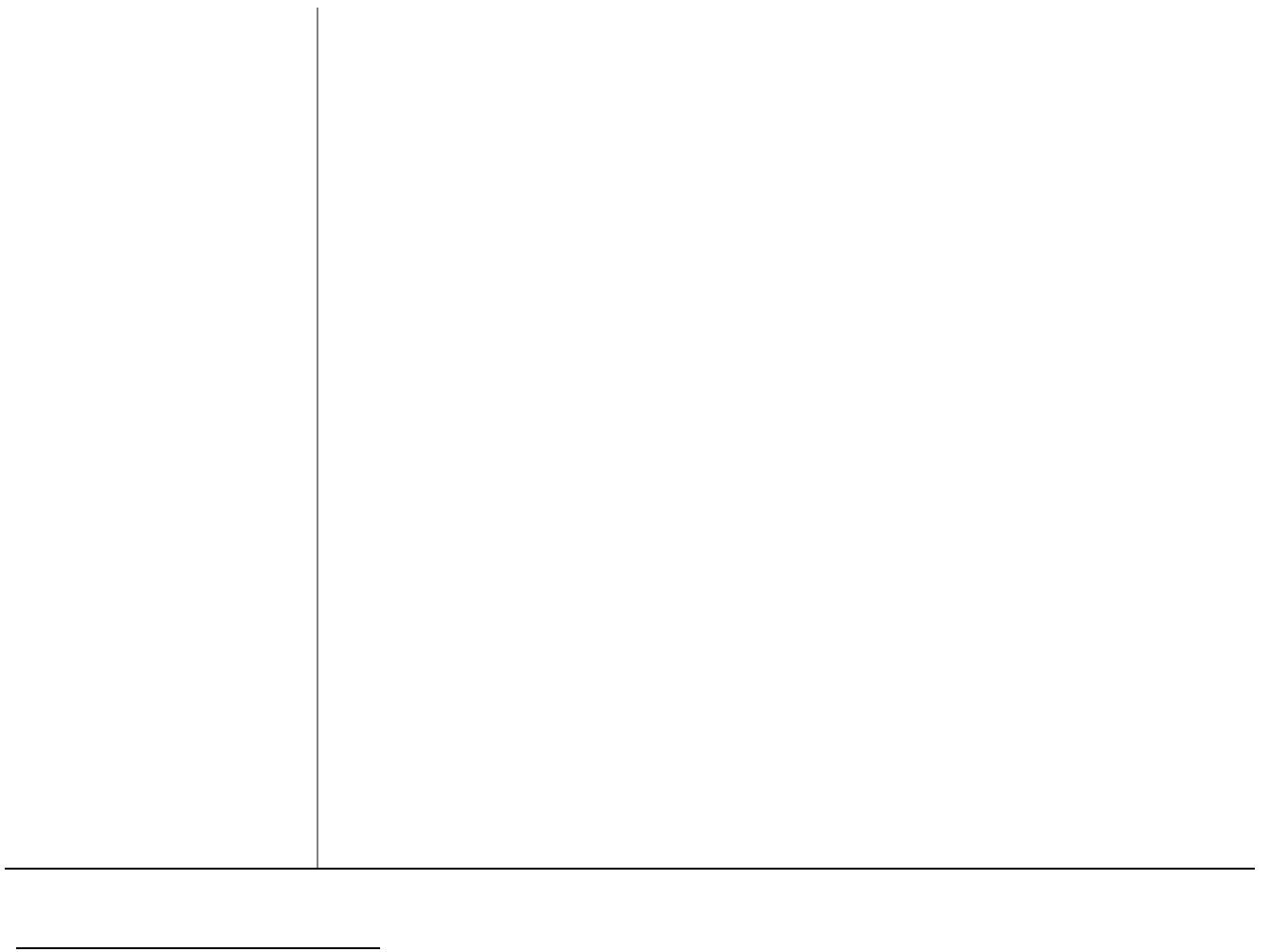
- x **Indicator c:** The RACSA Renewal Application details the array of resources available on both the Achievement First curriculum database as well as the school's own curriculum irs4.9 (e8(n)2.3 8c)-2 (ub713.1 (

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.

