



## New York State Education Department

### ***2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2015 Charter School Performance Framework***

#### **Renaissance Charter School 2 (The)**

**Renewal Site Visit Dates: November 12-13, 2024**  
**Date of Final Draft Site Visit Report: February 6, 2025**  
**Date of Final Site Visit Report: March 7, 2025**

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# Table of Contents

<b>SCHOOL DESCRIPTION</b> .....	<b>3</b>
<b>METHODOLOGY</b> .....	<b>5</b>
<b>BENCHMARK ANALYSIS</b> .....	<b>6</b>
SUMMARY OF FINDINGS .....	8
BENCHMARK 1: STUDENT PERFORMANCES .....	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, FAMILY ENGAGEMENT.....	16
BENCHMARK 4: FINANCIAL CONDITION .....	20
BENCHMARK 5: FINANCIAL MANAGEMENT .....	22
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE .....	23
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	25
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	28
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION .....	30
BENCHMARK 10: LEGAL COMPLIANCE .....	31

## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Renaissance Charter School 2 (The) (TRCS2)
<b>Board Chair</b>	Monte Joffee
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 24
<b>Initial Commencement of Instruction</b>	Fall 2020
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Term: July 1, 2020 – June 30, 2025</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K – Grade 6; Grade 9 – Grade 12 / 837 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K – Grade 12 / 1,053 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	45-20 83 <sup>rd</sup> Street, Elmhurst, NY 11373 – Private Space
<b>Mission Statement</b>	<i>The Renaissance Charter School 2 (TRCS2)'s mission as a K-12 school is to provide a comprehensive academic program aligned with the New York State (NYS) learning standards that fosters educated, responsible, humanistic young leaders who will, through their own educational development and personal growth, spark a renaissance in New York City and beyond. Its graduates will be global citizens with an abiding respect for peace, human rights, the environment, and sustainable development.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>A strong, comprehensive and proven standards-aligned academic program;</li> <li>A student-centered approach;</li> <li>A commitment to project-based and experiential learning;</li> <li>Extensive student academic and social-emotional development supports;</li> <li>A culture of collaboration;</li> <li>A commitment to college preparation and career readiness;</li> <li>Extensive teacher professional development; and</li> <li>Partnerships</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> <li>To increase its grade span to include Grades 7-8 to its current K – Grade 6 and Grade 9 through Grade 12 configuration; and to make a corresponding increase to its authorized enrollment from 837 students to 1,053 students by year two of the renewal charter term.</li> </ul>

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

**Innovative and Noteworthy Programs:** The Renaissance Charter School 2 (TRCS2) engages students in cross-grade interdisciplinary project-based learning through its Rensizzle initiatives. During Rensizzle Week, regular classes are paused, and each student engages in an in-depth exploration of a chosen subject, working in mixed-grade groupings and engaging in authentic, hands-on learning experiences in the community. TRCS2 introduced Little Sizzle, a single-day version of Rensizzle Week for early elementary students. The Rensizzle / Little Sizzle programs culminate in student performances and/or presentations of project findings.

### **Renewal Outcomes**

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

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
  
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  
  - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
  
- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

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

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
<b>Grade Configuration</b>	K – Grade 1	K – Grade 2	K – Grade 3	K – Grade 4; Grade 9	K – Grade 6; Grades 9 – 10
<b>Total Approved Enrollment</b>	243	324	432	594	837

### Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
<b>Grade Configuration</b>	K – Grade 7; Grades 9 – 11	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
<b>Total Proposed Enrollment</b>	945	1053	1053	1053	1053

## 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**.

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

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<sup>2</sup> This proposed chart was submitted by the Renaissance Charter School 2 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.

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 TRCS2 on November 12 – 13, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, teachers, student support staff, and parents. The team conducted 18 classroom observations in K – Grade 6 and Grades 9 – 10. The observations were approximately 20 minutes in length and conducted jointly with instructional leadership team members.

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports, memos, and complaints.

## **BENCHMARK ANALYSIS**

The 2015 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the 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 2015 Performance Framework benchmarks and Indicators. 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.

**New York State Education Department  
2015 Charter School Performance Framework Rating<sup>3</sup>**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> 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.	<b>Meets</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. 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.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Meets</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

<sup>3</sup> 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

- TRCS2 is in year five of operation and serves students in K – Grade 6 and Grades 9 – 10. During its current charter term, the school is rated in the following manner: ten “Meets.” A summary of those ratings is provided below.
- **Strengths:** TRCS2 has an effective academic program in place and continues to evolve its curriculum as it grows its grades towards a comprehensive K-12 program. The school has established a strong school climate with an emphasis on social-emotional development. TRCS2 has developed a robust leadership team that provides effective support and oversight to its faculty. TRCS2 stakeholders understand and adhere to the school’s mission and are implementing the key design elements (KDEs) articulated in its charter with fidelity. The school has maintained near full enrollment and has recruited and enrolled percentages of students with disabilities (SWD), English language learners (ELL), and economically disadvantaged (ED) students similar to its district of location (DOL). The school has also maintained compliance with the law and its charter.
- **Challenges:** While the school’s board is providing effective oversight, its composition raises concerns about its independence and potential conflicts of interest. This includes current and former employees of TRCS2’s sister school and some board members reporting professionally to the TRCS executive director, who in turn reports to the board, creating conflicting lines of accountability.



### **Benchmark 1: Student Performances**

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

#### **Finding: Meets**

#### **Summative Evidence for Benchmark 1:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

On the 2023-2024 New York State Testing Program (NYSTP) 3-8 Assessments, the school’s proficiency for All Students exceeded the DOL by +6 percentage points in English language arts (ELA) and +14 percentage points in math. The school’s proficiency for all subgroups also exceeded the DOL, with notable results for ELL students who outperformed the DOL by +14 and +16 percentage points and SWD who outperformed the DOL by +13 and +23 percentage points in ELA and math, respectively.

***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 has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) 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

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

### **Academic Program for Elementary School/Middle School/High School:**

- ES & MS:
  - For ELA, TRCS2 is transitioning to the Lavinia Group ELA curriculum *Red Threads*. The school is also implementing a targeted reading intervention program.
  - The school uses *Eureka<sup>2</sup>* for teaching math and has also implemented math interventions using the Lavinia Group curriculum.
  - TRCS2 uses the *Amplify Science* K-6 curriculum.
  - The school uses the literacy-based Nystrom *Young Citizens* series of courses for teaching social studies.
  - TRCS2 students study Mandarin using a teacher-designed curriculum to expose them to the Mandarin language and culture.
- HS:
  - TRCS2 adopted the SAVVAS standardized curricula for all core subjects (ELA, math, science, and social studies).
  - The high school also supports cross-disciplinary literacy and promotes reading by providing each student with an individual copy of a book and facilitating read-alouds in class.
  - TRCS2's College Bound programming provides all students from Grade 9 on with information about colleges and career options, along with college visits and a credit-bearing series of courses and learning experiences.
  - The school established a series of academic interventions and supports for high school students, including before-school tutoring, The Resource Club, an after-school tutoring program, office hours for students who desire extra assistance and/or tutoring, lunchtime support, and virtual supports.

