



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Charles A. Szuberla, Jr. *Charles A. Szuberla Jr.*

SUBJECT: Charter Schools: Charter Renewal Recommendations for Charters Authorized by the Chancellor of the New York City Department of Education (NYCDOE)

DATE: June 10, 2015

AUTHORIZATION(S): *Elizabeth P Berlin*

SUMMARY

Issue for Decision

Should the Regents approve the proposed renewal charters for the following charter schools authorized by the Chancellor of the NYCDOE:

- Achievement First Endeavor Charter School
- Community Roots Charter School
- International Leadership Charter School
- New York Center for Autism Charter School
- Renaissance Charter School

Reason(s) for Consideration

Required by New York State Law.

Proposed Handling

This issue will be before the Regents P-12 Education Committee and the Full Board for action at the June 2015 Regents meeting.

Procedural History

The Chancellor of the NYCDOE approved the renewal of the charter schools set forth below and submitted recommendations to the Regents for approval and issuance of the renewal charters as required by Article 56 of the Education Law, the New York Charter Schools Act.

Background Information

I forward the recommendations for the renewal charters of the following charter schools, as proposed by the Chancellor of the NYCDOE in her capacity as a charter school authorizer under Article 56 of the Education Law. The Chancellor asks that the charters be extended for the terms indicated. The summary of the NYCDOE's 2014 Renewal Recommendation Report for each school are attached to this item. The full Renewal Reports for each school are available at the links below:

- Achievement First Endeavor Charter School - (Approved increase in authorized enrollment from 966 to 997)
http://schools.nyc.gov/NR/rdonlyres/FE48437F-1F68-44CF-98D7-D6363B0BD48D/0/AFEndeavorCharterSchool201415_vFinal.pdf
- Community Roots Charter School - (Approved increase in authorized enrollment from 450 to 462)
http://schools.nyc.gov/NR/rdonlyres/50B3D27F-26A6-468A-9BAA-B5AC8C31961A/0/CommunityRootsCharterSchoolRenewalReport201415_vFinal.pdf
- International Leadership Charter School - (Approved increase in authorized enrollment from 352 to 440)
http://schools.nyc.gov/NR/rdonlyres/9993365D-A9D5-4F2F-A339-0CE72E8B1E49/0/ILCS_RenewalReport_vFINAL_V3.pdf
- New York Center for Autism Charter School - (Approved increase in authorized enrollment from 32 to 40 with an age expansion from serving students ages 5-19 to serving students ages 5-21)
http://schools.nyc.gov/NR/rdonlyres/B4791A95-E45B-409A-9C3B-FB98DAF1CE00/0/NYCenterforAutismRenewalReportvFINAL_SEND.pdf
- Renaissance Charter School
http://schools.nyc.gov/NR/rdonlyres/2B894DAA-D8AD-453B-9653-DE739FB0C969/0/RenaissanceCharterSchoolRenewalReport201415_FinalSend2.pdf

Recommendation

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the renewal application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Achievement First Endeavor Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2020.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the renewal application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Community Roots Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2020.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the renewal application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **International Leadership Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2020.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law;

and (4) granting the renewal application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **New York Center for Autism Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2015.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the renewal application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **New York Center for Autism Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2020.

VOTED: That the Board of Regents finds that: (1) the charter school meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the renewal application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the renewal application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Renaissance Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2019.

Timetable for Implementation

The Regents action for the above named charter schools will become effective immediately.

Attachments

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Achievement First Endeavor Charter School	
Board Chair(s)	Claire Robinson
School Leader(s)	Stephanie Keenoy (ES), Tom Kaiser (MS), Paul Adler (HS)
Charter Management Organization (if applicable)	Achievement First, Inc.
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 13 (Grades K-8) and 17 (Grades 9-12)
Physical Address(es)	510 Waverly Avenue, Brooklyn (Grades K-8)
	1485 Pacific Street, Brooklyn (Grades 9-12)
Facility Owner(s)	DOE (the school sites are Charter Partnership buildings)
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/15
Current Authorized Grade Span	K-12
Current Authorized Enrollment	966
Proposed New Charter Term	5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	997
Proposed Sections per Grade for New Charter Term	Grades K-1 and Grades 4-8: 3 sections per grade; Grades 2-3: 4 sections per grade; Grades 9-12: N/A

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	12	12	12	12	48
# Met	6	8	5	6	25
# Partially Met	0	0	0	0	0
# Not Met	3	2	1	3	9
# Not Applicable *	3	2	6	3	14
% Met	50%	67%	42%	50%	52%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	25%	17%	8%	25%	19%
% Not Applicable *	25%	17%	50%	25%	29%
% Met of All Applicable Goals	67%	80%	83%	67%	74%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School	34.2%	49.0%	17.4%	31.6%
CSD 13	34.4%	38.5%	20.8%	23.8%
Difference from CSD 13*	-0.2	10.5	-3.4	7.8
NYC	41.0%	45.0%	25.7%	27.9%
Difference from NYC *	-6.8	4.0	-8.3	3.7
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-18.6	-6.1	-13.7	1.0

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School	81.3%	91.8%	42.1%	56.5%
CSD 13	44.9%	48.6%	15.0%	22.2%
Difference from CSD 13*	36.4	43.2	27.1	34.3
NYC	56.7%	59.3%	27.3%	33.0%
Difference from NYC *	24.6	32.5	14.8	23.5
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	18.0	27.0	11.0	20.3

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School – All Students	71.0%	66.0%	61.0%	66.0%
Peer Percent of Range - All Students	61.6%	66.9%	35.8%	74.7%
City Percent of Range- All Students	57.7%	63.1%	37.8%	58.8%
Achievement First Endeavor Charter School – School's Lowest Third	75.0%	65.0%	74.5%	79.0%
Peer Percent of Range - School's Lowest Third	49.2%	28.2%	32.1%	85.7%
City Percent of Range - School's Lowest Third	40.6%	23.9%	30.8%	63.6%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School – All Students	84.0%	89.0%	71.0%	79.0%
Peer Percent of Range - All Students	100.0%	100.0%	69.4%	98.0%
City Percent of Range- All Students	93.0%	100.0%	73.3%	100.0%
Achievement First Endeavor Charter School – School's Lowest Third	89.0%	91.0%	78.0%	85.0%
Peer Percent of Range - School's Lowest Third	100.0%	100.0%	61.3%	96.2%
City Percent of Range - School's Lowest Third	100.0%	100.0%	60.6%	93.5%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of

50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	65.7%	38.7%	57.5%	41.3%
English Language Learner Students	-	40.0%	30.0%	63.6%
Students in the Lowest Third Citywide	53.2%	45.7%	53.3%	58.3%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	77.1%	87.1%	48.7%	61.7%
English Language Learner Students	-	60.0%	40.0%	63.6%
Students in the Lowest Third Citywide	75.0%	85.2%	70.0%	60.5%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Achievement First Endeavor Charter School is one of four charter schools run by the Achievement First, Inc. (Achievement First) Charter Management Organization (CMO) that share high school space at 1485 Pacific Street in Brooklyn. Of these four schools, the Achievement First network has formed two separate high school programs. One of these high school programs is Achievement First Brooklyn High School, which consists of the high school grades of two schools: Achievement First Endeavor Charter School and Achievement First Crown Heights Charter School, which are both authorized by the New York City Department of Education (NYC DOE) Chancellor and currently serve high school grades nine through twelve. Achievement First Brooklyn High School is a high school program created by the Achievement First CMO to allow the high school grades of two schools to share staff and resources.¹ Achievement First Brooklyn High School is not a legal entity or charter school, but rather the collection of the high school grades of two unique charter schools, Achievement First Endeavor Charter School and Achievement First Crown Heights Charter School. Beginning in the 2010-2011 school year, the NYC DOE began grouping the high school grades of these two Achievement First CMO schools together for accountability purposes, including the NYC School Survey, NYC DOE Progress Reports, and the 2013-2014 NYC School Quality Reports.

The high school graduation rate for 2013-2014 presented below reflects high school students from Achievement First Endeavor Charter School only.

For high school performance data reflecting all students at Achievement First Brooklyn High School (i.e. high school students enrolled in Achievement First Endeavor Charter School and high school students enrolled in Achievement First Crown Heights Charter School), including data on weighted Regents pass rates, credit accumulation, and closing the achievement gap metrics, please see Appendix B.

¹ The other Achievement First CMO high school program that shares space at 1485 Pacific Street is Achievement First University Prep, which consists of high school students enrolled in Achievement First East New York Charter School and Achievement First Bushwick Charter School.

HS Performance Compared to NYC Averages²

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Endeavor Charter School	-	-	-	71.4%
NYC *	-	-	-	68.4%
Difference from NYC	-	-	-	3.0

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

² School year 2013-2014 was the first year in which Achievement First Endeavor Charter School served twelfth grade students and, therefore, the first year in which the school had a graduating class.

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full-term renewal.

As part of the renewal application, Achievement First Endeavor Charter School submitted one material revision. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment to 997 students during the next charter term, the NYC DOE approves this material revision contingent on the school continuing to backfill through grade nine. Under the school's current charter (which expires on June 30, 2015), enrollment was permitted up to 15% above the maximum authorized enrollment; in the renewal charter agreement, the 15% allowance over the maximum authorized enrollment has been eliminated for all NYC DOE Chancellor-authorized schools.

As part of the school's 2010-2011 charter renewal, the following conditions were placed on the school consistent with the terms of the renewal application:

- **Academic Conditions: 1 condition met in 2 of 3 applicable years**

Achievement of Renewal Conditions

Academic Condition	2010-2011	2011-2012	2012-2013	2013-2014
1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the third, fourth and fifth years after renewal.	Met	Met	Not Met	N/A

A. Academic Performance

At the time of this school's renewal, Achievement First Endeavor Charter School (AF – Endeavor) has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for AF – Endeavor indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

As part of the Achievement First network, the mission of Achievement First Endeavor Charter School is to “deliver on the promise of equal educational opportunity for all of America’s children. [They] believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of [their] students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.” Achievement First Endeavor Charter School executes its mission by ensuring that it is developing its teachers to deliver high quality instruction, according to the Achievement First Essentials of Instruction rubric.

School Specific Academic Performance

The school entered its ninth year of operation with the 2014-2015 academic year. The school was last renewed in January 2011 for a full term expiring on June 30, 2015; as a result, the NYC DOE has four years of New York State (NYS) assessment data and four years of other academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at AF – Endeavor over the retrospective charter term.

Annual aggregate math proficiency rates on the NYS assessments for AF – Endeavor have exceeded those of Community School District (CSD) 13, New York City and New York State during all four years of the current charter term. Annual aggregate English Language Arts (ELA) proficiency rates on the NYS assessments for AF – Endeavor exceeded those of CSD 13, New York City, and New York State in the most recent year, however the results over the retrospective charter term have been mixed, with the school outperforming the CSD and City in two of the four years for which data is available. The school has demonstrated the capacity to improve ELA proficiency rates over time.³

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 school year are not directly comparable.

In 2012-2013, 42.1% of AF - Endeavor’s students were proficient in math on the NYS assessments. AF - Endeavor’s math proficiency was greater than or equal to that of 71% of all elementary/middle schools citywide and 50% of elementary/middle schools in CSD 13. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools), AF - Endeavor outperformed 70% of similar schools. In 2012-2013, 17.4% of AF - Endeavor’s students demonstrated proficiency on state assessments in ELA. With this level of proficiency, AF - Endeavor outperformed only 37% of all elementary/middle schools citywide, 0% of elementary/middle schools in CSD 13, and only 27% of its peer schools.⁴

The following year, in 2013-2014, the percent of students at AF - Endeavor who were proficient in math on the NYS assessments rose significantly to 56.5%. AF - Endeavor’s math proficiency was higher than 83% of all elementary/middle schools citywide. When compared to peer schools, AF - Endeavor outperformed 80% of similar schools and outperformed 67% of CSD 13

³ Prior to the introduction of the Common Core Learning Standards (CCLS) in 2012-2013, AF – Endeavor had increased its ELA proficiency rates between 2010-2011 and 2011-2012. After introduction of the CCLS, the school again increased proficiency for ELA in the second year of CCLS-aligned NYS assessments.

⁴ Please note that while AF – Endeavor was classified as a middle school for the 2012-2013 NYC DOE Progress Report, the 2012-2013 percentile rankings provided in this report reflect the school’s current classification as an elementary/middle school such that the schools in AF – Endeavor’s peer, CSD, and city comparison groups remain the same.

elementary/middle schools. In 2013-2014, the percent of students at AF - Endeavor who demonstrated proficiency on NYS assessments in ELA also rose significantly, to 31.6%. With this level of proficiency, AF - Endeavor outperformed 66% of all elementary/middle schools citywide, 33% of elementary/middle schools in CSD 13, and 70% of its peer schools.

In 2013-2014, AF - Endeavor's ELA median adjusted growth percentile was 66.0% with a City Percent of Range of 58.8%, placing the school in the 58th percentile of all elementary/middle schools citywide.⁵ The school's peer and Community School District percentiles were 80% and 67%, respectively. This means that two-thirds of other elementary/middle schools in CSD 13 and four-fifths of other elementary/middle schools in AF - Endeavor's peer group had an ELA median adjusted growth percentile less than AF - Endeavor's median adjusted growth percentile in 2013-2014.

In 2013-2014, AF - Endeavor's math median adjusted growth percentile was 79.0% with a City Percent of Range of 100.0%, placing it at the 99th percentile of all elementary/middle schools citywide. The school's peer group and CSD percentiles were 97% and 100%, respectively. This means that all other elementary/middle schools in CSD 13 and nearly all other elementary/middle schools in AF - Endeavor's peer group had a math median adjusted growth percentile less than AF - Endeavor's median adjusted growth percentile in 2013-2014.