- x **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

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.

- x **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 A5-1.217 Tdt17.4 (o)5 (t)4 ()Jsse17.4 (ss-6.6 (t)-24DC /TT2 1(f)369e (



Element

Indicators

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:

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.

x **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

3. Element:

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.

- x **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 Asn

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 walkieieuppo-6.6 (rs)-1

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

Benchmark 5: Financial Management

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

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.

performance-based evaluation of the school leader. In the focus group, board members explained the

9039 2v1 3.898. (b) 0.8. (e) 5 (h) 2018 (s) 13/888 0.7f-43 65 d 0-384 7.78(5) J 0 2.8-3.9 (r)-xplae04 Tc 0.039 (l)-3.151

2. Element:

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 acad,wee 0.001 Tc 0.01



Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment and retention standards

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- x **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



- x **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.
- x **Indicator e:** As noted under benchmark 9, RACSA has maintained enrollment at or above 90 percent of the chartered maximum for the charter term.
- x **Indicator f:** As noted in benchmark 6, the RACSA board contracts with an attorney

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

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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:

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

Year	All Students	ELA					Math					Science				
		District	NYS	Difference	Grade A	Grade C	District	NYS	Difference	Grade A	Grade C	District	NYS	Difference	Grade A	Grade C
2016-2017	31%	39%	-8	42%	12%	47%	-35	46%	-34	57%	90%	-33	86%	-29		
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%	
	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%	
	2017-2018	23%	29%	-6	35%	-12	12%	34%	-22	38%	-26	74%	84%	-10	84%	
	2018-2019	20%	22%	-2	36%	-16	18%	27%	-9	39%	-21	59%	78%	-19	81%	
	2021-2022	30%	24%	+6	35%	-5	12%	21%	-9	30%	-18	63%	65%	-2	72%	

*See NOTES (1), (2), (3),(4) and (7).