### **Academic Program for SWD and ELL:**

- SWD:
  - Special education teachers provide support at each grade.
  - The school uses the integrated collaborative teaching (ICT) model in grade-level high-needs classrooms.
  - Specialized staffing including deans, social workers, and mental health counselors to support the social-emotional health of special populations.
  - TRCS2 is a member of the Collaborative for Inclusive Education.
- ELL:
  - TRCS2 has three English as a new language (ENL) teachers who support students both in subject classes and in selective pull-outs.
  - The elementary school offers a reading intervention program.
  - TRCS2 designed a 21st Century Community Learning Center after-school program primarily to support ELLs in K – Grade 3.
  - The school provides *Rosetta Stone* subscriptions for high school ELL with an ENL teacher to supervise usage, along with daily ENL classes and after-school ELA support.

### **Summative Evidence for Benchmark 2:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- Indicator a:** The school has a documented curriculum that is aligned to New York State Learning Standards (NYSLS). TRCS2 has adapted the curriculum, instructional design, and educational model of the original Renaissance Charter School (TRCS). According to the school’s renewal application, “All curricula are aligned with NYS learning standards and all teacher-designed adjustments made to curricula are tied directly to specific standards and shifts.” TRCS2 indicated in its renewal application that it is transitioning its ELA curriculum from Heggerty and Wilson *Foundations* with Teachers College Units of Study to the Lavinia Group ELA curriculum *Red Thread*, which includes both phonics and comprehension components. Interviewed teachers appreciated the new curriculum’s suitability for all students and explicit phonics program. In addition, TRCS2 is utilizing *Eureka<sup>2</sup>* for its mathematics curriculum and *Amplify* for its science curriculum, which the school’s renewal application indicates are both aligned to NYSL standards. School leaders reported that they are adopting these curricula to align with the standards covered in State tests. The social studies curriculum is Nystrom *Young Citizens*. The TRCS2 high school program was initiated in the 2023-2024 school year, and the renewal application indicates that the school adopted the SAVVAS standardized curricula in all core subjects. School leaders noted that the SAVVAS curriculum is aligned to Regents content and offers virtual professional development. Teachers reported that they are developing scope and sequence as the high school expands grades. The high school is also adapting the College Bound curriculum from the original TRCS. Finally, the school’s Mandarin language program uses immersive instruction with a goal of 90 percent taught in Mandarin.
- Indicator b:** TRCS2 has adopted a number of commercial programs that provide scope and sequence and unit plans; teachers with support from consultants are adapting these resources to meet the needs of their students. For example, at the high school level, teachers have created a Unit 0 to develop students’ foundational skills before jumping into grade-level material. Teachers described use of a common lesson plan template that they are expected to submit weekly, which are maintained on shared drives to facilitate collaboration among classroom teachers and student support staff. For example, special education teachers incorporate modifications to address SWD needs. Teachers noted that they are using highly scripted programs and thus receive little feedback on lesson plans.
- Indicator c:** The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. The school’s renewal application indicates that teachers meet at least weekly in grade-level and/or subject-specific meetings to design lessons collaboratively. School leaders noted the use of department meetings across elementary, middle, and high school programs. Elementary teachers described a lesson planning spreadsheet used by their grade teams to discuss pacing and facilitate horizontal alignment. According to the 2024 NYC School Teacher Survey, 93 percent of respondents agreed that “teachers make a conscious effort to coordinate their teaching with instruction at other grade levels and 87 percent believe curriculum, instruction, and learning materials are well coordinated across the different grade levels” at this school. As the school grows into a continuous K-12 program, school leaders noted they plan to vertically align what are currently distinct programs with gaps between grade spans. According to the renewal application, “TRCS2 also supports cross-disciplinary literacy and promotes reading by providing each student with an individual copy of a book and facilitating ‘readalouds’ in class.” Finally, TRCS2 provides opportunities for inter-disciplinary learning through its Rensizzle programming, which allow students to explore specific topics through project-based learning experiences.”
- Indicator d:** The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. School leaders and teachers all noted the choice of new curriculum programs that included resources for all types of students, including SWD and ELL. According to

the 2024 NYC School Teacher Survey, 91 percent of respondents reported they “are able to modify instructional activities and materials to meet the developmental needs and learning interests of all students.” Interviewed teachers also noted using Google to translate materials. TRCS2 is implementing a variety of intervention programs that utilize differentiated curriculum. For example, the Targeted Reading Intervention Program (TRIP) is described in the renewal application as a “guided reading class and supervised independent reading program that provides targeted reading support based on each student’s reading level.” Interviewed student support staff indicated that high school teachers work closely with reading specialists to differentiate the ELA and social studies curriculum. The school also provides all students with 60 to 90 minutes of weekly personalized ELA instruction utilizing the *Edgenuity* program. In addition, the school’s renewal application indicates that “TRCS2 has also implemented Math interventions including after-school tutoring and summer programming using the Lavinia Group curriculum.” Finally, the ENL program utilizes a number of resources to meet student needs, including Fountas & Pinnell and decodable books.

- **Indicator e:** The school’s renewal application indicates that the school management team (SMT) and executive leadership team (ELT) review the curriculum regularly and modify it as needed. School leaders described ongoing processes involving data analysis and pilots to review and revise curriculum. Interviewed teachers noted that they are empowered to adapt curriculum and gave examples of changing the order of modules, adjusting pacing, and skipping lessons as needed.