As noted above, AF - Endeavor is one of two Achievement First CMO charter schools that share high school resources and staff. The high school grades of these schools are collectively known as Achievement First Brooklyn High School. For more information on the academic performance of Achievement First Brooklyn High School in the aggregate, please see Appendix B. The high school graduation rate and Regents pass rate information presented below reflects only high school students registered to AF - Endeavor.

For the 2013-2014 school year, AF - Endeavor's four-year graduation rate was 71.4%. This rate was higher than the citywide average by 3.0 percentage points.

For AF- Endeavor students who took Regents exams in 2013-2014, more than 85% passed three of four Regents exams taken in that year. Passage rates for the Regents exams administered were as follows: Comprehensive English (93.1%), U.S. History (96.3%), Chemistry (51.6%), and Living Environment (87.5%).

Over the four years that data is available for the retrospective charter term, AF - Endeavor has met 74% of its applicable academic charter goals.^{6,7} AF - Endeavor met six of nine applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due

⁵ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 58.8% indicates that the school's ELA median adjusted growth percentile was above the average but less than one standard deviation above the average (that 58.8% of the range around the average represented scores lower than that of AF - Endeavor), while a citywide percentile of 58% indicates that AF - Endeavor's ELA median adjusted growth percentile was higher than 58% of all elementary/middle schools citywide.

⁶ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁷ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

to a change in state regulation the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school's goal achievement rate has varied from year to year, but has been above 50% in each of the four years of its current charter term. The school's achievement rate did fall, however, in the most recent year from 83% in 2012-2013 to 67% in 2013-2014.

In the school's Annual Comprehensive Review (ACR) for 2013-2014, it was noted that the school had demonstrated a responsive education program by developing a data-driven approach to instruction, including the daily collection of data through the use of exit tickets to identify students who may need targeted intervention.⁸ In a visit to the school in May 2012, reviewers noted that both school leaders and teachers use data to drive improvement, with data analysis being a part of the school culture.⁹ Along with the Achievement First interim assessments and the use of regular "Data Days," described as days "during which teachers and leaders review the results of assessments and make adjustments accordingly to unit plans to address skill gaps," it was noted that the school would identify interventions for students performing below grade level to provide extra support in the elementary grades and rely more on Collaborative Team Teaching (CTT) in the middle school grades to meet the needs of all learners.¹⁰

On its 2012-2013 NYC DOE Middle School Progress Report, AF - Endeavor received an Overall Grade of B, as well as a B grade in the Student Progress and Student Performance categories and an A grade for School Environment. This ranked AF - Endeavor in the 63rd percentile of all middle schools citywide and represented a decline in overall performance from the prior year. On its 2011-2012 NYC DOE Middle School Progress Report, AF - Endeavor received an Overall Grade of A as well as A grades in all three other categories, Student Progress, Student Performance, and School Environment. This ranked AF - Endeavor in the 93rd percentile of all middle schools citywide. As its Overall Grade, the school also earned an A in school year 2010-2011.¹¹

As previously noted, AF - Endeavor is one of two Achievement First CMO charter schools that feed into Achievement First Brooklyn High School. AF - Endeavor did not receive a high school Progress Report for the 2012-2013 school year that reflected performance, progress, and environment for the high school students specifically registered to AF - Endeavor. However, a Progress Report was produced for Achievement First Brooklyn High School based on the high school performance data of students enrolled at both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School. For more information on the Progress Report for Achievement First Brooklyn High School, please see Appendix B.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,¹² which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC

⁸ Achievement First Endeavor Charter School Annual Comprehensive Review Report 2013-2014

⁹ Achievement First Endeavor Charter School Annual Site Visit Report 2011-2012

¹⁰ Achievement First Endeavor Charter School Annual Comprehensive Review Report 2013-2014

¹¹ For purposes of the NYC DOE Progress Report, Achievement First Endeavor Charter School was classified as a middle school for the 2010-2011, 2011-2012, and 2012-2013 school years.

¹² A student's growth percentile compares his or her growth to the growth of all students in the city who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 60.5% of AF - Endeavor's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level of growth places AF - Endeavor in the 84th percentile of all elementary/middle schools citywide. In the same year, 58.3% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level of growth places AF - Endeavor in the 72nd percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 61.7% of AF - Endeavor's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level of growth places AF - Endeavor in the 95th percentile of all elementary/middle schools citywide. In the same year, 41.3% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level of growth in ELA, however, places AF - Endeavor in only the 13th percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 63.6% of AF - Endeavor's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level of growth places AF - Endeavor in the 95th percentile of all elementary/middle schools citywide. In the same year, 63.6% of the school's ELL students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting ELA scores; this level of growth places AF - Endeavor in the 97th percentile of all elementary/middle schools citywide.

Please see Appendix B for high school closing the achievement gap data, which reflects high school students from both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School.

B. Governance, Operations & Finances

Achievement First Endeavor Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Achievement First Endeavor School's Board of Trustee bylaws;
- Achievement First Endeavor School's Board of Trustee meeting minutes;
- Achievement First Endeavor Charter School's self-reported staffing data;
- Achievement First Endeavor Charter School's financial disclosure forms;
- Achievement First Endeavor Charter School's five-year projected budget;

- On-site review of Achievement First Endeavor Charter School's financial and operational records;
- Achievement First Endeavor Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Achievement First Endeavor Charter School's 2014-2015 staff handbook;
- Achievement First Endeavor Charter School's 2014-2015 student and family handbook; and
- Achievement First Endeavor Charter School's FY15 budget.

Over the course of the school's current charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The current level of membership, 15 members, is consistent with the minimum of five and the maximum of 15 members established in the Board's bylaws. There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and by regular updates at the Board meetings, as recorded in Board meeting minutes. Claire Robinson, the current Board Chair, has been on the Board since 2007.

The Board's bylaws require an Executive Committee, a Finance Committee and an Education/Accountability Committee. The 2014-2015 Board roster and minutes reviewed for the current school year indicate that these committees are currently active and that other active Board committees include a Family Engagement Committee and a Development Committee. Additionally, Board minutes make reference to an Academy Committee and a Professional Growth Plans (PGP) sub-committee. Board rosters from other years of the charter term do not reference any committees.

Minutes from one meeting held in 2010-2011 were available for review. Additionally, minutes from six Board meetings held in 2011-2012, minutes from six meetings held in 2012-2013, and minutes from five meetings held in 2013-2014 were also available for review. All meetings held during those times met quorum. Additionally, five meetings have been held to date in the 2014-2015 school year, all of which met quorum.

Over the course of the school's current charter term the school has developed a stable school culture. The school is currently led by three different principals, one at each school level: Stephanie Keenoy at the elementary school, Tom Kaiser at the middle school, and Paul Adler at the high school. Ms. Keenoy has been at the school since 2011. Mr. Kaiser has been with the school since 2006 and has been the middle school principal since 2009. Additionally, Mr. Adler has been at Achievement First Brooklyn High School since its first year of operation, 2009-2010.

In the 2013-2014 school year, the turnover rate for instructional staff was at its highest during the current charter term at 34%. Instructional staff turnover ranged between this high of 34% and a low of 12% during the charter term. The average turnover rate across all years of the current charter term was 24%.¹³

Average daily attendance for students during the retrospective charter term (2010-2011 through 2013-2014) was 97.3% in the school's elementary and middle school grades and 97.9% in the school's high school grades;¹⁴ the school met its attendance goal of 95% in all four years of the retrospective charter term.

Overall, the school is in a weak position to meet near-term financial obligations. The school has only \$26,975 of unrestricted cash on hand to meet current liabilities totaling \$1,767,022. Unrestricted cash on hand represents only one day of operating expenses. The school

¹³ Self-reported information from school-submitted data collection form in March 2015

¹⁴ Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system. The high school attendance data presented in this report reflects all students at Achievement First Brooklyn High School, not simply those enrolled at AF – Endeavor.

experienced some issue with cash flow as a result of paying down approximately \$300,000 in debt. Overall, there are concerns about the financial sustainability of the school based on its current practices. However, as of the FY14 financial audit, the school's aggregate deficit has decreased by 6% over the course of the charter term.

There was no material weakness noted in the four independent financial audits from FY11 to FY14.

C. Compliance with Charter, Applicable Law and Regulations

Over the retrospective charter term, Achievement First Endeavor Charter School has been compliant with some applicable laws and regulations but not others.

Over the current charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members. However, none of the 15 current Board members have submitted conflict of interest and financial disclosure forms as part of the 2013-2014 Annual Report.¹⁵

The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

NYS Charter law requires the school to post annual audits to its website. Currently, there are financial audits available on the school's website for FY12 and FY13 but not for any other years of the charter term.

The Board has not consistently submitted new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and if necessary, approval. During the charter term, documents were not submitted per the required timeframe for twelve board members.

Currently, meeting minutes are available on the school's website for Board meetings that have taken place in the current school year (2014-2015) but not for any prior school year during the course of the charter term.

All staff members have appropriate fingerprint clearance.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The school is currently employing 17 uncertified teachers.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be in compliance with federal law.

D. Plans for Next Charter Term

Achievement First Endeavor Charter School does not plan to expand grade levels, but the school has submitted a request to make the following material revision to its charter as part of its next charter term: increase maximum authorized enrollment from 966 to 997 students.

¹⁵ Source: New York State Education Department Annual Report

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of Achievement First Endeavor Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	74	77	44	98
Percent of Students who Left the School ²	22.9%	14.4%	6.5%	11.8%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

Enrollment of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Achievement First Endeavor Charter School	92.1%	91.4%
	Effective Target	84.4%	84.6%
	Difference from Effective Target	+7.7	+6.9
Students with Disabilities (SWD)	Achievement First Endeavor Charter School	15.0%	15.8%
	Effective Target	10.5%	10.6%
	Difference from Effective Target	+4.5	+5.2
English Language Learners (ELL)	Achievement First Endeavor Charter School	1.5%	1.1%
	Effective Target	4.9%	5.0%
	Difference from Effective Target	-3.4	-3.9

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ State enrollment and retention targets were generated by calculators developed by the State Education Department (SED). The Enrollment Targets Calculator generates school-specific enrollment targets for each special population once a school's CSD, total enrollment and grade span are entered; the Retention Targets Calculator generates school-specific retention targets for each special population once a school's CSD, special population enrollment and grade span are entered. For schools located in more than one CSD, the CSD that produces the lowest target is used for each special population. The enrollment is determined by the number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. Retention rates and targets were calculated by determining the number of students from each special population that did not experience a Type 2 discharge between October 1st of the given school year and September 30th of the subsequent school year. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Retention of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Achievement First Endeavor Charter School	82.6%	N/A
	Effective Target	80.9%	-
	Difference from Effective Target	+1.7	-
Students with Disabilities (SWD)	Achievement First Endeavor Charter School	74.8%	N/A
	Effective Target	73.7%	-
	Difference from Effective Target	+1.1	-
English Language Learners (ELL)	Achievement First Endeavor Charter School	69.2%	N/A
	Effective Target	62.1%	-
	Difference from Effective Target	+7.1	-

May 4, 2015

VIA ELECTRONIC MAIL

Carmen Fariña
Chancellor
New York City Department of Education
Tweed Courthouse
52 Chambers Street
New York, NY 10007

Dear Chancellor Fariña:

I write on behalf of the Board of Trustees of Achievement First Endeavor Charter School (the "School") to express the School's commitment to meeting the required enrollment and retention targets.

Based on data used in the School's renewal application and review, I understand that in the 2014-15 school year, the School would have surpassed its Free or Reduced Price Lunch and Students with Disabilities enrollment targets by 6.9 percentage points and 5.2 percentage points, respectively. However, I understand that the School would have failed to meet its effective target rate for English Language Learners ("ELLs") by 3.8 percentage points.

On behalf of the Board, I write to assure you that the School remains committed to meeting these targets, including the ELL enrollment target, in its upcoming charter term (should the School's authorizer, the New York City Department of Education, and the Board of Regents grant such renewal). We remain committed to serving all students, including special populations, at a very high level.