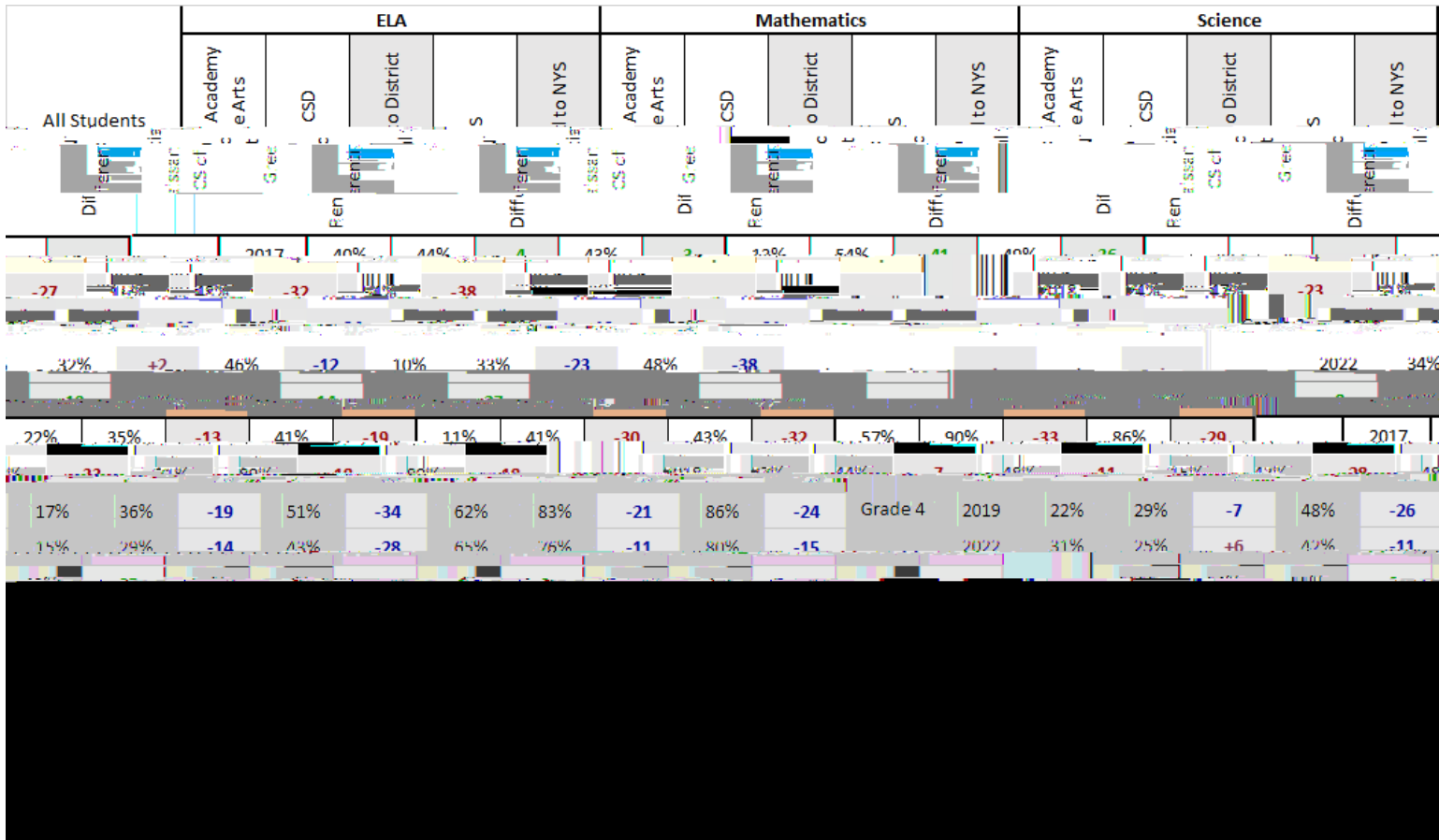
2024 NYSED Charter School Information Dashboard