## 2. Element: **Instruction:**

- **Indicator a:** The school staff has a common understanding of high-quality instruction, and observed instructional practices aligned to this understanding. School leaders described their expectations as including strong classroom management, employing positive behavior interventions and support (PBIS) strategies to frame instruction, use of small group instruction and differentiation, and strong relationships with students. Interviewed school leaders also noted their promotion of student voice, with a goal of a 60/40 student-to-teacher voice ratio in classrooms. Teacher focus groups reiterated this focus on student voice. Finally, the instructional leaders who accompanied members of the site visit team into classrooms were adept at identifying desired practices with a focus on student voice, rigorous questioning and activities, and checks for understanding. According to the 2024 NYC School Teacher Survey, 85 percent of respondents felt school leadership “sets high standards for student learning.”
- **Indicator b:** Instructional delivery fosters engagement with students. TRCS2 utilizes multiple adults in classrooms to promote opportunities for differentiated instruction. For example, the school’s renewal application indicates that it provides “Integrated Co-Teaching (ICT) classrooms at each grade and multiple adults (i.e., Teaching Assistants) in every K-5 class.” In addition, the renewal application states that “TRCS2 teachers are encouraged to incorporate small group activities as much as possible to maximize student engagement and learning.” Observed lessons during the renewal visit demonstrated purposeful lessons with clear learning objectives. Students were generally on task, and most were cognitively engaged in learning activities aligned to lesson objectives, though not all teachers effectively held students accountable for learning. Most classes had effective routines in place, and the school’s behavior management systems were in evidence. For example, elementary teachers rewarded good behavior by putting fuzzies in a jar which when full would earn the class a reward. Some teachers and students were observed using subject specific vocabulary, and many classrooms maintained word walls. The site visit team observed some evidence of teachers challenging students to develop higher order thinking skills, such as asking “why” questions and having students explain their answers. There was some evidence of checks for understanding during instruction, such as students solving problems on

individual whiteboards and holding them up for teachers to inspect or teachers circulating with clipboards during independent work. Interviewed school leaders and support staff noted the use of small group instruction, which was observed in some classrooms with students grouped based on diagnostic testing. Teachers used a variety of co-teaching methods, including lead and assist and station teaching. In a number of classes, teachers asked questions or gave directions in Spanish to help students access the curriculum or participate in the lesson. Labels in English were also observed in some classes to help ELL students develop vocabulary.

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

- **Indicator a:** The school uses a balanced system of assessments. In addition to State exams, the school's renewal application describes a variety of formative, diagnostic and summative assessments: "TRCS2's assessment program includes the following: a) the NYSITELL to identify students who are entitled to bilingual/ESL programs; b) Fountas & Pinnell Benchmark assessments to assess reading levels and identify student misunderstanding; c) NWEA assessments as diagnostic and prescriptive Math and Reading tests; d) Math targeted formative tests throughout the year to assess Math competencies and modify instruction as needed; e) Achievement Network (A-Net) tests four times each year to assess student mastery and standards gaps in ELA and Math and to inform instruction and tutoring in these subjects; f) Mock Regents exams; and g) NYSESLAT to measure student progress in developing English language proficiency." Teachers also noted the assessments incorporated into their curriculum programs, such as module tests.
- **Indicator b:** School leadership and teacher focus groups reported regular use of assessment data to inform instruction. For example, Northwest Evaluation Association (NWEA) and Achievement Network (A-Net) assessments are used to create small groups for targeted instruction in ELA and math. Fountas & Pinnell assessments are used to inform interventions and progress monitor. Student support staff described mapping out assessment results for ELL to target interventions and regroup students. School leaders indicated that they track credit accumulation and that, based on data, they had initiated a Saturday school program to help high school students prepare for Regents exams.
- **Indicator c:** School leader focus groups revealed that leadership and staff monitor student performance carefully; 85 percent of respondents to the 2024 NYC School Teacher Survey said that school leadership "carefully tracks student academic progress." For example, the elementary ELA curriculum was changed in response to evaluation of student performance. Similarly, having many students enter the high school with skills below grade level required supplementing existing curriculum to shore up foundational skills and knowledge. For example, a "Unit Zero" was created for ninth graders before they begin Algebra I.

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

- **Indicator a:** TRCS2 has systems in place to identify at-risk students. For example, grade level leaders coordinate child study meetings using protocols to review student data and work samples. Once identified, the school provides supports to meet the academic needs for all students, including SWD and ELL. TRCS2 opened during the COVID-19 pandemic with a hybrid model and started its tutoring program early, according to school leaders. The current schedule includes a daily intervention period, and the school has increased the size of its intervention staff. According to the school's renewal application, at the elementary and middle school levels, TRCS2 provides targeted reading intervention, as well as tutoring in ELA and math. At the high school level, the school offers before- and after-school tutoring opportunities, office hours for students who desire extra assistance and/or tutoring, lunchtime support, and virtual supports such as Khan Academy, Edpuzzles, and Imagine Mypath. School leaders described the targeted reading intervention

program, TRIP, for middle school students in which all teachers deliver daily leveled lessons. Leaders also noted that the middle school has an extra block of math instruction, and the high school has an extra period of ELA weekly for interventions and catch up. The school offers after-school tutoring and has partnered with community organizations. For example, 82<sup>nd</sup> Street Academics provides tutoring and homework support under a 21<sup>st</sup> Century Community Learning Centers grant. Finally, TRCS2 offers summer programming for students in need of additional support. The renewal application reports that the school has devoted resources to hiring staff specifically to meet the needs of special populations, including a special education teacher at each grade level and three ENL teachers for academic support, as well as deans, social workers, and counselors for social-emotional support. ENL varies based on the needs of students; for example, newcomers to the English language are typically pulled for direct instruction; teachers reported there is significant overlap and coordination with phonics instruction at the elementary level. Special education services include ICT and push-in and pull-out supports. Interviewed special education staff described an ICT class for all subjects in each grade at the high school level. Related services, including speech, physical and occupational therapy, and counseling, are delivered by external providers, though the school has also begun providing in-house counseling this year. According to the 2024 NYC School Family Survey, 83 percent of respondents agreed that their child receives what they need to achieve their special education goals. TRCS2 continues to grow its student support programs; the school is hiring a fourth member of its social work team to focus on crisis intervention. The school also operated a 21<sup>st</sup> Century Community Learning Center after-school program designed primarily to support ELL students in K – Grade 3, according to its renewal application. In addition, the school has increased support by making computers available to students after school.

- **Indicator b:** The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers. School leaders and student support staff all described regular collection and review of data, including A-NET, NWEA, Fountas & Pinnell, and internal assessment results, for progress monitoring of at-risk students. Moreover, 94 percent of respondents to the 2024 NYC School Teacher Survey reported that they are able to “monitor progress on Individualized Education Program goals for my students with disabilities.” In focus groups, student support staff noted the use of progress monitoring sheets maintained in a Google drive to facilitate staff access. The school’s renewal application states that TRCS2 “facilitates communication between interventionists and classroom teachers regarding the needs of individual students primarily through grade-level and subject-specific meetings in which Special Education and ELL teachers participate.” Student support staff corroborated collaborative prep periods and grade team planning meetings. However, some support staff indicated that their schedules did not include formal time to meet with classroom teachers, and they relied on informal communication and shared data to coordinate their work.