Regards,



Claire Robinson
Board Chair,
Achievement First Endeavor Charter School

cc: Honorable Members of the Board of Regents

403 James Street
New Haven, CT 06513
203 773 3223



335 Adams Street, Suite 700
Brooklyn, NY 11201
718 623 2660

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Community Roots Charter School	
Board Chair(s)	Scott Strasser and Tracey Strauss
School Leader(s)	Allison Keil & Sara Stone (Co-Founders and Co-Directors of the elementary school)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 13
Physical Address(es)	51 Saint Edwards Street, Brooklyn (Grades K-5)
	50 Navy Street, Brooklyn (Grades 6-8)
Facility Owner(s)	DOE
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	K-8
Current Authorized Enrollment	450
Proposed New Charter Term	5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	462
Proposed Sections per Grade for New Charter Term	Grades K-8: 2 sections per grade

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	13	13	13	13	52
# Met	6	7	8	5	26
# Partially Met	1	2	0	1	4
# Not Met	5	4	2	3	14
# Not Applicable *	1	0	3	4	8
% Met	46%	54%	62%	38%	50%
% Partially Met	8%	15%	0%	8%	8%
% Not Met	38%	31%	15%	23%	27%
% Not Applicable *	8%	0%	23%	31%	15%
% Met of All Applicable Goals	50%	54%	80%	56%	59%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Community Roots Charter School	66.7%	73.6%	43.8%	45.6%
CSD 13	47.4%	49.8%	25.4%	25.9%
Difference from CSD 13 *	19.3	23.8	18.4	19.7
NYC	49.4%	51.2%	26.8%	28.3%
Difference from NYC *	17.3	22.4	17.0	17.3
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	13.9	18.5	12.7	15.0

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Community Roots Charter School	71.3%	73.0%	46.8%	50.2%
CSD 13	53.3%	57.5%	25.0%	26.9%
Difference from CSD 13 *	18.0	15.5	21.8	23.3
NYC	60.0%	62.6%	31.7%	36.2%
Difference from NYC *	11.3	10.4	15.1	14.0
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	8.0	8.2	15.7	14.0

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Community Roots Charter School - All Students	66.0%	66.0%	65.0%	64.0%
Peer Percent of Range - All Students	27.3%	45.2%	54.5%	52.4%
City Percent of Range- All Students	41.7%	59.0%	52.7%	51.5%
Community Roots Charter School – School's Lowest Third	65.5%	74.0%	70.0%	62.0%
Peer Percent of Range - School's Lowest Third	26.2%	60.8%	45.3%	4.1%
City Percent of Range - School's Lowest Third	25.9%	62.6%	34.7%	5.8%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Community Roots Charter School - All Students	43.0%	39.0%	68.5%	47.0%
Peer Percent of Range - All Students	0.0%	0.0%	63.0%	0.0%
City Percent of Range- All Students	0.0%	4.5%	63.3%	3.4%
Community Roots Charter School – School's Lowest Third	46.0%	35.0%	72.0%	59.0%
Peer Percent of Range - School's Lowest Third	0.0%	0.0%	52.6%	7.3%
City Percent of Range - School's Lowest Third	0.0%	0.0%	44.5%	4.5%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of

range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	47.6%	48.1%	47.7%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	28.6%	53.3%	51.9%	50.0%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	9.5%	66.7%	36.4%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	11.1%	14.3%	51.4%	26.7%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full-term renewal.

As part of the renewal application, Community Roots Charter School submitted one material revision. The NYC DOE determination is as follows: regarding the material revision to increase the authorized maximum enrollment to 462 students during the next charter term, the NYC DOE approves this material revision.

As part of the school's 2010-2011 charter renewal, the following condition was placed on the school consistent with the terms of the renewal application:

- **Academic Condition: 0 of 1 applicable condition met**

Achievement of Renewal Conditions

Academic Condition	2010-2011	2011-2012	2012-2013	2013-2014
1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the third, fourth and fifth years after renewal.	Not Met	Not Met	Not Met	N/A

A. Academic Performance

At the time of this school's renewal, Community Roots Charter School (Community Roots) has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for Community Roots indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

Community Roots' mission is for the school to be "a rigorous K-8 learning community where learning is embedded in meaningful real world context, and where children are deliberately taught

to see the connections between school and the world. [Community Roots] students will meet or exceed the New York State standards and be prepared to excel in the 21st century by being taught to be independent thinkers and to work productively within a diverse group of learners. At [Community Roots], students will learn to combine curiosity with appropriate application of knowledge, which will lead them to have the knowledge, skills, and confidence to take on challenges to become who they want to be.” The school executes against this mission by offering an integrated co-teaching model that allows the school to meet the diverse needs of its student population. In addition, the school emphasizes its core values, commitment to diversity, and student community building, in order to develop the learning environment that is central to the school’s mission.

School Specific Academic Performance

The school entered its ninth year of operation with the 2014-2015 academic year. The New York City Department of Education (NYC DOE) has four years of New York State (NYS) assessment data and four years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Community Roots Charter School over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates for Community Roots have exceeded those of CSD 13, New York City, and New York State in every year of the current charter term.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to 2012-2013 are not directly comparable.

In 2012-2013, 46.8% of Community Roots’ students were proficient in math on the NYS assessments. Community Roots’ math proficiency was greater than that of 81% of all elementary/middle schools citywide. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools), Community Roots outperformed 73% of similar schools. In addition, the school outperformed 67% of CSD 13 elementary/middle schools. In 2012-2013, 43.8% of Community Roots’ students demonstrated proficiency in NYS assessments in ELA. At this level of proficiency, Community Roots outperformed 85% of all elementary/middle schools citywide, 67% of its peer schools, and 83% of other elementary/middle schools in CSD 13.

The following year, in 2013-2014, the percent of students at Community Roots who were proficient in math rose to 50.2%. For 2013-2014, Community Roots’ math proficiency was higher than 75% of all elementary/middle schools citywide. When compared to its peer schools, Community Roots outperformed 63% of similar schools. Although the school’s absolute math proficiency level rose, its CSD percentile ranking fell to 50%; the school outperformed 50% of other elementary/middle schools in CSD 13. In 2013-2014, the percent of students at Community Roots who demonstrated proficiency on NYS assessments in ELA rose slightly to 45.6%. With this level of proficiency, Community Roots outperformed 86% of all elementary/middle schools citywide, 80% of its peer schools, and 83% of other elementary/middle schools in CSD 13.

In 2013-2014, Community Roots’ median adjusted growth percentile decreased in both ELA and math from the prior academic year. In 2013-2014, Community Roots’ ELA median adjusted growth percentile on the NYS assessments was 64.0% with a City Percent of Range of 51.5%, placing the school in the 42nd percentile of all elementary/middle schools citywide.¹ Similarly, the

¹ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 51.5% indicates that the school’s ELA median adjusted growth percentile was above the average but less than one standard deviation above the average (that 51.5% of the range around the average represented scores lower than that of Community Roots), while a citywide percentile of 42% indicates that Community Roots’ ELA median adjusted growth percentile was higher than only 42% of all elementary/middle schools citywide.

school's peer and CSD percentiles were 37% and 50%, respectively. This means that more than 50% of other elementary/middle schools across the city and in Community Roots' peer group had ELA median adjusted growth percentiles greater than Community Roots' ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Community Roots' math median adjusted growth percentile on the NYS assessments was 47.0% with a City Percent of Range of only 3.4%, placing the school in the bottom 4% of all elementary/middle schools citywide.² The school's peer and CSD percentiles both were 0%. This means that all other elementary/middle schools in Community Roots' peer group and in CSD 13, and nearly all other elementary/middle schools across the city, had math median adjusted growth percentiles greater than Community Roots' math median adjusted growth percentile in 2013-2014.

Over the four years that data is available for the retrospective charter term, Community Roots has met 59% of its applicable academic charter goals.^{3,4} Community Roots met five of nine applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math assessments for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a relatively stable trend of achievement of its stated charter goals during the retrospective charter term, with a goal achievement rate of at least 50% in each year of the retrospective charter term.

The school has consistently provided a supportive learning environment for students as well as a responsive education program. In a visit to the school in April 2012, reviewers noted that the school was "focused on meeting the diverse needs of its students," and that it provided "a supportive environment and ongoing coaching and feedback to teachers."⁵ For the entirety of the charter term, the school offered collaborative team teaching⁶ as the instructional model in each classroom, and has continued to improve on the co-teaching models, which give teachers the flexibility to differentiate to meet the students' educational needs. In the 2012-2013 school year, the school reported that teachers received on-going support throughout the school year on the co-teaching models.⁷ As the school expanded into middle school grades, school leadership continued to implement an integrated co-teaching model in core subject areas in middle school classrooms, which provides more opportunities for in-class differentiation.⁸

² A City Percent of Range of 3.4% indicates that the school's math median adjusted growth percentile was more than one standard deviation below the average, and close to two standard deviations below the average. A citywide percentile of 4% indicates that Community Roots' math median adjusted growth percentile was higher than only 4% of all elementary/middle schools citywide.

³ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year and beyond) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade 12 students).

⁴ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

⁵ Community Roots Charter School Annual Visit Report 2011-2012

⁶ The school used the terminology Collaborative Co-Teaching in its current charter term, but has revised to Integrated Co-Teaching to reflect new nomenclature in use in the future charter term.

⁷ Community Roots Charter School Annual Comprehensive Review Report 2012-2013

⁸ Community Roots Charter School Annual Comprehensive Review Report 2013-2014

On its 2012-2013 NYC DOE Progress Report, Community Roots received an overall grade of B, as well as B grades for Student Progress and Student Performance; the school received a grade of A for School Environment. This ranked Community Roots in the 57th percentile of all elementary schools citywide and represented an improvement over the prior year.⁹ For the 2011-2012 NYC DOE Progress Report, the school earned an overall grade of C, with a D grade for Student Progress, a B grade for Student Performance, and an A grade for School Environment; the school ranked in the 33rd percentile of all elementary schools citywide in 2011-2012. In school year 2010-2011, the school also earned an overall grade of C on the NYC DOE Progress Report.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,¹⁰ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 26.7% of Community Roots' students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level of growth places Community Roots in the bottom 1% of all elementary/middle schools citywide. In the same year however, 50.0% of Community Roots' students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level of growth in ELA places Community Roots in the 36th percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 36.4% of Community Roots' students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level of growth places Community Roots in only the 15th percentile of all elementary/middle schools citywide. In the same year, 47.7% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level of growth in ELA places Community Roots in the 29th percentile of all elementary/middle schools citywide.

⁹ For purposes of the NYC DOE Progress Report, Community Roots Charter School was classified as an elementary school for the 2010-2011, 2011-2012 and 2012-2013 school years.

¹⁰ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

In 2013-2014, Community Roots did not serve the minimum number¹¹ of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

B. Governance, Operations & Finances

Community Roots Charter School is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Community Roots Charter School's Board of Trustee bylaws;
- Community Roots Charter School's Board of Trustee meeting minutes;
- Community Roots Charter School's self-reported staffing data;
- Community Roots Charter School's financial disclosure forms;
- Community Roots Charter School's five-year projected budget;
- On-site review of Community Roots Charter School's financial and operational records;
- Community Roots Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Community Roots Charter School's 2014-2015 staff handbook;
- Community Roots Charter School's 2014-2015 student and family handbook; and
- Community Roots Charter School's FY15 budget.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. Two-thirds of the current Board members have been with the Board since the start of the current charter term; seven of the current Board members have been with the school since 2006, an additional three Board members have been on the Board since 2010. The Board has two Co-Chairs, Scott Strasser and Tracey Strauss, who have served on the Board since 2010 and 2006, respectively. The level of membership, currently at 15 members, is consistent with the minimum of seven and maximum of 21 members established in the Board's bylaws.

There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and school leadership's monthly reports to the Board, as recorded in Board meeting minutes.

The Board's bylaws require a standing Executive Committee, a Finance Committee, an Education Accountability Committee, a Nominating Committee, and an Audit Committee. According to the Board's roster and Board minutes, the Education, Nominating, and Finance Committees are in place. The Executive Committee is not listed on the board roster; however, it is referenced in Board minutes. Additionally, a Development committee is not included in the Board's bylaws, though it is referenced in meeting minutes. An Audit Committee is not referenced in the roster or meeting minutes.

Over the course of the school's charter term, the school has developed a stable school culture. The elementary school is led by the school's Co-Founders and Co-Directors, Allison Keil and Sara Stone, both of whom have both been at the school since its inception. Sarah Weeks joined as the Middle School Director in 2012-2013 when the school expanded to include middle school grades. The middle school is currently co-led by Sarah Weeks and Perren Peterson, who joined the school at the beginning of the 2014-2015 school year.

¹¹ The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

Staff turnover has been inconsistent, ranging between a high of 29% in 2011-2012 to a low of 6% in 2010-2011 during the current charter term. The most recent two years, 2012-2013 and 2013-2014 saw a reduction in instructional staff turnover from the high point in 2011-2012 to 12% and 13%, respectively.

Average daily attendance for students during the retrospective charter term (2010-2011 through 2013-2014) was 95.9%;¹² the school met its attendance goal of 95% in all years of the current charter term. Across the charter term, the school has achieved favorable results on the NYC School Survey, with high rates of teacher and parent satisfaction in recent years. As the school phased-in to serve middle school grades, student satisfaction was measured for the first time by the NYC DOE in 2012-2013. Student satisfaction levels were generally above the citywide average in 2012-2013, but declined in the most recent year, 2013-2014.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 66 days of cash on hand to meet current liabilities totaling \$661,733. However, there are concerns about the financial sustainability of the school based on its current practices.

There was no material weakness noted in the three independent financial audits from FY11 to FY13. However, the management letter noted one observation in the independent financial audit for FY14; the observation was associated with the school's limited amount of insurance coverage which totaled \$586,000. To address this issue the school increased its insurance coverage to \$1,000,000, which is above the recommended level of \$700,000, on August 11, 2014.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Community Roots Charter School has been compliant with some applicable laws and regulations, but not others.

Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of seven and maximum of 21 members. The Board currently has 15 active members.

For the entirety of the current charter term, the school's bylaws indicated that the Board is to hold no fewer than six meetings per year. Six meetings were held in the 2011-2012, 2012-2013, and 2013-2014 school years. Four Board meetings have been held to date in the 2014-2015 school year with two more scheduled to take place before the end of the school year. All meetings held to date have met quorum. Board minutes were not available for review for the 2010-2011 school year. Although the number of meetings held during the current charter term is consistent with the school's bylaws, the current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. The Board has updated its bylaws to reflect this change.

The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. The school has posted its annual audit for each year of the charter term, as required in charter law.

The Board has inconsistently provided timely notification of Board member changes to the Office of School Design and Charter Partnerships (OSDCP). Over the course of the charter term, five Board members have joined the Board, submitting all required documentation to OSDCP for approval in the required timeframe. However, six Board members resigned from the Board over the course of the charter term. The Board did not notify the NYC DOE of these resignations as required within five business days; however, resignation letters have since been shared with OSDCP.