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



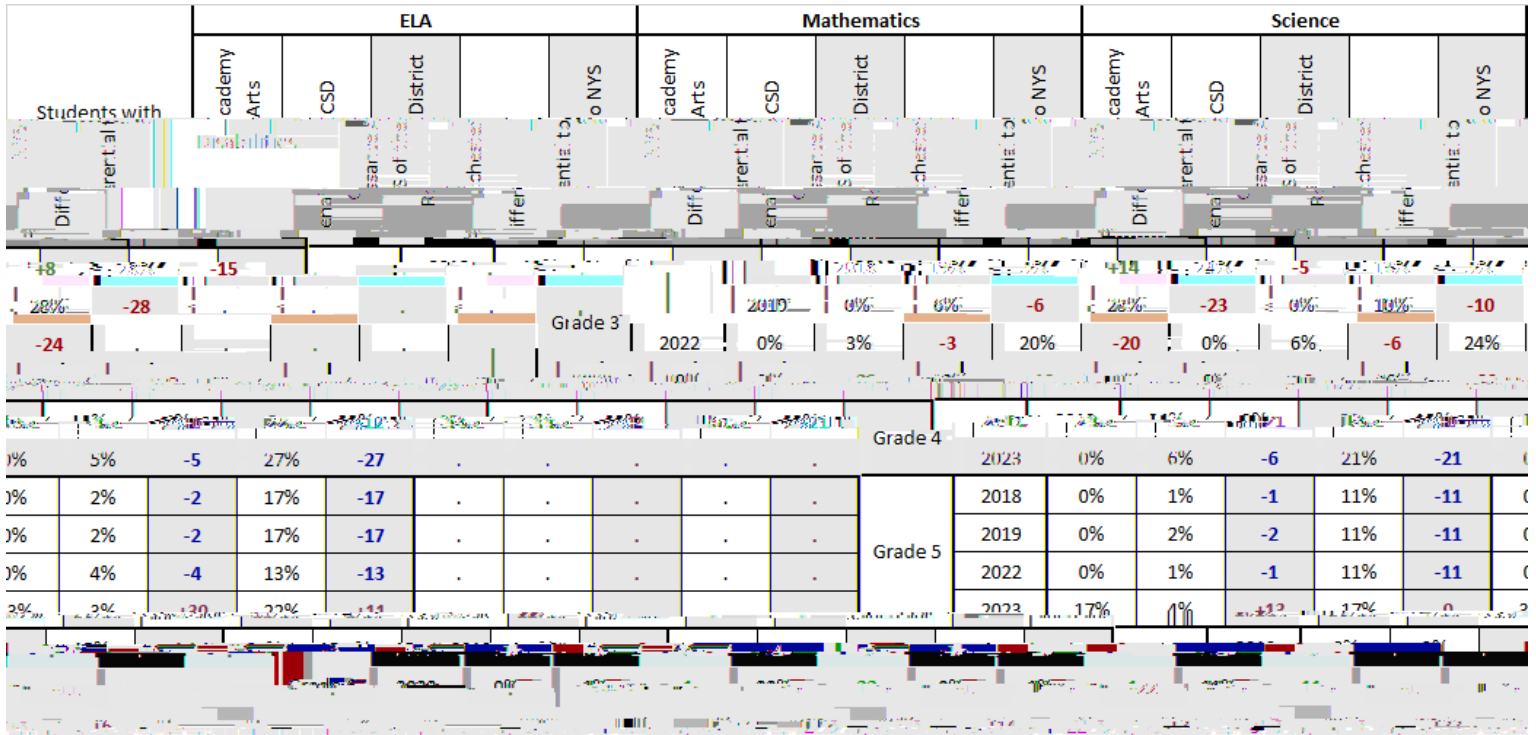
*See NOTES (1), (3), (6), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

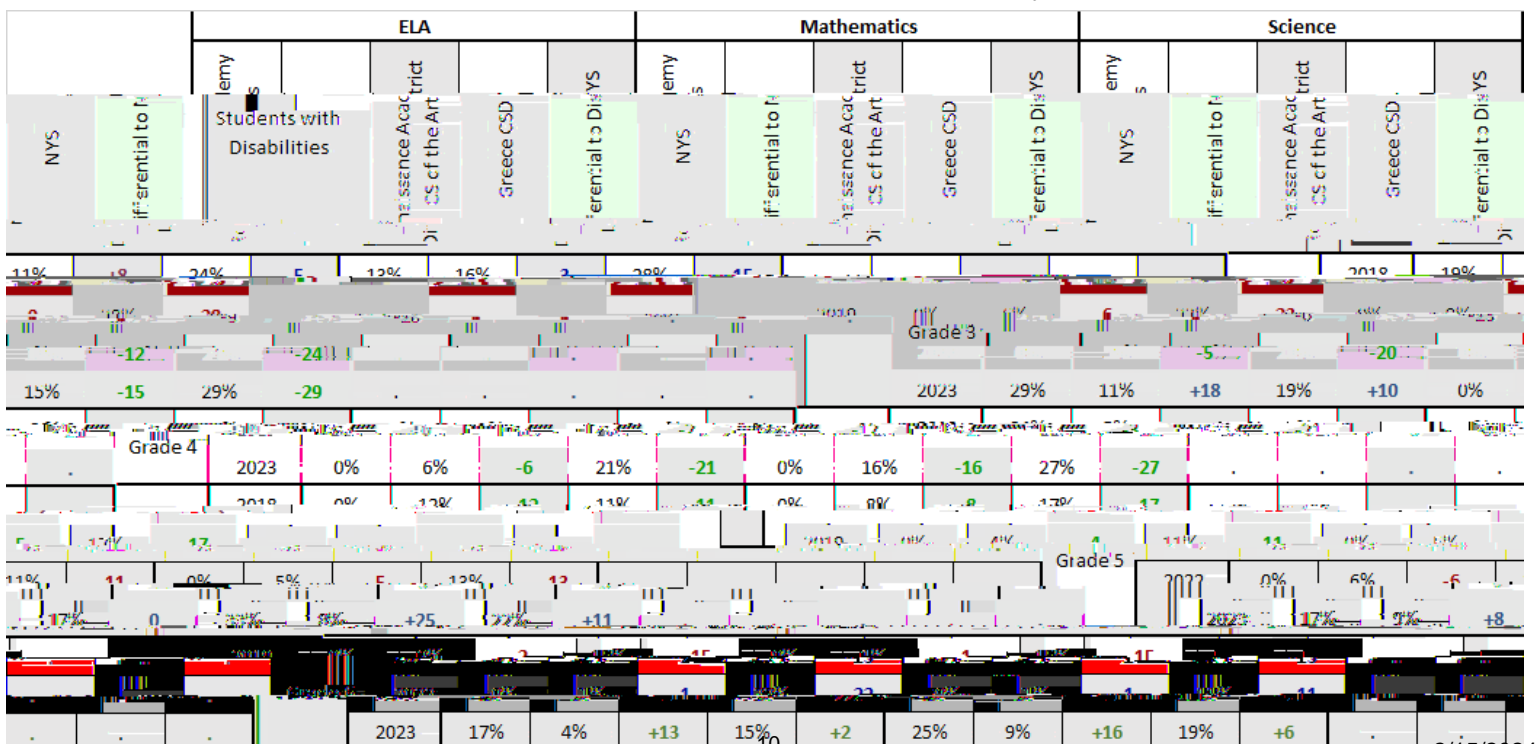
Students with Disabilities Grade-Level Proficiency