**Benchmark 3: Culture, Climate, Family Engagement**

*The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. 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**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. The school communicates with and engages families with the school community.</li> <li>b. Teachers communicate with parents to discuss students’ strengths and needs.</li> <li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>d. The school has a systematic process for responding to family or community concerns.</li> <li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. The school has systems or programs in place to support the social-emotional needs of students.</li> <li>b. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy that is included in the school’s family handbook and posted on its website. The school’s renewal application describes its discipline policy as applicable to all students and reflecting its restorative approach to student discipline and behavioral management.



Furthermore, the renewal application reports TRCS2 has strengthened its implementation of restorative justice through teacher training, its partnership with Living Redemption Community Development Corporation, and its participation in a school safety project funded by a federal Department of Education School Climate Transformation grant. For example, the renewal application states that “When conflicts or behavioral issues arise in the classroom, they are addressed through restorative means such as restorative circles.” The school also emphasizes positive reinforcement: “TRCS2 believes in positive language, modeling of positive behaviors by adults and reinforcement of positive behaviors in students. TRCS2 also believes in building capacity within its students to communicate respectfully, to collaborate effectively, to resolve conflicts peacefully and to teach and learn from one another. To this end, the school endeavors to reinforce and reward desirable behaviors through acknowledgements in morning meetings and Advisory and in supportive conversations with teachers, counselors, social workers or other adults.” This was evident in the elementary school with widespread use of fuzzy jars whereby classes earn a fuzzy for positive behavior and receive a reward when the fuzzy jar is full. School staff noted that after multiple warnings, the high school uses detention for infractions, which includes reflection activities. School leaders noted there is an appeals process to accommodate student voice.

- **Indicator b:** The school appears safe, and school constituents are able to articulate how the school community maintains a safe environment. Classroom promises were posted in classrooms articulating expectations such as “use a safe body” and “use kind words.” TRCS2 has implemented a number of school safety programs. In its renewal application the school notes that “TRCS2’s school safety initiatives have been strengthened by its involvement as part of a consortium of charter schools that has been awarded a series of highly-competitive federal grants, including: a) the Department of Justice’s Project STOP Training Grant, Project STOP—Violence Prevention Grant and STOP Threat Assessment Grant; and b) the Department of Education’s Project Prevent Grant and School Transformation Grant. These grants provide training and financial support to improve school safety (including threat assessments, emergency planning, supporting parents and becoming trauma-informed schools), reduce and prevent violence and address issues of substance abuse and other negative or harmful behaviors.” Interviewed parents felt the school is safe for their children, noting that older and younger students are kept apart with dedicated staircases and bathrooms. Moreover, survey data reflect positive stakeholder opinions about safety at TRCS2; the school’s renewal application cites “Student and family feedback on the 2023-24 NYCPS survey show that TRCS2’s school community understands that the school environment is safe. Among students, 87 percent reported that they felt safe in their classes and 86 percent felt safe in hallways and public areas of the school. Among parents and family members, 97 percent said that the school ‘promotes a safe and healthy environment’ and 95 percent said that their children are safe at school. TRCS2’s teachers also believe strongly that the school is safe, with 100 percent of those surveyed in 2023-24 saying that ‘my students are safe in my classes’ and 94 percent saying that students are safe in hallways and public areas of the school.”
- **Indicator c:** The school has systems in place to ensure that the environment is free from harassment and discrimination. The TRCS2 discipline policy includes the school’s Dignity for All Students Act (DASA) policy. Moreover, the school’s renewal application indicates that teachers receive training to understand DASA requirements and their responsibilities to recognize and address harassing and bullying behaviors. The school also requires students to report acts of bullying. Interviewed teachers reported that as a result of ample social-emotional learning opportunities, they see little evidence of bullying in the school. Similarly, interviewed parents praised how the school addressed bullying through education, restorative justice circles, and conflict resolution.

- **Indicator d:** TRCS2 has established an environment conducive to learning, which the site visit team noticed through classroom observations and time spent in other public spaces in the building. Routines were evident in classrooms and internalized by students. Teachers effectively obtained attention when needed and transitioned students between learning activities. Classrooms were clean and organized and elementary grades included calm down corners. Many classes utilized multiple adults who effectively maintained engagement, and most students engaged in learning during teacher-directed and student-directed activities. Finally, the school has a robust student support staff; teachers noted that deans and counselors were available to pull students, work with them, and get them back into class to continue their learning.

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

- **Indicator a:** TRCS2 uses a variety of strategies to communicate with and engage families, and according to the 2024 NYC School Family Survey, 92 percent of respondents felt the principal “ensures parents are comfortable communicating with the school,” and 90 percent said they felt comfortable communicating with the parent organization or school leadership team. The school’s renewal application notes active parent association and town hall meetings and public comment periods at board meetings. The renewal application indicates that the school utilizes translation services and presents information in multiple languages. The school also employs a bilingual parent coordinator. The 2024 NYC School Survey found 98 percent of respondents felt the school communicates with them in a language they can understand, and 92 percent agreed that “Language translation and interpretation are readily available to me at all family events at my child’s school.” The parents focus group revealed a variety of systems for communicating with parents, including ParentSquare, PowerSchool, and Class Dojo. School leaders reported that they expect grade teams to contact parents regularly, emphasizing the need for positive as well as critical messages. Parents also noted regular e-mails, weekly updates, and monthly newsletters from teachers; they described numerous opportunities for family involvement, including mystery readers in class, birthday celebrations, and chaperoning trips. The school also provides parent workshops, with topics noted in the renewal application such as “Organizing Workspaces at Home,” “Talking to Your Teen,” and “Fixing Kid-friendly Nutritious Meals and Snacks.” Finally, student support staff described a resource guide they created for families to help them access community resources and services.
- **Indicator b:** Teachers communicate with families to discuss students’ strengths and needs. Teachers reported that they spent the first six weeks of school focused on building relationships with students and families. The school’s renewal application reports that teachers are required to communicate with families regularly to provide positive feedback and articulate issues that need to be addressed. For example, “These communications occur through the use of class newsletters, emails and direct outreach to families.” In addition, teachers discuss students’ progress, strengths, and needs at parent-teacher conferences and through phone calls and written communications. When asked on the 2024 NYC School Family Survey about how often they have seen their child’s projects, artwork, homework, tests, or quizzes, 96 percent of respondents had a favorable response. Interviewed parents also noted curriculum nights and parent-teacher conferences as opportunities to learn about the academic program and their children’s progress, with 93 percent of respondents to the 2024 NYC School Family Survey affirming they had attended a school meeting, school event, or parent-teacher conference. In addition to receiving assessment results, parents mentioned also getting information about what the results mean.
- **Indicator c:** The school assesses family and student satisfaction using a variety of strategies, including the NYC Family Survey, town hall meetings, parent association meetings, and an open-

door policy, as well as conversations with accessible school leaders, teachers, and a parent coordinator.