¹² Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system for school years 2009-2010 through 2013-2014

All current Board members have not submitted conflict of interest and financial disclosure forms. Five of the 15 current Board members did not submit their conflict of interest and financial disclosure forms in the 2013-2014 NYSED Annual Report. The documents that have been submitted, however, do not demonstrate conflicts of interest.¹³

The Board has inconsistently made board minutes and agendas available to the public. Agendas are available at meetings for review, however, only some minutes are publically available following a meeting. As of the April 2015 review by OSDCP, Board meeting minutes are available on the school's website for all meetings held in 2012-2013 and 2013-2014 and for two meetings held during the current 2014-2015 school year.

All Community Roots staff members have appropriate fingerprint clearance.

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

The school has submitted appropriate insurance documents to the NYC DOE.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy that is in use for the 2014-2015 academic year. This policy was determined to be compliant with federal law.

The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization. The school has a 92% immunization rate.

D. Plans for Next Charter Term

Although the school does not plan to serve any additional grades beyond its currently authorized kindergarten through grade eight, it is requesting to increase its maximum authorized enrollment by 12 students.

¹³ Source: New York State Education Department Annual Report

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of Community Roots Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	10	25	22	52
Percent of Students who Left the School ²	4.0%	8.4%	6.3%	12.8%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

Enrollment of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Community Roots Charter School	40.2%	39.4%
	Effective Target	85.7%	86.3%
	Difference from Effective Target	-45.5	-46.9
Students with Disabilities (SWD)	Community Roots Charter School	27.0%	28.5%
	Effective Target	13.8%	14.1%
	Difference from Effective Target	+13.2	+14.4
English Language Learners (ELL)	Community Roots Charter School	1.2%	1.8%
	Effective Target	5.2%	5.0%
	Difference from Effective Target	-4.0	-3.2

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ State enrollment and retention targets were generated by calculators developed by the State Education Department (SED). The Enrollment Targets Calculator generates school-specific enrollment targets for each special population once a school's CSD, total enrollment and grade span are entered; the Retention Targets Calculator generates school-specific retention targets for each special population once a school's CSD, special population enrollment and grade span are entered. For schools located in more than one CSD, the CSD that produces the lowest target is used for each special population. The enrollment is determined by the number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. Retention rates and targets were calculated by determining the number of students from each special population that did not experience a Type 2 discharge between October 1st of the given school year and September 30th of the subsequent school year. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Retention of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Community Roots Charter School	82.9%	N/A
	Effective Target	78.8%	-
	Difference from Effective Target	+4.1	-
Students with Disabilities (SWD)	Community Roots Charter School	85.5%	N/A
	Effective Target	76.4%	-
	Difference from Effective Target	+9.1	-
English Language Learners (ELL)	Community Roots Charter School	80.0%	N/A
	Effective Target	47.5%	-
	Difference from Effective Target	+32.5	-

Agenda

Community Roots Charter School Board Meeting

Monday Jun 8, 2015 @ 6:30 PM at Community Roots Charter School

Agenda Item	Purpose	Who	Time
I. Opening Items			
A. Record Attendance and Guests		T. Strauss	
B. Call the Meeting to Order		T. Strauss	
II. Directors Update			
A. Discussion and Vote on Admissions Policy Resolution	Vote	A. Keil	20
III. Executive Session			
A. Executive Committee meets privately	Discuss	T. Strauss	5
IV. Closing Items			
A. Adjourn Meeting	Vote		

Minutes

Community Roots Charter School

Board Meeting

Monday Jun 8, 2015 @ 6:30 PM at Community Roots Charter School

Board Members Present

A. Keil, C. Spadaro (remote), D. Manheimer (remote), E. Cogut, K. Conklin, K. O'Donnell, M. Panas, S. Rackoff, S. Stone, S. Strasser, T. Strauss

Board Members Absent

B. Lief, D. Cornwell, E. Hamilton, O. Kara, S. Fogarty

Guests Present

M. Familian, M. King

I. Opening Items

Call the Meeting to Order

T. Strauss called a meeting of the board of trustees of Community Roots Charter School to order on Monday Jun 8, 2015 @ 6:40 PM at Community Roots Charter School.

II. Directors Update

Vote on Admissions Policy Resolution

A. Keil explains the Admission Policy Resolution and a discussion ensues.

K. Conklin made a motion to approve the Admissions Policy Resolution.

K. O'Donnell seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Closing Items

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 07:05 pm.

Respectfully Submitted,
M. Familian



51 Saint Edwards Street, 3rd Floor, Brooklyn, NY 11205
Tel: 718-858-1629 Fax: 718-858-1754
www.communityroots.org

ADMISSIONS POLICY RESOLUTION
OF THE BOARD OF TRUSTEES OF
COMMUNITY ROOTS CHARTER SCHOOL

June 8, 2015

WHEREAS, since its inception in 2005 as a New York City charter school, Community Roots Charter School has deeply valued the diversity of its school community and has been committed to providing high quality education for all children, while remaining in full compliance with the laws of NYS;

WHEREAS, Community Roots Charter School has fulfilled its charter as approved by the New York State Board of Regents in 2005 and renewed in 2010, which states that it will serve a diverse population, representative of the demographics of New York City Community School District #13;

WHEREAS, Community Roots Charter School's economically disadvantaged students achieved an 18% passing rate on the 2014 NYS ELA exam and a 23% passing rate on the 2014 NYS Math exam where the comparable cohort in the school district of location has achieved a 18% passing rate in ELA and a 18% passing rate in math;

WHEREAS, Community Roots Charter School's students with disabilities achieved a 15% passing rate on the 2014 NYS ELA exam and a 22% passing rate on the 2014 NYS Math exam where the comparable cohort in the school district of location has achieved a 8% passing rate in ELA and a 10% passing rate in math;

WHEREAS, Community Roots Charter School's mission states that students will be *taught to be independent thinkers and to work productively within a diverse group of learners*;

WHEREAS, Community Roots Charter School recognizes that the New York State Charter Schools Act requires charter schools to demonstrate good faith efforts to attract and retain numbers of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program that are comparable or greater enrollment of the charter school's district;

WHEREAS, the New York State Education Department (hereinafter "NYSED") now states that "all charter schools... are expected to meet or exceed the enrollment and retention targets set by the Regents or, if not, to show that the School has made good faith efforts to attract and retain students in certain academically at risk categories, including those in poverty" ("economically disadvantaged students");

WHEREAS, Community Roots Charter School has made extensive efforts to attract, enroll and retain at-risk students; by recruiting at all District Head Start Programs, pre-schools serving students with Special Needs, and neighborhood community centers. Community Roots publicizes its inclusive (ICT) model and extensive academic and social emotional support systems in its outreach and in practice by providing extensive intervention services for any students not meeting academic benchmarks

WHEREAS, Community Roots Charter School recognizes that the classification of economically disadvantaged students is not static or fixed and that the corresponding variations in percentages and the timing of reporting cloud the accuracy of such data, complicate its tracking and distort analysis of overall recruitment and compliance outcomes;

WHEREAS, Community Roots Charter School has consistently had high levels of parent satisfaction, maintains a waiting list of over 1000 students, and retains almost 100% of students in all subgroups, including economically disadvantaged students, students with disabilities, and ELL students, resulting in limited open seats each year, with said openings primarily being in Kindergarten, and;

WHEREAS, the Community Roots Charter School Board of Trustees is mindful of its responsibilities not to discriminate against any at-risk category such as students with disabilities or English Language Learners (ELL) whether or not from economically disadvantaged families,

IT IS HEREBY RESOLVED,

Community Roots Charter School maintains that it is in compliance with all applicable enrollment and retention requirements under NYS law.

Nevertheless, Community Roots Charter School will implement additional policies and procedures, including, but not limited to:

- Amending the 2016 application to include optional economic information sections for applying families. This information will be used to track applicants to determine the makeup of the lottery pool and to further focus and adjust future recruiting efforts.
- Developing data tracking techniques to determine and track origination point of application and inform future recruiting efforts.
- Adding recruitment responsibilities to an additional staff member to work in collaboration with the Director of Community Development. Together said employees will be responsible for outreach. In addition the Director of Operations will be responsible for tracking data and reporting to administration who will report to the Board of Trustees.
- Further developing and/or creating relationships with relevant community partners, including but not limited, non-profit, religious and other community associations that serve at-risk populations.
- Increasing budget allocation for recruitment targeting under-served subgroups and additional marketing efforts such as radio, print, billboard, social media, etc., especially promoting the date of the CRCS admissions lottery, the provision of busing transportation for all, before-school programming, after-school programming, special education services, services for English Language Learners (ELL), and academic intervention supports (Title 1 Services).

- Amending current procedures for identifying economically disadvantaged applicants and for all enrolled students. Currently, ED students are identified by Free and Reduced Price Lunch forms alone. Per SED's definition of economically disadvantaged, EVCS will expand on this by also asking families to report participation in other economic assistance programs, such as Social Security Insurance (SSI), Food Stamps, Foster Care, , Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA) or Family Assistance; Temporary Assistance for Needy Families (TANF).

Community Roots Charter School Board of Trustees remains committed to adhering to and being compliant with all laws applicable to the school.

I hereby certify that the foregoing is a true copy of a resolution of the Board of Trustees of the Community Roots Charter School adopted at a regular meeting held on June 8, 2015, upon due notice, at which a quorum was present and acting throughout.

Dated: 6/8/15



Tracey Strauss, Board Chair



51 Saint Edwards Street, 3rd Floor, Brooklyn, NY 11205
Tel: 718-858-1629 Fax: 718-858-1754
www.communityroots.org

May 26, 2015

To Whom It May Concern,

Community Roots Charter School was chartered in December 2005 with diversity and inclusion as key elements of our mission and authorizer-approved charter. The founders of Community Roots specifically targeted Fort Greene, Brooklyn in District 13 because of the socio-economic and racial diversity present in this neighborhood and District. This mission to create an integrated Public School is supported by a body of research that demonstrates the many benefits to students and families attending diverse schools. The summary of this research is attached.

Community Roots has worked closely with our authorizer, The Department of Education over the last 10 years to ensure that we stay mission aligned, inclusive and diverse. CRCS does targeted outreach to all of the Head Starts in District 13 as well as to all of the Pre-Schools serving children with Special Needs. Although District 13 has a very low ELL percentage, CRCS ensures that our recruitment and outreach materials are translated into Spanish to ensure that materials are accessible to Spanish speaking families. Additionally CRCS brings translators to enrollment meetings in both Spanish and Mandarin in cases where translation services are beneficial. The Department of Education has supported CRCS in protecting this diversity. Over the last 6 years, waves of gentrification and the success of our model has made it challenging for students living in Public Housing surrounding our school building to get seats through the lottery. When this was noted CRCS put a preference, in the form of a 40% set aside in the Kindergarten lottery for children living in poverty effectively putting a baseline on the number of FRPL eligible students CRCS serves. CRCS chose to give this preference to families living within Public Housing within ½ mile from the school. Additionally this segment of our population was given further protection through a waitlist preference in our lottery beginning in 2015.

Thank you for your attention to this matter and for assisting CRCS in continuing it's mission to create an integrated and inclusive Public School.

Sincerely,

Tracey Strauss and Scott Strasser
Board Chairs
Community Roots Charter School

The Benefits of Diverse Charter Schools¹

Why We Should Support Integrated Schools

Academic Benefits

Students in socioeconomically mixed schools have stronger academic outcomes, on average, than students in schools with concentrated poverty. This is true even after controlling for students' individual socioeconomic status.²

- Students in mixed-income schools show rates of learning that are 30% higher than those of peers with similar socioeconomic backgrounds in schools with concentrated poverty.³
- When comparing students with similar socioeconomic backgrounds, those students at schools with high average socioeconomic status of students are 68% more likely to enroll at a 4-year college than their peers at schools with low average socioeconomic status.⁴
- Black and Latino students had smaller achievement gaps with White students on the 2007 and 2009 National Assessment of Educational Progress when they were less likely to be stuck in high-poverty school environments.⁵
- The academic successes of nations like Finland and Canada appear to be related in part to their greater degrees of socioeconomic school integration.⁶

Cognitive, Civic, and Social Benefits

Racially and socioeconomically diverse schools also offer students important cognitive, social, and civic benefits by exposing students to peers of different backgrounds.

- Diverse schools encourage 21st century skills of collaboration and complex communication and improve critical thinking skills.⁷
- Attending a diverse school can help reduce racial bias and counter stereotypes.⁸
- Students who attend racially diverse high schools are more likely to live in diverse neighborhoods 5 years after graduation.⁹

Cost-effectiveness

Providing more students with integrated school environments is a cost-effective strategy for boosting student achievement.

- According to one recent estimate, reducing socioeconomic segregation in our schools by half would produce a return on investment of 3-5 times the cost of the programs.¹⁰
- Attending an integrated school can be a more effective academic intervention than receiving extra funding in a higher-poverty school. A 2010 study of students in Montgomery County, Maryland, found that students living in public housing randomly assigned to lower-poverty neighborhoods and schools outperformed those assigned to higher-poverty neighborhoods and schools, even though the higher-poverty schools received extra funding per pupil.¹¹

Why Charter Schools Can Be Strong Vehicles for Integration

Charter schools are public schools.

Charter schools receive public funding, are free to attend, and are open to all students.

Charter schools promote educational innovation

The flexibility of the charter school model allows schools to develop educational programs that appeal to a wide range of families.

Charter schools can enroll students from across a wide area.

Charter schools can typically enroll students from multiple attendance zones, making them less constrained by residential segregation than neighborhood district schools.

Charter schools rely on parent choice.

Unlike some school integration strategies, such as redrawing school attendance boundaries, that can generate political backlash from parents who feel that they are being compelled to participate, charter school enrollment is always based on family choice.

¹ Adapted from Richard D. Kahlenberg and Halley Potter, *A Smarter Charter: Finding What Works for Charter Schools and Public Education* (New York: Teachers College Press, 2014).