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

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

Students with Disabilities Grade-Level Proficiency



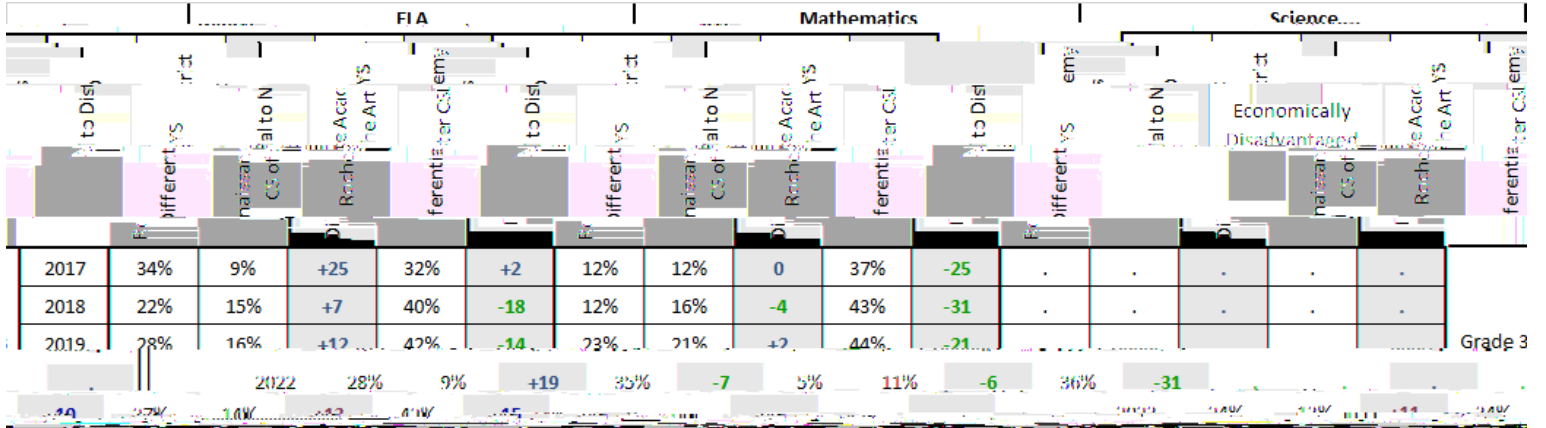
*See NOTES (1), (2), (3), and (7).