- **Indicator d:** TRCS2 has multiple opportunities to solicit and respond to stakeholder concerns, including parent association meetings, town hall meetings, parent-teacher conferences, school events, and open board meetings, according to the renewal application. The renewal application also states that the principal promotes an open-door policy, and interviewed parents said teachers are very responsive and willing to meet if they have concerns. Moreover, the 2024 NYC School Family Survey indicates that 92 percent of respondents felt comfortable going to leadership with questions or concerns. Parents also highlighted the parent coordinator, who is bilingual and helps to address concerns. Finally, the school has a written complaint policy, which describes the process for a family to file a formal complaint.
- **Indicator e:** The school shares school-level academic data with the broader school community. Interviewed parents said when they receive their child's results it includes state and district averages. In addition, the school's *New York State Report Card* is posted on the TRCS2 website.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school has systems or programs in place to support the social-emotional needs of students. TRCS2 has a robust student support staff, including deans, social workers, and counselors. The renewal application notes that "TRCS2 is participating in a consortium that was awarded a U.S. Department of Education Mental Health Service Professional Demonstration Grant. This grant supports the hiring of mental health therapists, mental health interns and practicum students and training for mental health personnel." According to the TRCS2 renewal application, "each student's academic development is not limited to instruction in the classroom but extends to out-of-classroom learning and social-emotional growth experiences such as Morning Meetings, Advisory, Town Halls and the school's experiential learning activities." Interviewed teachers described morning meetings and closing circles in elementary grades that incorporate monthly social-emotional learning (SEL) skills and weekly shoutouts. Middle school advisory classes include circle time and address SEL topics. Project Prevent is a leadership program for high school students. In addition, beginning last year, TRCS2 high school students began reading and tutoring in lower school classes.
- **Indicator b:** School leaders collect and use data to track the social-emotional needs of students. The renewal application indicates that "teachers engage in data-driven discussions about the social-emotional health of individual students, along with school-wide issues and trends related to social-emotional learning, at grade level and team meetings." This was corroborated by a number of stakeholders. Interviewed teachers indicated that grade teams review behavior and attendance data. Student support staff noted a variety of data sources, including infraction forms and detention trackers. They also noted use of a strengths and difficulties questionnaire utilized by counselors.
- **Indicator c:** School leaders collect and use data to assess the impact of programs designed to support students' social and emotional health. According to the school's renewal application, "the SMT and ELT review data regarding the services and supports that the school provides and assess their impact based on student and family outcomes. They also review and discuss the results and findings of evaluation reports from the above-mentioned federal grants." School leaders indicated that they created a twelve-month position for a mental health coordinator, who will work on the evaluation components of these grants.

#### 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 remained consistent as “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 <https://www.nysed.gov/charter-schools/charter-schools-directory>.

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

#### Financial Condition

The Renaissance Charter School 2 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. A score between 1.00 and 1.40 is considered adequate. The Renaissance Charter School 2’s 2023-2024 composite score is (0.67).

**Composite Scores  
2019-2020 to 2023-2024**

<i>Year</i>	<i>Composite Score</i>
2019-2020	--
2020-2021	2.18
2021-2022	2.42
2022-2023	(0.64)
2023-2024	(0.67)

The school is subject to ASC 842 lease accounting principles effective FY23 due to entering into a long-term operating lease. ASC 842 requires the entire lease to be recorded as a liability, the right-of-use to be recorded as an asset, and an amortized functional expense to be reflected in the financial statements. The net result produces a negative impact to the composite score that disproportionately affects schools with very long-term leases. Otherwise, the school has adequate cash flow to support operations.

### **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 remained consistent as “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 The Renaissance Charter School 2’s 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

### Benchmark 6: Board Oversight and Governance

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

#### Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.</li><li>d. The board regularly updates school policies.</li><li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.</li><li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li></ol>

#### Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** The TRCS2 board includes a variety of skill sets and expertise relevant to charter school governance, including education, finance, public safety, child psychology, and mental health. The board does not include a member with legal expertise but relies on legal counsel shared with its sister school. According to the school’s renewal application, TRCS2 is “reviewing and refining its Board recruitment, screening and selection process” and developing an onboarding process for new members. Interviewed board members also reported that they “tag in consultants” as needed. The board is comprised of many members with connections to the original TRCS, including one former and two current TRCS employees, raising concerns about its independence. Moreover, some board members report professionally to the TRCS executive director, who in turn reports to the board, creating conflicting lines of accountability.
- **Indicator b:** The renewal application indicates that the board sets priorities for school leadership and is active in planning. It notes that the board played a pivotal role in helping the school respond to the COVID-19 pandemic, adopting a hybrid education model while most other schools were operating fully remote education programs. In addition, “The Board supported SMT and school staff in providing training, resources and assistance to parents throughout the pandemic, including authorizing the SMT to purchase and integrate technology resources into its pandemic-

era outreach initiatives and to work with community agencies and organizations helping families with free meals and other assistance.” Interviewed board members also described their expectations for school leadership, including a focus on staff retention, family engagement, and building a unified K-12 program and culture. However, the strategic planning documents provided as part of the renewal application are brief and vague, focusing on completing the grade expansion, replicating the TRCS instructional model, capacity building, and succession planning. The strategic plan does not include any specific strategies or timelines or identify responsible parties to guide the work of the board.

- **Indicator c:** The board demonstrates oversight of TRCS2’s management, fiscal operations, and progress toward meeting academic and other school goals. The renewal application describes the board’s oversight practices, stating “At each meeting, the Board hears and considers reports on academic progress, operational stability and fiscal soundness from leadership and staff, as well as from the school’s attorney, finance consultants and other outside experts.” Interviewed board members described receiving school management reports at board meetings, which is also reflected in reviewed board minutes. They also reported review of academic performance and human resources data. In addition, the renewal application notes that the board chair has at least weekly conversations with the school principal and/or executive director.
- **Indicator d:** The renewal application describes a thorough process for reviewing and revising school policies. The renewal application notes that “The Board draws heavily from the experience, policies and practices of partner school TRCS, as well as from other outside experts...” Policies are vetted by the school’s attorney to ensure compliance with the charter and law.
- **Indicator e:** The TRCS2 board is not utilizing a formal self-evaluation process. Interviewed board members acknowledged that the board needs to engage in self-evaluation, and they are exploring not-for-profit evaluation models. The board interview also revealed that board members have not engaged in training or development. Self-evaluation and board professional development should be in place for the next CSO visit. The renewal application indicates that leadership evaluation incorporates review of progress towards charter goals, self-reflection, stakeholder feedback, and ongoing dialogue between the board and principal. Board members further described the leadership evaluation process incorporating their day-to-day interactions with the principal and focusing on the leader’s understanding of the school model, school community building, and relationship with the original TRCS. The Renaissance executive director indicated that she and the board chair evaluate the school principal together.
- **Indicator f:** According to the school’s renewal application, board members work closely with TRCS2’s legal counsel to improve their understanding of the legal responsibilities of the board and the school. As a result, they believe TRCS2 has remained in compliance with the Charter School Act, the Open Meetings and Freedom of Information Laws, Conflict of Interest requirements, and other relevant laws and legal responsibilities. The board focus group also indicated that legal counsel is present at board meetings. In addition, the board has always been responsive to reminders from NYSED, such as for posting board minutes in a timelier manner.