² See Kahlenberg, R. D. (2001). *All together now: Creating middle-class schools through public school choice*. Washington, DC: Brookings Institution Press.

³ Palardy, G. (2008). Differential school effects among low, middle, and high social class composition schools. *School Effectiveness and School Improvement* 19, 1: 37.

⁴ Palardy, G. J. (2013). High school socioeconomic segregation and student attainment. *American Educational Research Journal*, 50(4), 714–754, p. 714.

⁵ Mantil, A., Perkins, A. G., & Aberger, S. (2012). The challenge of high-poverty schools: How feasible is socioeconomic school integration? In R. D. Kahlenberg (Ed.), *The future of school integration: Socioeconomic diversity as an education reform strategy* (pp. 155–222). New York, NY: Century Foundation Press.

⁶ Perry, L. B., & McConney, A. (2010). Does the SES of the school matter? An examination of socioeconomic status and student achievement using PISA 2003. *Teachers College Record*, 112(4), 1137–1162. See also Willms, J. D. (2010). School composition and contextual effects on student outcomes. *Teachers College Record*, 112(4), 1008–1037.

⁷ Antonio, A. L., Chang, M. J., Hakuta, K., Kenny, D. A., Levin, S., & Milem, J. F. (2004). Effects of racial diversity on complex thinking in college students. *Psychological Science*, 15(8), 507–510. Brief of Amicus Curiae 553 Social Scientists, Parents Involved v. Seattle School District 551 U.S. 701 (2007) (No. 05-908). Marin, P. (2000). The educational possibility of multi-racial/multi-ethnic college classrooms. In *Does diversity make a difference? Three research studies on diversity in college classrooms* (pp. 61–68). Washington, DC: American Council on Education & American Association of University Professors.

⁸ Bigler, R., & Liben, L. S. (2006). A developmental intergroup theory of social stereotypes and prejudices. *Advances in Child Development and Behavior*, 34, 39–89. Pettigrew, T. F., & Tropp, L. R. (2006). A Meta-Analytic Test of Intergroup Contact Theory. *Journal of Personality and Social Psychology*, 90(5), 751–83. See also Boisjoly, J., Duncan, G. J., Kremer, M., Levy, D. M., & Eccles, J. (2006). Empathy or antipathy? The impact of diversity. *American Economic Review*, 96(5), 1890–1905.

⁹ Phillips, K. J. R., Rodosky, R. J., Muñoz, M. A., & Larsen, E. S. (2009). Integrated schools, integrated futures? A case study of school desegregation in Jefferson County, Kentucky. In Smrekar, C. E., & Goldring, E. B. (Eds.), *From the courtroom to the classroom: The shifting landscape of school desegregation* (pp. 239–70). Cambridge, MA: Harvard Education Press.

¹⁰ Basile, M. (2012). The cost-effectiveness of socioeconomic school integration. In R. D. Kahlenberg (Ed.), *The future of school integration: Socioeconomic diversity as an education reform strategy* (pp. 127–154). New York, NY: Century Foundation Press.

¹¹ Schwartz, H. (2012). Housing policy is school policy: Economically integrative housing promotes academic success in Montgomery County, Maryland. In Kahlenberg, R. D. (Ed.), *The future of school integration: Socioeconomic diversity as an education reform strategy* (pp. 27–66). New York, NY: Century Foundation Press.

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

International Leadership Charter School	
Board Chair(s)	John Paul Gonzalez
School Leader(s)	Dr. Elaine Ruiz-López
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 10
Physical Address(es)	2900 Exterior Street, Bronx
Facility Owner(s)	Private
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	6/30/2015
Current Authorized Grade Span	9-12
Current Authorized Enrollment	352
Proposed New Charter Term	4 years [July 1, 2015 – June 30, 2019]
Proposed Authorized Grade Span for New Charter Term	9-12
Proposed Authorized Enrollment for New Charter Term	405
Proposed Sections per Grade for New Charter Term	5 sections per grade

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED¹

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	7	7	7	7	28
# Met	5	7	6	5	23
# Partially Met	0	0	0	0	0
# Not Met	2	0	0	1	3
# Not Applicable *	0	0	1	1	2
% Met	71%	100%	86%	71%	82%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	29%	0%	0%	14%	11%
% Not Applicable *	0%	0%	14%	14%	7%
% Met of All Applicable Goals	71%	100%	100%	83%	88%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	85.0%	95.2%	96.2%	95.3%
NYC *	65.7%	64.7%	66.0%	68.4%
Difference from NYC	19.3	30.5	30.2	26.9
6-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	-	77.8%	87.5%	98.4%
NYC *	-	73.2%	73.0%	72.7%
Difference from NYC	-	4.6	14.5	25.7

¹ The school was asked to provide updated progress towards goals information in an appendix to its renewal application to the NYC DOE; the school did not submit this appendix. As a result, goals information for International Leadership Charter School was taken from the Annual Reports provided to NYSED.

College and Career Preparatory Course Index **				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	25.0%	98.4%	100.0%	37.5%
Peer Percent of Range	-	100.0%	100.0%	41.2%
City Percent of Range	-	100.0%	100.0%	49.9%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
International Leadership Charter School	1.08	0.97	1.49	1.19	1.17
Peer Percent of Range	60.6%	33.0%	83.3%	81.3%	68.2%
City Percent of Range	68.5%	46.8%	70.0%	88.2%	76.0%
2013					
	English	Math	Science	Global History	U.S History
International Leadership Charter School	1.08	1.23	1.51	1.43	1.25
Peer Percent of Range	66.1%	66.7%	82.7%	100.0%	85.7%
City Percent of Range	67.5%	69.8%	69.7%	100.0%	83.0%
2012					
	English	Math	Science	Global History	U.S History
International Leadership Charter School	1.90	1.97	2.52	2.59	1.94
Peer Percent of Range	100.0%	94.8%	100.0%	100.0%	100.0%
City Percent of Range	100.0%	89.2%	100.0%	100.0%	100.0%
2011					
	English	Math	Science	Global History	U.S History
International Leadership Charter School	1.64	1.57	2.09	1.69	1.77
Peer Percent of Range	94.6%	62.3%	94.1%	68.7%	100.0%
City Percent of Range	96.2%	66.7%	96.4%	73.2%	99.2%

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eighth grade test results.

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	80.0%	98.9%	96.3%	93.1%
Peer Percent of Range	54.9%	97.5%	90.6%	79.3%
City Percent of Range	63.3%	97.8%	91.8%	84.5%
% 2nd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	41.2%	97.4%	100.0%	90.0%
Peer Percent of Range	0.0%	94.4%	100.0%	71.8%
City Percent of Range	0.0%	95.2%	100.0%	81.2%
% 3rd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
International Leadership Charter School	86.3%	96.7%	98.6%	90.6%
Peer Percent of Range	81.4%	93.0%	100.0%	75.3%
City Percent of Range	78.5%	95.1%	98.0%	83.4%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of its peer group/city.

Closing the Achievement Gap

4-year Weighted Diploma Rate*				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	488.9%	366.7%	-
English Language Learner Students	-	333.3%	311.1%	281.8%
Students in the Lowest Third Citywide	-	312.5%	325.0%	200.0%
College and Career Preparatory Course Index ***				
	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	100.0%	100.0%	20.0%

* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

** Defined as students with a placement in Self-Contained, ICT, or SETSS.

*** The College and Career Preparatory Course Index score for Students in the Lowest Third Citywide was not introduced until the 2011-2012 school year.

II. Renewal Recommendation and Rationale

As part of the school's 2010-2011 charter renewal, the school was offered renewal with the following conditions:

- **Academic Conditions: 3 of 3 met in all applicable years**

Achievement of Renewal Conditions

Academic Condition	2010-2011	2011-2012	2012-2013	2013-2014
1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the third, fourth and fifth years after renewal.	Met	Met	Met	N/A
2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership.	Met	N/A	N/A	N/A
3. The school must demonstrate attainment of charter goals each year.	Met	Met	Met	Met

A. Academic Performance

At the time of this school's renewal, International Leadership Charter School has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for International Leadership Charter School indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

International Leadership Charter School aims to prepare the young men and women of the Bronx not only for the demands of higher education, but also for leading lives of meaning. The school does this by providing a college preparatory curriculum and providing structures and supports to ensure graduation and acceptance to colleges.

School Specific Academic Performance

The school entered its ninth year of operation with the 2014-2015 academic year. The school was last renewed during the 2010-2011 school year; as a result, the New York City Department of Education (NYC DOE) has four years of New York State (NYS) Regents exam data, four years of graduation and closing the achievement gap data, and four years of other academic indicator(s), such as data obtained through interim assessments and attendance information, with which to evaluate the academic achievement and progress of the students at International Leadership Charter School over the course of the retrospective charter term.

For the 2013-2014 school year, International Leadership Charter School's four-year graduation rate was 95.3%. This rate was higher than the citywide average by 26.9 percentage points. International Leadership Charter School's four-year graduation rate was in the 90th percentile of all high schools citywide. When compared to high schools with student populations most like its own (i.e. peer schools) International Leadership Charter School outperformed 84% of similar schools. In the same year, 2013-2014, International Leadership Charter School's six-year graduation rate was 98.4%. This rate was higher than the citywide average by 25.7 percentage points. The school's six-year graduation rate was in the 91st percentile of high schools citywide and, when compared to peer schools, the school outperformed 88% of similar schools. Although the school's four- and six-year graduation rates significantly exceed citywide averages, the school's College and Career Preparatory Course Index in 2013-2014 was equal to the citywide average and below its peer schools average at only 37.5%.

The school's credit accumulation rates² have generally been higher than the average credit accumulation rates of both its peer group schools and all high schools citywide over the charter term. The Peer Percent of Range and City Percent of Range for first-, second-, and third-year students has been above 50% in most years, meaning that the school has outperformed its peer group average and the citywide average along each metric.³ The only exception to this occurred in 2010-2011, when International Leadership Charter School's Peer Percent of Range and City Percent of Range for the percent of second-year students earning 10 or more credits were both 0%, indicating that the school's percentage of second-year students earning the requisite credits was two standard deviations below the average of both its peer group schools and all high schools citywide.

In the most recent school year, 2013-2014, 93.1% of first-year students at International Leadership Charter School earned 10 or more credits, placing the school in the 74th percentile of its peer group schools and the 82nd percentile of all high schools citywide.⁴ Additionally, 90.0% of second-year students at International Leadership Charter School earned 10 or more credits, placing the school in the 66th percentile of its peer group schools and the 80th percentile of all high schools citywide. Finally, 90.6% of third-year students at International Leadership Charter School earned 10 or more credits; placing the school in the 81st percentile of its peer group schools and the 85th percentile of all high schools citywide.

Weighted Regents pass rates in English, Math, Science, Global History, and U.S. History were above both the citywide averages and the averages for the school's peer group in most years during the retrospective charter term,⁵ though the school's weighted Regents pass rates declined between 2012-2013 and 2013-2014 in four of the five subjects. In general, the school compares favorably against its peer group schools and all high schools citywide when analyzing weighted

² Credit accumulation is self-reported by charter schools to the NYC DOE.

³ A comparison range consists of all possible results within two standard deviations of the average. A Percent of Range of 50.0% represents the average and indicates that the school's credit accumulation rate was equal to the average score for the comparison group.

⁴ A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 82%, for example, indicates that the school's first-year credit accumulation rate was above 82% of high schools citywide.

⁵ The only exception to this occurred in the most recent school year, 2013-2014, in which the school's weighted Math Regents pass rate fell below the averages of its peer group and all high schools citywide.

Regents pass rates over the course of the current charter term, though peer and citywide comparisons show that the school has historically performed less favorably in Math than it has in English, Science and History. Non-weighted Regents pass rates for students at International Leadership Charter School fell in three of four subjects between 2013 and 2014 with the only exception being Comprehensive English. Non-weighted Regents pass rates for the 2013-2014 school year were: Integrated Algebra – 75.9%, Comprehensive English – 91.4%; U.S. History – 89.2%, and Living Environment 97.8%. Non-weighted Regents pass rates are lower for all four exams when compared to the first year for which data is available, the 2011-2012 school year.

Over the four years that data is available for the retrospective charter term, International Leadership Charter School has met 88% of its applicable academic charter goals.⁶ International Leadership Charter School met five of six applicable academic performance goals in its most recent year. Due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a trend of consistently high and relatively stable achievement of its stated charter goals over the four years of the charter term under review.

The school has shown mixed evidence of a developed responsive education program and supportive learning environment. Reports from a prior NYC DOE visit to the school indicated that there were opportunities to improve the rigor of instruction, differentiation, and checks for understanding. Further, it was suggested that the school could offer a more varied and flexible academic program to meet the needs of all learners and accelerate learning to ensure career and college readiness of its students.

On its 2012-2013 NYC DOE High School Progress Report, International Leadership Charter School received an Overall grade of A, as well as A grades in all categories: Student Progress, Student Performance, School Environment, and College and Career Readiness. This ranked International Leadership Charter School in the 99th percentile of all high schools citywide. Similarly, on its 2011-2012 NYC DOE High School Progress Report, International Leadership Charter School received an Overall grade of A, as well as A grades in all categories except for School Environment and College and Career Readiness, for which the school received B grades. This ranked International Leadership Charter School in the 99th percentile of all high schools citywide. As its Overall grade, the school earned an A in 2010-2011.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,⁷ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

⁶ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁷ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the Community School District (CSD) and throughout New York City.