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



*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%

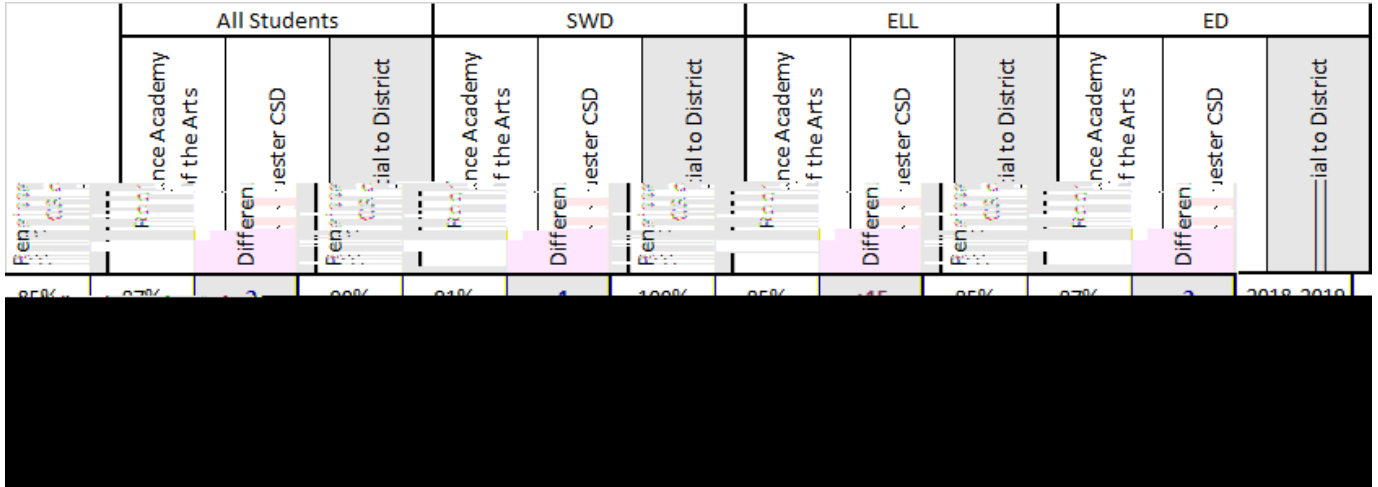
Renaissance Academy CS of Arts	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	506	437	86%
2019-2020	506	483	95%
2020-2021	506	518	102%
2021-2022	506	481	95%
2022-2023	506	492	97%

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups



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

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

Retention - Aggregate and Subgroups

	All Students			2018-2019	SWD			ELL			ED		
	Specialty Programs of the Arts	Specialty Programs (e.g., CSD)	Specialty Programs (e.g., Arts, CSD)		Specialty Programs of the Arts	Specialty Programs (e.g., CSD)	Specialty Programs (e.g., Arts, CSD)	Specialty Programs of the Arts	Specialty Programs (e.g., CSD)	Specialty Programs (e.g., Arts, CSD)	Specialty Programs of the Arts	Specialty Programs (e.g., CSD)	Specialty Programs (e.g., Arts, CSD)
Difference	-10	85%	90%	-5	85%	92%	-7	90%	92%	-2	100%	90%	-10
2019-2020	+12	86%	90%	-4	85%	91%	-6	91%	90%	+1	75%	87%	-12
2020-2021	+1	92%	90%	+2	92%	91%	+1	94%	92%	+2	92%	91%	+1
2021-2022	+26	86%	89%	-3	86%	90%	-4	83%	91%	-8	63%	89%	-26
2022-2023	+5	91%	91%	-2	91%	92%	-1	90%	92%	-2	84%	90%	-6

*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 from 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.