**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>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

**Summative Evidence for Benchmark 7:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: **School Leadership:**

- **Indicator a:** Both the midterm and renewal visits found TRCS2 has an effective school leadership team. The school principal, assistant principals for the elementary, middle, and high school programs, assistant principal for operations and finance, and assistant principal for special populations comprise the SMT. With the addition of grades and some turnover, the SMT has experienced change with new leaders primarily promoted from within the staff. The SMT is

advised by an executive leadership team (ELT), which coordinates the activities of TRCS2 with its sister school. To obtain commitment to the school's mission and goals, the renewal application indicates that "Once hired, staff members are supported in understanding and furthering the school's mission and goals through ongoing coaching, professional development and departmental and grade-level meetings."

- **Indicator b:** Roles and responsibilities for leaders, staff, management, and board members are generally well-defined and adhered to. The Memorandum of Agreement (MOA) between TRCS2 and TRCS addresses mentoring and support for the TRCS2 principal, on-site training, observations and meetings, governance support, professional development, and collaborations. The school benefits from the experience of the original TRCS with ongoing mentoring, helping staff members to understand their roles and responsibilities, and build capacity. For example, the renewal application notes that in the interest of helping TRCS2 build its own internal capacity for financial management, TRCS's chief financial officer transitioned off of the TRCS2 ELT in 2023 and helped to train TRCS2's assistant principal for operations and finance to assume responsibility for administering TRCS2's finances. A focus group with the ELT revealed its focus on network-wide goals and support for coaches and assistant principals at the school in implementing the academic model and approach to school culture; in addition, the ELT members recognized diverse needs between the schools, including demographics, growth patterns, and teacher experience levels. The site visit team mentioned that it may be beneficial to designate someone to ensure that all documents and communications accurately reflect the procedures, job titles, and contact information for TRCS2, not just Renaissance in general.
- **Indicator c:** The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. Focus groups with school leaders indicated regular leadership meetings, including weekly meetings between the principal and each of his assistant principals. The renewal application also described a number of formal and informal vehicles for communication, including staff meetings, town hall meetings, the Collaborative School Governance (CSG) committee, parent association meetings, etc. Interviewed teachers described an open-door policy with leaders who welcome feedback, such as the desire to continue phonics instruction beyond Grade 2.
- **Indicator d:** The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. According to the school's renewal application, "TRCS2 uses a variety of strategies and resources to identify and recruit applicants for each position, including posting open positions with career placement centers at colleges and graduate schools of education; attending NYCPS-sponsored teacher recruitment fairs and similar events; posting open positions on career/job posting and other relevant websites and leveraging Board and leadership contacts." The renewal application goes on to describe a team approach to hiring: "For teaching positions, candidates are screened using a standard format that begins with a phone or Zoom interview and then an in-person interview and demonstration lesson. Candidates are required to submit a lesson plan and teach to students who are enrolled in the school. Demonstration lessons are observed by instructional leaders (i.e., the Principal and/or APs) and subject area or classroom teachers." The school's renewal application also describes strategies for developing prospective teachers: "TRCS2 has established a partnership with New York University Teaching Residency program that provides the school with two Teaching Interns. Interns who successfully complete the residency become dual certified in Gen Ed and Special Ed and are eligible to become classroom teachers at TRCS2." For teachers not meeting expectations, school leaders said they use professional growth plans, establishing specific goals and offering supports, followed by regular check-in meetings and honest conversations about fit. The site visit team found that families also appreciate the faculty at the school; 92 percent of respondents on

the 2024 NYC School Family Survey indicated they were satisfied with the “overall quality” of their child’s teachers.

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

- **Indicator a:** TRCS2 has established a robust leadership team, and at the time of the renewal visit, most staff positions were filled, and vacancies were being adequately covered. For instance, a long-term substitute was covering a middle school science position, and the school was searching for additional ENL teachers. School leaders indicated that they are considering hiring bilingual teacher assistants to bolster support for ELL students. One focus group implied that student support staff are overextended, and there is high demand on counselors.
- **Indicator b:** The school has established structures for frequent collaboration among teachers. The school’s renewal application indicates that “TRCS2’s teachers work together at the grade-level and/or subject-level via meetings at least weekly to analyze student data, discuss the needs of individual students, reflect on classroom, grade-level and school-wide trends, and develop strategies for improving instruction.” In the 2024 NYC Teacher survey, 85 percent of respondents agreed that “The principal/school leader, teachers, and staff collaborate to make this school run effectively.”
- **Indicator c:** The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs. The renewal application states that “TRCS2 provides professional development and intensive coaching to build capacity in its staff. Professional development for new teachers who are hired begins with a week of staff development in August, before students return to school. Professional development continues throughout the year and includes classroom observations, weekly grade level meetings and mentoring.” In focus groups, school leaders and staff all described a variety of formal professional development opportunities, including whole school and grade span trainings, covering priority topics such as new curriculum, co-teaching, social-emotional learning, and restorative practices. In addition to formal trainings, the school has invested in instructional leadership at each level to provide ongoing teacher support and development, including classroom observation and feedback, coaching, and mentoring. TRCS2 also contracts with external organizations, such as A-NET and Lavinia group, to provide coaching on their programs. According to the 2024 NYC School Teacher Survey, 85 percent of respondents agreed “Overall, my professional development experiences this year have...directly related to my students’ needs.” School leaders indicated that they intend to implement peer observations so teachers can learn from each other.
- **Indicator d:** School leaders indicated that their teacher evaluation process is evolving. It currently entails formal and informal observations using a rubric based on the Danielson framework. School leaders said they conduct a pre-lesson conversation and post-lesson debrief. While the school used TeachBoost last year to document teacher performance, they are using a standardized note taking system this year. However, some faculty members reported that while they receive a lot of informal feedback, there is little formal evaluation of teacher performance.
- **Indicator e:** The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. Instructional leaders meet frequently with teachers through school, grade span, grade team, and individual coaching events. Interviewed teachers noted that not only do they receive feedback, but administration takes feedback as well.