Students in the lowest third citywide at International Leadership Charter School had a four-year weighted diploma rate of 200.0% in 2013-2014. However, this represents a decline from the rate in the prior two academic years. Also, only 20.0% of this same group of students met the requirements for the College and Career Preparatory Course Index (CCPCI) in the 2013-2014 school year. The school did not serve the minimum percentage of students designated as in the lowest third citywide to receive peer or city Percent of Range data for either the weighted diploma rate or the CCPCI.⁸

In 2013-2014, International Leadership Charter School did not serve the minimum number⁹ of students with disabilities in its graduating class to receive data on the four-year weighted diploma rate for students with disabilities.

In 2013-2014, International Leadership Charter School's English Language Learner students had a four-year weighted diploma rate of 281.8%. This rate was associated with a City Percent of Range of 87.0%, i.e. above the citywide average and more than one standard deviation above the citywide average.

B. Governance, Operations & Finances

International Leadership Charter School is a substantially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- International Leadership Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- International Leadership Charter School's FY15 budget and five-year projected budget;
- International Leadership Charter School's 2014-2015 handbooks for students, families and staff;
- On-site review of International Leadership Charter School's financial and operational records;
- International Leadership Charter School's self-reported staffing data;
- International Leadership Charter School's Board of Trustees meeting minutes and bylaws; and
- International Leadership Charter School's Board of Trustees financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The current level of Board membership, six voting members, is consistent with the minimum of five and the maximum of nine members established in the Board's bylaws. There are clear lines of accountability between the Board and the school leadership team as evidenced by the school's organizational chart and by regular

⁸ For a school to be included in the NYC DOE's calculation of peer and city averages for Closing the Achievement Gap metrics and, thus, for the school to receive peer and city percent of range data for Closing the Achievement Gap metrics, the school's population percentage for the relevant special population must be at least 25% of the City Percent of Range. Students in the lowest third citywide made up 15.6% of the International Leadership Charter School student population in 2013-2014, which corresponded to a City Percent of Range of 24.0%.

⁹ The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

updates at the Board meetings, as recorded in Board meeting minutes; the school's Chief Executive Officer (CEO) is a non-voting member of the Board. The Board's bylaws require a Finance and Executive Committee; the Finance Committee is active, but there is no evidence of a standing, active Executive Committee. Quorum was achieved at all but one of the Board meetings for which minutes were available and reviewed over the course of the retrospective charter term.

Over the course of the school's charter term, the school has a partially developed a stable school culture. The current school CEO and school leader, Dr. Elaine Ruiz, is the founder of the school and has been the school leader since its inception in 2006. For the most recent period, instructional staff turnover was 36% of instructional staff not returning, either by choice or request, at the start of the 2014-2015 school year. This is the highest rate observed in the current charter term, during which instructional staff turnover ranged from 17% to 36%. The school's annual average attendance rate was at its lowest in the most recent year at only 91.1%.

Overall, the school is in a neutral position to meet near-term financial obligations. The school has at least 59 days of operating expenses as represented by \$754,306 unrestricted cash on hand to meet obligations totaling \$1,382,647.

Overall, the school is financially sustainable based on its current practices.

There was no material weakness noted in the four independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, International Leadership Charter School has been compliant with some applicable laws and regulations but not others.

Over the charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of nine members. The Board currently has six voting members on the Board of Trustees.

The school's bylaws indicate that the Board is to hold 10 meetings a year. In academic years 2011-2012 and 2013-2014, based on meetings provided to the Office of School Design and Charter Partnerships (OSDCP) and those posted on the website, the Board held only seven and eight meetings, respectively. In 2012-2013, and to date in 2014-2015, however, the Board did hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted and reviewed meeting minutes. Required meetings are those which met quorum. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

All current Board members have not submitted conflict of interest and financial disclosure forms. Complete forms have not been submitted for two current Board members – a conflict of interest form for one member and both a financial disclosure and conflict of interest form for another member. The documents submitted, however, do not demonstrate conflicts of interest.

The Board has not consistently made all board minutes and agendas available by posting to their website. Minutes for most meetings are archived and posted, however all minutes provided to OSDCP are not posted for the 2011-2012 and 2013-2014 school years.

The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. Further, the school has posted its website its annual audit for each year of the charter term as required in charter law.

All staff members have appropriate fingerprint clearance. The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was not determined to be compliant with federal law as it does not specify the policy and procedure for student discipline for students with disabilities.

D. Plans for Next Charter Term

As reported by school leadership and the school's Board, the following was noted:

- As a result of the school's planned move into a new facility prior to the start of the 2015-2016 school year, the school has submitted a material revision with its renewal application to increase maximum authorized enrollment from 352 to 440 students by the 2017-2018 school year.
 - This increased enrollment represents an increase in the number of sections per grade from four to five sections in grades nine and ten by the 2017-2018 school year.
- In addition to moving into a new facility, the school plans to open an on-site School-Based Health Center/Adolescent Health Clinic that will provide age-appropriate primary and preventive care. In addition, there will be a recreation area to provide health focused and physical education instruction.

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of International Leadership Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	63	33	32	43
Percent of Students who Left the School ²	24.0%	13.9%	13.6%	18.6%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

Enrollment of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	International Leadership Charter School	94.9%	93.5%
	Effective Target	82.6%	82.7%
	Difference from Effective Target	+12.3	+10.8
Students with Disabilities (SWD)	International Leadership Charter School	9.4%	9.5%
	Effective Target	10.8%	10.8%
	Difference from Effective Target	-1.3	-1.3
English Language Learners (ELL)	International Leadership Charter School	18.2%	17.0%
	Effective Target	18.5%	18.5%
	Difference from Effective Target	-0.3	-1.5

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ State enrollment and retention targets were generated by calculators developed by the State Education Department (SED). The Enrollment Targets Calculator generates school-specific enrollment targets for each special population once a school's CSD, total enrollment and grade span are entered; the Retention Targets Calculator generates school-specific retention targets for each special population once a school's CSD, special population enrollment and grade span are entered. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. Retention rates and targets were calculated by determining the number of students from each special population that did not experience a Type 2 discharge between October 1st of the given school year and September 30th of the subsequent school year. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Retention of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	International Leadership Charter School	84.8%	N/A
	Effective Target	82.2%	-
	Difference from Effective Target	+2.6	-
Students with Disabilities (SWD)	International Leadership Charter School	85.7%	N/A
	Effective Target	64.8%	-
	Difference from Effective Target	+20.9	-
English Language Learners (ELL)	International Leadership Charter School	83.3%	N/A
	Effective Target	73.7%	-
	Difference from Effective Target	+9.6	-

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

New York Center for Autism Charter School	
Board Chair(s)	Nancy Needle
School Leader(s)	Julie Fisher
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 4
Physical Address(es)	433 East 100 Street, Manhattan
Facility Owner(s)	DOE
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	4/14/2015
Current Authorized Grade Span	Ungraded, serves students aged 5-19
Current Authorized Enrollment	32
Proposed New Charter Term	0.2 years [April 15, 2015 – June 30, 2015] 5 years [July 1, 2015 – June 30, 2020]
Proposed Authorized Grade Span for New Charter Term	Ungraded, serves students aged 5-21
Proposed Authorized Enrollment for New Charter Term	40
Proposed Sections per Grade for New Charter Term	N/A

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	4	4	4	4	16
# Met	3	4	4	4	15
# Partially Met	0	0	0	0	0
# Not Met	0	0	0	0	0
# Not Applicable *	1	0	0	0	1
% Met	75%	100%	100%	100%	94%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	0%	0%	0%	0%	0%
% Not Applicable *	25%	0%	0%	0%	6%
% Met of All Applicable Goals	100%	100%	100%	100%	100%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

School Evaluation of Student Performance and Progress¹

Academic Performance Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Charter Term Average
Percent of Student IEP Objectives Mastered	77%	84%	88%	91%	85%
Percent of Students Progressing*	100%	100%	94%	93%	97%

* Reflects students whose performance improved between administrations of an informal assessment of linguistic and functional behaviors, as measured by the Assessment of Functional Living Skills, the Verbal Behavior-Milestones Assessment and Placement Program, or the Vineland Adaptive Behavior Scales.

¹ School reported information collected as part of the Renewal Application dated December 2014.

Students scoring at or above Level 3 on NYS Alternative Assessments

% Proficient on NYS Alternative Assessments					
	2010-2011	2011-2012	2012-2013	2013-2014	Charter Term Average
English Language Arts	100.0%	100.0%	94.7%	90.0%	96.2%
Math	100.0%	100.0%	89.5%	95.0%	96.1%
Science ²	100.0%	100.0%	100.0% ³	100.0%	100.0%

² The majority of students at New York Center for Autism Charter School do not take the NYSAA Science exam; in any given year, 24% or fewer of the school's students took the exam

³ The number of students who took the NYSAA Science exam in 2012-2013 does not meet the minimum threshold for results to be considered significant. Given the unreliability of measurements based on small numbers, the minimum number of students is five for student sample-size criteria to be met.

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 5 year full-term renewal.

To address the gap between April 15, 2015 and June 30, 2015, the NYCDOE further recommends a short-term renewal to “right-size” the charter term for this school. This short-term renewal will be in effect from April 15, 2015 through June 30, 2015, at which point the 5 year full-term renewal will go into effect with a charter expiration date of June 30, 2020.

As part of the renewal application, New York Center for Autism Charter School submitted two material revisions. The NYC DOE determinations are as follows: regarding the material revision to increase the authorized maximum enrollment to 40 students during the next charter term, the NYC DOE approves this material revision. Regarding the material revision to increase the age range of students served at the school from ages five to 19 to ages five to 21, the NYC DOE approves this material revision.

A. Academic Performance

At the time of this school’s renewal, New York Center for Autism Charter School has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for New York Center for Autism Charter School indicates that the school has made progress towards meeting all of these objectives.

Mission and Vision

The New York Center for Autism Charter School is dedicated to defining best practices for the public school education of children with autism and other pervasive developmental disorders. The school executes against this mission by providing an intensive, year-round individualized education program based on the principals of applied behavior analysis (ABA). The school is ungraded, and serves students from all five boroughs in New York City. The school provides direct one-on-one instruction, year-round, to students on the Autism Spectrum Disorder, and focuses on instruction that will ultimately prepare students for the world beyond the school.

As a lab school, the New York Center for Autism Charter School is dedicated to disseminating best practices and increasing awareness of Autism beyond the school. The school currently serves 32 students between the ages of five and 19 in eight ungraded classes with an average class size of four students and four adults in each classroom, though this may vary based on the mandated ratio in each student’s Individualized Education Program (IEP).

School Specific Academic Performance

The New York Center for Autism Charter School entered its tenth year of operation with the 2014-2015 academic year. The school was last renewed in April 2010; given the timing of student assessments, the New York City Department of Education (NYC DOE) has only four full years (school years 2010-2011 through 2013-2014) of academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at New York Center for Autism Charter School during the retrospective charter term. Given the school's unique model and student population, the school's students do not take the New York State (NYS) English Language Arts (ELA) or math assessments; therefore, the NYC DOE does not have data on standard NYS assessments with which to evaluate the academic achievement and progress of the students at the school.

Instead, the primary measure of student performance for the school is the degree to which students master the objectives set forth in their Individualized Education Programs (IEPs). These objectives may include both academic and non-academic goals such as life skills or social interaction objectives. This data is supplemented by pre- and post-test data from one of three standardized assessments: the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP), the Assessment of Functional Living Skills (AFLS); and the Vineland Adaptive Behavior Scales (Vineland). Students do not take all three assessments each year. The VB-MAPP assessment is normed to typical cognitive functioning for four-year old students. As a result, as students build their socio-emotional, behavioral, and cognitive skills, they grow out of the VB-MAPP assessment and their performance is instead assessed using AFLS. In addition, students in designated age/grade equivalents are also assessed using the New York State Alternate Assessment (NYSAA) for students with severe disabilities.

The percentage of students mastering at least 85% of their IEP objectives has increased over each of the full school years in the retrospective charter term. This percentage was 77% in 2010-2011, as compared to 91% in 2013-2014. In addition, in each year of the charter term, 89.5% or more of students who took the age/grade equivalent NYSAA in ELA, math, and/or science scored at level 3 or 4 on each assessment. During the four years for which the NYC DOE has academic data, 100% of New York Center for Autism Charter School students taking the NYSAA scored level 3 or 4 in two of the four years in ELA and math and all of the four years in science.

However, the percentage of students demonstrating increased performance on an informal standardized assessment such as AFLS, VB-MAPP, or Vineland has fallen slightly over the retrospective charter term. In the 2010-2011 school year, 100% of New York Center for Autism Charter School students demonstrated increased performance on one of the three assessments; this percentage fell to 93% in 2013-2014.

New York Center for Autism Charter School maintains detailed records of student achievement for each student, which enables the school to effectively differentiate instruction and tailor programs to students' needs. Each academic year, the school defines a skill acquisition list for each student; a student's skill acquisition list includes all IEP-mandated goals as well as additional skills that the school identifies for the student in collaboration with the teaching team and the student's parents/guardians. Skills may include academic goals such as demonstrating achievement with a Common Core Learning Standard, as well as social or behavioral skills such as maintaining appropriate behavior when an uncomfortable situation arises. Once the skill acquisition list has been identified, the school then creates a Student Data Binder for each enrolled student with separate sections for each identified skill on the skill acquisition list. The Student Data Binders also include, as necessary, a section for behavioral challenges and the associated interventions used to treat the challenging behaviors (examples of challenging behaviors include temper tantrums, pulling of hair, and yelling).

Instructors document student achievement on each skill at least once a week; the staff also graphs the data to summarize measures of progress. If a challenging behavior has been

identified, instructors track the occurrence of the behavior every day using three-minute intervals. Each school day is broken into three-minute intervals; instructors then note whether the behavior occurred in each interval and at the end of the day a percentage is derived by dividing the number of intervals a behavior occurred by the number of total intervals in the day. This is also tracked daily on graphs in the student's data binder, and separate graphs track the interventions used to mitigate the behavior. Documenting the frequency of the interventions allows the school to assess the effectiveness of each intervention and adjust as necessary.

Each student's data binder includes a detailed portfolio of all skills. The school maintains additional binders for each student for each of the standardized assessments that are administered. These binders are reviewed by senior staff regularly (teachers, clinical supervisors, the Director of Education, and the Executive Director) and serve as the catalyst for programming discussions. Parents and guardians also have access to these binders and are encouraged to review their student's information.

Over the four full years that academic data is available for the retrospective charter term, New York Center for Autism Charter School has met 100% of its applicable academic charter goals.^{4,5} New York Center for Autism Charter School met four of four applicable academic performance goals in its most recent year, 2013-2014. The school has demonstrated a trend of sustained high achievement of its stated charter goals during the retrospective charter term under review.

The school has shown consistent evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that the school continues to evaluate its educational program, family engagement, and professional development to best meet the learning needs of its students. In the NYC DOE's Annual Comprehensive Review for 2013-2014, the team noted, "The school continues to focus on enhancing programming for adolescents and young adults in preparation for their transition to adult services. The school has created an Adolescent and Young Adult Programming Task Force comprised of Board and staff members...the school intends for [this] to help determine future programming, staffing and facility needs [based on the projected needs of students in this age group]." The school increased the maximum age at which students could be served at the school from age 14 to age 19 during the retrospective charter term; this change impacted the educational program and created new demands on professional development. Also noted in the same report, "The school continues to work on differentiating its staff training and ongoing professional development...the school plans to offer leveled training that could be offered simultaneously and is also exploring alternate modes of staff training." This differentiation of service delivery extends to family engagement – as students come from all five boroughs in New York City, the school began using technology to allow for remote participation in parent teacher association meetings and workshops during the last charter term in order to be responsive to the needs of all families.

New York Center for Autism Charter School did not receive a NYC DOE Progress Report for any of the school years in the retrospective charter term due to the school's unique model and student population.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school

⁴ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-14 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade 12 students).

⁵ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% absolute proficiency or goals that measure reducing the performance gap of a cohort in ELA and Math assessments in its analysis of progress towards goals. Goals that compared the school to the Community School District performance were included in the analysis.

year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners, and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

New York Center for Autism Charter School serves a special population of students, none of whom take the NYS ELA or math assessments. As a result, the standard Closing the Achievement Gap metrics are not applicable to this school. However, as all students have a diagnosis of severe to moderate autism and are designated as special needs students, academic performance and growth for all students served by the school would serve to close the achievement gap with the general education population of students in NYC public schools.

In addition, most of the school's students demonstrate significant language impairments as a component of their autism. Upon enrollment, many students lack functional verbal language. As a result, these students are not evaluated by the Committee on Special Education (CSE) using the English Language Learner (ELL) assessments that are otherwise given to the general education student population, are not designated as ELL students, and are not recommended for an ELL instructional program.

B. Governance, Operations & Finances

New York Center for Autism Charter School is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- New York Center for Autism Charter School's Board of Trustees bylaws;
- New York Center for Autism Charter School's Board of Trustees meeting minutes;
- New York Center for Autism Charter School's Board of Trustees financial disclosure forms;
- New York Center for Autism Charter School's self-reported staffing data;
- New York Center for Autism Charter School's FY11, FY12, FY13, and FY14 financial audits;
- New York Center for Autism Charter School's FY15 budget and five-year projected budget;
- New York Center for Autism Charter School's staff and student/family handbooks; and
- On-site review of financial and operational records of the school.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The current Chair of the Board of Trustees is Nancy Needle; Ms. Needle has served on the Board since 2008. The Board's membership, currently nine active members, is consistent with the Board's bylaws which require no fewer than five and no more than 18 members. The Board also has a formal mechanism for former Board members to remain engaged with the Board and the school; the Board created non-voting ex-officio memberships for Trustee Emeritus and Trustee for Life positions for former Board members who continue to support the school in significant ways.

There are clear lines of accountability for the school leadership team with the Board; the Executive Director provides monthly updates to the Board on academic progress, operations, young adult programming, special events, and grants managed by the school. Further, the school's Chief Financial Officer (CFO) also provides monthly financial updates to the Board during meetings as evidenced by Board meeting minutes. The Board has active and functioning committees, as required by its bylaws, including Executive, Finance, Operations and Governance, as recorded in meeting minutes and reported by the school. The Board restructured its committees in fall 2014 to better align to the Board's focal areas. In addition, the board makes effective use of additional ad hoc committees, such as Fundraising, Special Projects, and

Technology, which have also been active during the retrospective charter term as evidenced by meeting minutes.

Over the course of the school's charter term, the school has developed a stable school culture. The school is led by Executive Director Julie Fisher, who has been with the school since its inception in 2005; Ms. Fisher assumed the position of Executive Director when it was created in 2008.

Average daily attendance for students during the retrospective charter term (2010-2011 through 2013-2014) was 96.9%,⁶ and the school's annual attendance rate was above 95% in all years of the current charter term. Across the charter term, the school has generally achieved results above citywide averages on the NYC School Survey.

The school has had a trend of increased staff turnover during the retrospective charter term. The school reports having a staff of between eight and 11 instructional staff members in each year of the retrospective charter term, with zero, one, two and four instructional staff members not returning, either by choice or request, at the start of each school year 2011-2012, 2012-2013, 2013-2014 and 2014-2015, respectively. In the most recent year, four of 11 staff members did not return, either by choice or request, representing a 36% instructional staff turnover rate.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 45 days of operating expenses in unrestricted cash on hand to meet obligations totaling \$358,051. Furthermore, based on the FY14 financial audit, the school's current ratio of 16.25 indicates a strong ability to meet its current liabilities.

Overall, the school is financially sustainable based on its current practices. Based on the financial audits from FY11 to FY14, the school generated an aggregate surplus over these audited fiscal years. Based on the FY14 financial audit, the school's debt-to-asset ratio of 0.06 indicated that the school had more total assets than it had total liabilities. Finally, based on the financial audits from FY11 through FY14 and follow up, the school had overall positive cash flow from FY11 to FY14.

There was no material weakness noted in the four independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, New York Center for Autism Charter School has been compliant with all applicable laws and regulations.

Over the retrospective charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 18 members. The Board currently has nine active members.

The school's current bylaws indicate that the Board is to hold six meetings per year. In all years of the charter term, the Board did hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted meeting minutes. Required meetings are those which met quorum. The Board has not held the number of Board meetings required by the Charter Schools Act. The Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year. However, the Board has revised its bylaws to reflect this requirement and is committed to having the required number of meetings in the new charter term.

All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.

⁶ Reflects school self-reported attendance data for school years 2010-2011 through 2013-2014 as recorded in the school's Renewal Application dated December 2014.

The Board has consistently made all Board minutes and agendas available upon request to the public prior to or at Board meetings by posting all materials on its public website, and reminders and materials are in the electronic school calendar accessible for parents.

The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. The school has posted to its website its annual audit for each year of the charter term, as required in charter law.

All staff members have appropriate fingerprint clearance.

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

For enrollment in the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of May 17, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be compliant with federal law.

D. Plans for Next Charter Term

As part of its next charter term the school plans to:

- The school has applied to extend the age range served from students aged five through 19 to students aged five through 21 in the next charter term.
- The school has also requested to increase authorized enrollment from 32 to 40 students in the next charter term.
 - To serve the increasingly adolescent student population (who currently comprise 50% of the student body), the school proposes to secure a Young Adult Program Annex to offer a developmentally and clinically appropriate program that would allow for increased socialization and work internship opportunities that are not available at the current site.
 - Approximately 10 adolescent students who are assessed to be capable of full-time work in the community would be served at the Young Adult Program Annex. A Clinical Supervisor/Director of Young Adult Programming would oversee the new site, along with additional staff as needed.
 - The highest need students would remain in the current location, where the school staff could continue to target important skills so that the students would benefit from additional staff and expertise on site.
 - The school would initially add four students in the first year that the Young Adult Program Annex is operational and another four students the following year.
- With the age expansion and enrollment increase requested, the school would still plan for students to predominantly enter the school at age five, drawn by lottery as per the preferences approved in the school's charter. Staffing increases would be made according to the students' IEPs, with most IEPs requiring a ratio of four students to one teacher and three instructors (4:1:3).

- Students may, at some point, demonstrate skills that would indicate readiness to benefit from an alternate, less restrictive school environment.
- For all other students, a reduction in the staffing ratio by at least one instructor (e.g. 4:1:2) would be considered by the CSE, school, and parents at age 13, with a further reduction considered at the age of 16 (e.g. 4:1:1).

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of New York Center for Autism Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	1	3	2	3
Percent of Students who Left the School ²	3.3%	8.8%	6.1%	9.4%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

Enrollment of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	New York Center for Autism Charter School	87.5%	84.4%
	Effective Target	81.4%	81.4%
	Difference from Effective Target	+6.1	+3.0
Students with Disabilities (SWD)	New York Center for Autism Charter School	100.0%	100.0%
	Effective Target	11.2%	11.2%
	Difference from Effective Target	+88.8	+88.8
English Language Learners (ELL)	New York Center for Autism Charter School	3.1%	3.1%
	Effective Target	9.0%	9.0%
	Difference from Effective Target	-5.9	-5.9

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ State enrollment and retention targets were generated by calculators developed by the State Education Department (SED). The Enrollment Targets Calculator generates school-specific enrollment targets for each special population once a school's CSD, total enrollment and grade span are entered; the Retention Targets Calculator generates school-specific retention targets for each special population once a school's CSD, special population enrollment and grade span are entered. For schools located in more than one CSD, the CSD that produces the lowest target is used for each special population. The enrollment is determined by the number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. Retention rates and targets were calculated by determining the number of students from each special population that did not experience a Type 2 discharge between October 1st of the given school year and September 30th of the subsequent school year. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Retention of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	New York Center for Autism Charter School	85.7%	N/A
	Effective Target	72.2%	-
	Difference from Effective Target	+13.5	-
Students with Disabilities (SWD)	New York Center for Autism Charter School	87.5%	N/A
	Effective Target	70.3%	-
	Difference from Effective Target	+17.2	-
English Language Learners (ELL)	New York Center for Autism Charter School	100.0%	N/A
	Effective Target	20.4%	-
	Difference from Effective Target	+79.6	-

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

The Renaissance Charter School	
Board Chair(s)	Sandra Geyer
School Leader(s)	Stacey Gauthier
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 30
Physical Address(es)	35-59 81st Street, Queens
Facility Owner(s)	DOE
School Opened For Instruction	2000-2001
Current Charter Term Expiration Date	5/17/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	541
Proposed New Charter Term	4 years [May 18, 2015 – June 30, 2019]
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	541
Proposed Sections per Grade for New Charter Term	Grades K-5: 1 section per grade; Grades 6-12: 2 sections per grade

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	18	18	18	18	72
# Met	9	11	8	8	36
# Partially Met	5	5	2	0	12
# Not Met	2	0	2	5	9
# Not Applicable *	2	2	6	5	15
% Met	50%	61%	44%	44%	51%
% Partially Met	28%	28%	11%	0%	17%
% Not Met	11%	0%	11%	28%	13%
% Not Applicable *	11%	11%	33%	28%	19%
% Met of All Applicable Goals	56%	69%	67%	62%	63%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School	54.9%	60.8%	28.0%	30.5%
CSD 30	49.3%	52.9%	30.7%	31.9%
Difference from CSD 30 *	5.6	7.9	-2.7	-1.4
NYC	43.9%	46.9%	26.4%	28.4%
Difference from NYC *	11.0	13.9	1.6	2.1
New York State **	52.8%	55.1%	31.1%	30.6%
Difference from New York State	2.1	5.7	-3.1	-0.1

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School	74.0%	79.9%	37.9%	39.9%
CSD 30	64.7%	68.7%	35.4%	40.1%
Difference from CSD 30 *	9.3	11.2	2.5	-0.2
NYC	57.3%	60.0%	29.6%	34.2%
Difference from NYC *	16.7	19.9	8.2	5.7
New York State **	63.3%	64.8%	31.1%	36.2%
Difference from New York State	10.7	15.1	6.8	3.7

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School – All Students	64.0%	60.0%	52.0%	57.0%
Peer Percent of Range - All Students	12.7%	16.7%	9.9%	27.9%
City Percent of Range- All Students	31.9%	40.9%	8.0%	25.7%
The Renaissance Charter School – School's Lowest Third	67.0%	67.0%	61.0%	60.0%
Peer Percent of Range - School's Lowest Third	13.9%	29.9%	5.5%	3.3%
City Percent of Range - School's Lowest Third	19.0%	39.1%	0.0%	0.0%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School – All Students	72.0%	63.0%	53.0%	54.0%
Peer Percent of Range - All Students	52.8%	38.8%	13.1%	24.1%
City Percent of Range- All Students	64.5%	57.0%	15.5%	24.7%
The Renaissance Charter School – School's Lowest Third	73.0%	70.0%	53.0%	59.5%
Peer Percent of Range - School's Lowest Third	54.7%	53.8%	0.0%	14.0%
City Percent of Range - School's Lowest Third	61.2%	60.8%	0.0%	6.2%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	21.4%	37.5%	44.8%	33.3%
English Language Learner Students	20.0%	37.5%	24.0%	23.8%
Students in the Lowest Third Citywide	33.3%	48.9%	47.5%	39.6%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	42.9%	33.3%	41.4%	43.3%
English Language Learner Students	50.0%	45.8%	20.0%	42.9%
Students in the Lowest Third Citywide	32.4%	30.3%	48.6%	36.5%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School	91.8%	90.2%	88.7%	85.7%
NYC *	65.7%	64.7%	66.0%	68.4%
Difference from NYC	26.1	25.5	22.7	17.3
6-year Graduation Rate				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School	94.1%	92.2%	95.9%	96.1%
NYC *	72.6%	73.2%	73.0%	72.7%
Difference from NYC	21.5	19.0	22.9	23.4
College and Career Preparatory Course Index **				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School	49.0%	52.9%	60.4%	83.7%
Peer Percent of Range	-	56.8%	64.9%	89.7%
City Percent of Range	-	70.3%	78.9%	100.0%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
The Renaissance Charter School	1.28	1.09	1.26	0.96	0.87
Peer Percent of Range	88.7%	39.8%	52.0%	52.9%	27.8%
City Percent of Range	90.2%	56.5%	57.9%	65.7%	47.1%
2013					
	English	Math	Science	Global History	U.S History
The Renaissance Charter School	1.10	1.30	1.32	0.97	1.08
Peer Percent of Range	65.2%	70.2%	61.5%	60.8%	56.5%
City Percent of Range	70.0%	75.9%	59.6%	65.0%	66.0%
2012					
	English	Math	Science	Global History	U.S History
The Renaissance Charter School	1.29	1.65	1.56	1.53	1.32
Peer Percent of Range	52.5%	69.1%	59.5%	63.5%	60.2%
City Percent of Range	54.5%	71.0%	59.9%	60.4%	59.1%
2011					
	English	Math	Science	Global History	U.S History
The Renaissance Charter School	1.49	1.47	1.25	1.4	1.25
Peer Percent of Range	91.7%	52.5%	38.6%	53.6%	57.0%
City Percent of Range	82.1%	60.5%	46.4%	57.9%	58.6%

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eight grade test results.