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

- **Indicator a:** n/a
- **Indicator b:** n/a
- **Indicator c:** n/a

## 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

<u>Element</u>	<u>Indicators</u>
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.</p> <hr/> <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 remained consistent as “Meets.”

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

- **Indicator a:** School stakeholders share a common and consistent understanding of the school's mission and KDEs outlined in the charter. Stakeholder focus groups with school leaders, teachers, support staff, parents, and the board all demonstrated their understanding of the school's mission with respect to not only academic preparation but social-emotional development as well. According to the 2024 NYC School Family Survey, 90 percent of respondents felt “This school helps to prepare my child for college, career, and success in life after high school.” These focus groups, as well as the school's renewal application, demonstrate keen awareness of and adherence to the KDEs articulated in the school's charter.
- **Indicator b:** The school has fully implemented the KDEs in the approved charter and in any subsequently approved revisions.
  - **A strong, comprehensive and proven standards-aligned academic program:** As described in Benchmark 2, the school continues to evolve its curriculum to meet the needs of its students as it adds grades towards becoming a complete K-12 program.
  - **A student-centered approach:** The instructional program emphasizes co-teaching and small group instruction as well as interventions and supports to meet the needs of all students. The school has staff and programs to help ELL students at all levels of proficiency engage in the curriculum and school community. School leadership hold explicit expectations for increased student voice in the classroom.
  - **A commitment to project-based and experiential learning:** TRCS2's Rensizzle program provides opportunities for cross-grade, interdisciplinary projects.
  - **Extensive student academic and social-emotional development supports:** The school has a robust student support team, including deans, reading specialists, special education and ENL teachers, counselors, and social workers. There are also dedicated social-emotional programs and restorative justice practices in place.
  - **A culture of collaboration:** TRCS2 utilizes co-teaching in many classes and provides time and training for lesson preparation. In addition, the school utilizes grade teams and subject departments to coordinate the work of classroom teachers and support staff. The school is developing a data-driven culture that informs instruction and interventions.

- **A commitment to college preparation and career readiness:** College and career readiness is integrated into teaching and learning in the lower grades, while the high school is establishing a college and career office (CCO) based on the success of TRCS. As the high school grows its grades, the CCO is adding staff and programming. According to the school's renewal application, "TRCS2 will expand its CCO to support students in creating portfolio-based four-year plans with a scaffolded college-bound curriculum that guides students in exploring their values, social and academic interests, career options, college choices and post-secondary college programs."
- **Extensive teacher professional development:** As described in Benchmark 7, TRCS2 has a robust professional development program that begins in the summer and continues throughout the school year. The school has a robust instructional leadership team supplemented with external consultants and coaches. In particular, it devotes resources to supporting novice teachers.
- **Partnerships:** TRCS2 has leveraged the partnership with its sister school and developed its own partnerships within the Elmhurst community, which has allowed it to provide services and supports within the school as well as connect families and teachers to external opportunities. These include tutoring and mental health for students and families and professional development opportunities for staff.

**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.*

**Finding: Meets**

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

**Summative Evidence for Benchmark 9:**

Over this charter term, the trajectory for the benchmark has improved from “Approaches” to “Meets” due to an increase in enrollment of ELL students and improved student retention.

1. Element: **Targets are met:**

- **Indicator a:** While TRCS2 struggled to meet its overall enrollment targets at the beginning of the charter term, in the last two years, it improved to 100 percent of its contracted enrollment. Over the last three years the school’s enrollment of SWD has ranged from -2 to +1 percentage points to the DOL and is currently, 2023-2024, -2 percentage points below the DOL. Similarly, enrollment of ED students has ranged between -10 and +4 percentage points to the DOL and is currently at 84 percent, equal to the DOL. Enrollment of ELL students has improved considerably from -17 percentage points to the DOL in 2021-2022 to -5 percentage points below the DOL in 2023-2024. In addition, student retention has improved from -10 percentage points below the DOL in 2022-2023 to -4 percentage points in 2023-2024.

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

- **Indicator a:** n/a
- **Indicator b:** n/a
- **Indicator c:** n/a

**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>	a. The school has compiled a record of substantial compliance with applicable state and federal laws 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; financial management and oversight; governance and reporting; and health and safety requirements.
	b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.
	c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

**Summative Evidence for Benchmark 10:**

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: **Legal Compliance:**

- **Indicator a:** The school has compiled a record of substantial compliance with applicable State and federal laws and the provisions of its charter. The school’s renewal application indicates that TRCS2 has relied on legal advice from its attorney, who has advised the TRCS2 founding team, school board, and leadership since prior to the opening of the school. In addition, according to the renewal application, “compliance is an agenda item at all SMT meetings, and the SMT members work closely with school staff and outside experts (e.g., the school’s attorneys and accountants) to meet its charter obligations, authorizer requirements and reporting deadlines.”
- **Indicator b:** TRCS2 has not been required to take any corrective action during this charter term, but when the CSO has made suggestions to the school, they have always been receptive.
- **Indicator c:** The school has sought Board of Regents and/or CSO approval for significant revisions. During the charter term, TRCS2 made changes to grades served, its enrollment plan, its location, and the start date for its high school, all of which were approved by NYSED and/or the Board of Regents.

# 2025 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

RENAISSANCE CHARTER SCHOOL 2 (THE)

### BEDS Code

342400861128

### 2023-2024 Enrollment

585

### 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:	NYC CSD 24
Total Public School Enrollment of Resident Students attending Charter Schools:	7%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-4, 9
Address:	45-20 83RD ST, ELMHURST, NY, 11373
Website:	<a href="https://rencharters.org/">https://rencharters.org/</a>
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - QUEENS
Regent:	Judith Chin
Active Date:	7/1/2020
Authorizer:	REGENTS
CEO:	MR. EVERETT BOYD
CEO Phone:	917-841-3849
CEO Email:	everettboyd@rencharter.org
BOT President:	DR. MONTE JOFFEE
BOT President Phone:	917-447-7012
BOT President Email:	mjjoffee@gmail.com
Institution ID:	80000089571

\*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:	Brandy Marshall
Performance Framework:	2015
Current Term:	07/01/20 - 06/30/25
2020-2021	Check-in
2021-2022	Check-in
2022-2023	Midterm
2023-2024	Check-in
2024-2025	Renewal

### Benchmark Rating

### Year of Rating

BM1

BM2

BM3

BM4

BM5

BM6

BM7

BM8

BM9

BM10



# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

RENAISSANCE CHARTER SCHOOL 2 (THE)

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

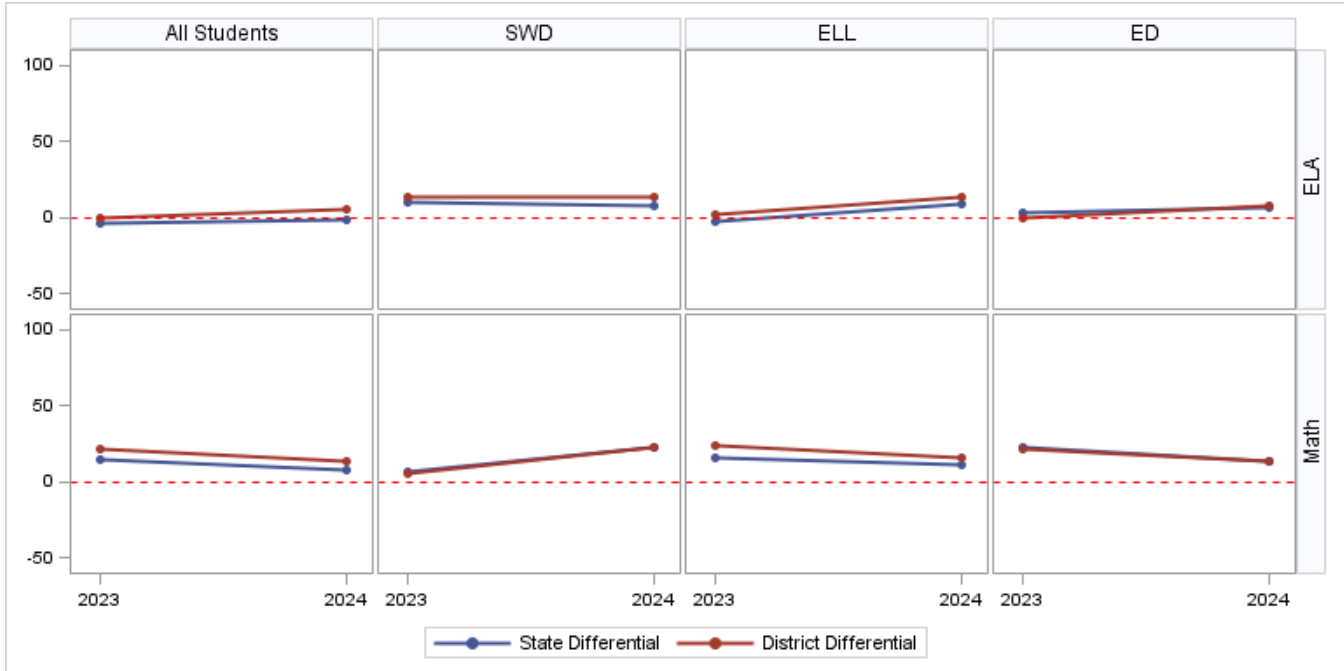
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Renaissance CS 2 (The)	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2023-2024	51%	38%	41%	48%	73%	77%	76%	71%

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

### 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 NYC CSD 24



\*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				
		Renaissance CS 2 (The)	NYC CSD 24	District Differential	NYS	NYS Differential	Renaissance CS 2 (The)	NYC CSD 24	District Differential	NYS	NYS Differential
All Students	2023	41%	41%	0	45%	-4	69%	47%	+22	54%	+15
	2024	44%	38%	+6	45%	-1	64%	50%	+14	56%	+8
SWD	2023	29%	15%	+14	19%	+10	36%	30%	+6	29%	+7
	2024	27%	14%	+13	19%	+8	53%	30%	+23	30%	+23
ELL	2023	27%	25%	+2	29%	-2	56%	32%	+24	40%	+16
	2024	38%	24%	+14	29%	+9	55%	39%	+16	44%	+11
ED	2023	37%	37%	0	34%	+3	65%	43%	+22	42%	+23
	2024	42%	34%	+8	35%	+7	60%	46%	+14	46%	+14

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

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

#### All Students Grade-Level Proficiency

All Students		ELA					Math				
		Renaissance CS 2 (The)	NYC CSD 24	Differential to District	NYS	Differential to NYS	Renaissance CS 2 (The)	NYC CSD 24	Differential to District	NYS	Differential to NYS
Grade 3	2023	41%	41%	0	45%	-4	69%	47%	+22	54%	+15
	2024	44%	35%	+9	43%	+1	60%	47%	+13	54%	+6
Grade 4	2024	44%	40%	+4	47%	-3	70%	52%	+18	58%	+12

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

# 2024 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

RENAISSANCE CHARTER SCHOOL 2 (THE)

### Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

#### Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Renaissance CS 2 (The)	NYS	Differential to NYS	Total Charter Tested	Renaissance CS 2 (The)	NYS	Differential to NYS	Total Charter Tested	Renaissance CS 2 (The)	NYS	Differential to NYS	Total Charter Tested	Renaissance CS 2 (The)	NYS	Differential to NYS
Algebra I	2023-2024	69	25%	53%	-28	17	18%	33%	-15	29	21%	34%	-13	61	23%	44%	-21
Living Environment	2023-2024	70	43%	59%	-16	13	8%	33%	-25	29	28%	32%	-4	63	41%	47%	-6

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

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

RENAISSANCE CHARTER SCHOOL 2 (THE)

#### 1.a.i. Aggregate Enrollment:

##### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Renaissance CS 2 (The)	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2020-2021	243	139	57%
2021-2022	324	221	68%
2022-2023	395	369	93%
2023-2024	587	585	100%

#### 1.a.ii. Subgroup Enrollment:

##### Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Renaissance CS 2 (The)	NYC CSD 24	Differential to District	Renaissance CS 2 (The)	NYC CSD 24	Differential to District	Renaissance CS 2 (The)	NYC CSD 24	Differential to District
2020-2021	15%	17%	-2	35%	38%	-3	69%	79%	-10
2021-2022	18%	18%	0	27%	44%	-17	79%	78%	+1
2022-2023	19%	18%	+1	34%	47%	-13	83%	79%	+4
2023-2024	17%	19%	-2	39%	44%	-5	84%	84%	0

\*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 CS 2 (The)	NYC CSD 24	Differential to District	Renaissance CS 2 (The)	NYC CSD 24	Differential to District	Renaissance CS 2 (The)	NYC CSD 24	Differential to District	Renaissance CS 2 (The)	NYC CSD 24	Differential to District
2021-2022	79%	84%	-5	76%	84%	-8	81%	88%	-7	79%	86%	-7
2022-2023	78%	88%	-10	72%	89%	-17	76%	89%	-13	80%	88%	-8
2023-2024	85%	89%	-4	83%	89%	-6	84%	89%	-5	84%	89%	-5

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

# 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.*