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School	90.4%	86.3%	88.5%	100.0%
Peer Percent of Range	69.8%	65.6%	62.9%	100.0%
City Percent of Range	82.4%	72.5%	74.6%	100.0%
% 2nd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School	94.1%	83.7%	88.5%	88.5%
Peer Percent of Range	85.7%	61.7%	70.7%	70.8%
City Percent of Range	89.9%	70.0%	77.9%	78.3%
% 3rd-Year Students Earning 10+ Credits				
	2010-2011	2011-2012	2012-2013	2013-2014
The Renaissance Charter School	92.2%	90.6%	84.6%	83.3%
Peer Percent of Range	84.1%	78.7%	63.1%	58.6%
City Percent of Range	88.7%	84.1%	72.0%	70.4%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

4-year Weighted Diploma Rate*				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	200.0%	-	-
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	166.7%	175.0%	200.0%
College and Career Preparatory Course Index ***				
	2010-2011	2011-2012	2012-2013	2013-2014
School's Lowest Third	-	0.0%	25.0%	33.3%

* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

** Defined as students with a placement in Self-Contained, ICT, or SETSS.

*** The College and Career Preparatory Course Index score for the school's lowest third was not introduced until the 2011-2012 school year.

II. Renewal Recommendation and Rationale

Based on the evidence presented herein and detailed below in Part II, the NYC DOE recommends a 4 year short term renewal.

A. Academic Performance

At the time of this school's renewal, The Renaissance Charter School has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Data available for The Renaissance Charter School indicates that the school has made progress towards meeting some of these objectives.

Mission and Vision

The Renaissance Charter School's mission is to provide a comprehensive academic program aligned with the New York State Common Core 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.

School Specific Academic Performance

The school entered its fifteenth year of charter operation with the 2014-2015 academic year. The school was last renewed in June 2010; as a result, the New York City Department of Education (NYC DOE) has four years of New York State (NYS) assessment data and four years of other academic data, such as data obtained through internal assessments and attendance information, to evaluate the academic achievement and progress of the students at The Renaissance Charter School over the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates for The Renaissance Charter School have exceeded those of New York City in every year of the retrospective charter term; however, the gap between the school's performance and citywide performance on NYS assessments has narrowed over the last three school years. In addition, annual aggregate ELA and math proficiency rates for The Renaissance Charter School generally met or exceeded those of Community School District (CSD) 30 over the charter term,¹ though the school's proficiency rates fell below the CSD 30 proficiency rates on both assessments in the most recent year. Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core

¹ Exceptions occurred in 2012-2013, when the school's aggregate ELA proficiency rate fell below the comparable rate for CSD 30, and in 2013-2014, when the school's aggregate ELA and math proficiency rates fell slightly below the comparable CSD 30 rates.

Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable.

In 2012-2013, 37.9% of The Renaissance Charter School's students were proficient in math on the NYS assessments. The Renaissance Charter School's math proficiency was greater than that of 67% of all elementary/middle schools citywide. However, when compared to elementary/middle schools with student populations most like its own (i.e. peer schools), The Renaissance Charter School outperformed only 47% of similar schools. In addition, the school outperformed 60% of CSD 30 elementary/middle schools. In 2012-2013, 28.0% of The Renaissance Charter School's students demonstrated proficiency in NYS assessments in ELA. With this level of proficiency, The Renaissance Charter School outperformed 66% of all elementary/middle schools citywide. The Renaissance Charter School outperformed only 30% of its peer schools, though it did outperform 60% of CSD 30 elementary/middle schools.

The following year, in 2013-2014, the percent of students at The Renaissance Charter School who were proficient in math on the NYS assessments increased to 39.9%. For 2013-2014, The Renaissance Charter School's math proficiency was higher than 60% of all elementary/middle schools citywide. When compared to peer schools, The Renaissance Charter School outperformed only 30% of similar schools, yet the school outperformed 60% of CSD 30 elementary/middle schools. In 2013-2014, the percent of students at The Renaissance Charter School who demonstrated proficiency on NYS assessments in ELA also rose slightly to 30.5%. With this level of proficiency, The Renaissance Charter School outperformed 63% of all elementary/middle schools citywide, only 27% of its peer schools and 60% of elementary/middle schools in CSD 30.

In 2013-2014, The Renaissance Charter School's ELA median adjusted growth percentile was 57.0% with a City Percent of Range of 25.7%, however this only placed the school in the 12th percentile of all elementary/middle schools citywide.² Similarly, the school's peer and CSD percentiles were 7% and 20%, respectively. This means that nearly all other elementary/middle schools in The Renaissance Charter School's peer group and the majority of elementary/middle schools in CSD 30 had ELA median adjusted growth percentiles greater than The Renaissance Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, The Renaissance Charter School's math median adjusted growth percentile was 54.0% with a City Percent of Range of 24.7%, placing the school in the 15th percentile of elementary/middle schools citywide. The school's peer and CSD percentiles were 7% and 0%, respectively. This means that nearly all elementary/middle schools in The Renaissance Charter School's peer group and all other elementary/middle schools in CSD 30 had math median adjusted growth percentiles greater than The Renaissance Charter School's math median adjusted growth percentile in 2013-2014.

For the 2013-2014 school year, The Renaissance Charter School's four-year graduation rate was 85.7%. This rate was higher than the citywide average by 17.3 percentage points; however, it was also the lowest graduation rate the school had seen over the course of the charter term. The Renaissance Charter School experienced a year-over-year decline in its four-year graduation rate every year since the 2010-2011 academic year. The Renaissance Charter School's four-year graduation rate in 2013-2014 placed it in the 74th percentile of all high schools citywide. When compared to high schools with student populations most like its own (i.e. peer schools), The Renaissance Charter School outperformed 51% of similar schools. In the same year, 2013-2014, The Renaissance Charter School's six-year graduation rate was 96.1%, the highest six-year graduation rate the school reached during the current charter term. This rate was higher than the

² A City Percent of Range of 25.7% indicates that the school's ELA median adjusted growth percentile was below the average, but less than one standard deviation below the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 12% indicates that The Renaissance Charter School's ELA median adjusted growth percentile was higher than only 12% of all elementary/middle schools citywide in 2013-2014.

citywide average by 23.4 percentage points. The school's six-year graduation rate placed it in the 86th percentile of all high schools citywide. Similarly, when compared to peer schools, The Renaissance Charter School outperformed 82% of similar schools.

Credit accumulation is self-reported by charter schools to the NYC DOE. In all years of the retrospective charter term, The Renaissance Charter School's overall credit accumulation rates have been higher than both the average credit accumulation rates of its peer group schools and the average credit accumulation rates of all high schools citywide. The Peer and City Percent of Ranges for first, second and third year students were above 50% in all years, meaning that the school outperformed its peer average and the citywide average along each metric in all four academic years of the charter term for which data is available.³

In the most recent school year, 2013-2014, 100.0% of first year students at The Renaissance Charter School earned 10 or more credits, placing the school in the top 98% of all high schools citywide and in the 100th percentile of its peer group schools.⁴ Additionally, 88.5% of second year students at The Renaissance Charter School earned 10 or more credits, placing the school in the 75th percentile of all high schools citywide and the 72nd percentile of its peer group schools. Finally, 83.3% of third year students at The Renaissance Charter School earned 10 or more credits, placing the school in the 68th percentile of all high schools citywide and the 53rd percentile of its peer group schools.

Weighted Regents pass rates in English, Math, Science, Global History and U.S. History have generally been at or above both the citywide averages and the averages for the school's peer group during the retrospective charter term.⁵ However, peer and citywide comparisons show that the school performed less favorably in Math and U.S. History in the most recent school year. Peer comparisons further show that the weighted performance of students at The Renaissance Charter School fell compared to the weighted performance of students at peer schools in Math, Science, Global History and U.S. History between school years 2012-2013 and 2013-2014, as indicated by the Peer Percent of Range for the relevant Weighted Regents pass rates. Non-weighted Regents pass rates for students at The Renaissance Charter School declined between 2012-2013 and 2013-2014 in four exams, Integrated Algebra, Algebra 2/Trigonometry, Comprehensive English and U.S. History. However, the school's pass rate for the NYS Regents Living Environment exam has increased year-over-year since 2012-2013, reaching an 80.8% pass rate in 2013-2014.

Over the four years that data is available for the retrospective charter term, The Renaissance Charter School has met 63% of its applicable academic charter goals.^{6,7} The Renaissance Charter School met eight of 13 applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater

³ A comparison range consists of all possible results within two standard deviations of the average. A Percent of Range of 50.0% represents the average and indicates that the school's credit accumulation rate was equal to the average score for all high schools in the relevant comparison group.

⁴ A percentile rank provides the percentage of schools that score lower than the school under consideration. A citywide percentile of 98%, for example, indicates that the school's credit accumulation rate was above 98% of all high schools citywide. A peer percentile of 100% indicates that the school's credit accumulation rate was above that of all of its peer schools.

⁵ The only exceptions occurred in 2010-2011, when the school performed below both the citywide and its peer averages in Science, and in 2013-2014, when the school performed below the average of its peers in Math and below both the citywide and its peer averages in U.S. History.

⁶ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-14 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁷ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not include goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include goals that are related to NYC DOE Progress Report Grades in its analysis of progress towards goals.

absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a trend of sustained high achievement of its stated charter goals over the four years of the charter term under review.

The school has shown evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that in the first two years of this charter term, the school provided a safe, orderly, and respectful learning environment. In a visit to the school in March 2012, reviewers noted that the school was “making strides towards using data effectively to group students and to meet individual student needs.”⁸

On its 2012-2013 NYC DOE Elementary/Middle School Progress Report, The Renaissance Charter School received an overall grade of C. The school received a B grade in both the Student Performance and School Environment sections but received an F grade for Student Progress. This ranked The Renaissance Charter School in the bottom 2nd percentile of all elementary/middle schools citywide and represented a decline in performance over the prior year. On its 2011-2012 NYC DOE Elementary/Middle School Progress Report, The Renaissance Charter School received an overall grade of B, with an A grade for Student Performance and C grades in both Student Progress and School Environment. This ranked The Renaissance Charter School in the 52nd percentile of all elementary/middle schools citywide. As its Overall Grade, the school earned a C in 2010-2011.

On its 2012-2013 NYC DOE High School Progress Report, The Renaissance Charter School received an Overall grade of A as well as an A grade for College and Career Readiness; the school earned B grades for Student Progress, Student Performance and School Environment. This ranked The Renaissance Charter School in the 69th percentile of all high schools citywide and represented an improvement over the prior year. On its 2011-2012 NYC DOE High School Progress Report, The Renaissance Charter School received an Overall grade of B as well as B grades for Student Progress and School Environment; the school earned an A grade for both Student Performance and College and Career Readiness. This ranked The Renaissance Charter School in the 63rd percentile of all high schools citywide. As its Overall Grade, the school earned a B in 2010-2011.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,⁹ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

⁸ Renaissance Charter School Annual Site Visit Report March 2012

⁹ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools were assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 36.5% of The Renaissance Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places The Renaissance Charter School in only the 12th percentile of all elementary/middle schools citywide. In the same year, 39.6% of The Renaissance Charter School's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level of growth places The Renaissance Charter School in the bottom 6% of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 43.3% of The Renaissance Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places The Renaissance Charter School in the 39th percentile of all elementary/middle schools citywide. In the same year, 33.3% of The Renaissance Charter School's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level of growth places The Renaissance Charter School in the bottom 3% of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 42.9% of The Renaissance Charter School's English Language Learner (ELL) students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting math scores. This level places The Renaissance Charter School in 64th percentile of all elementary/middle schools citywide. In the same year, only 23.8% of The Renaissance Charter School's ELL students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other ELL students citywide with the same starting ELA scores; this level of growth places The Renaissance Charter School in the bottom 8% of all elementary/middle schools citywide.

Students in the lowest third citywide at The Renaissance Charter School had a four-year weighted diploma rate of 200.0% in 2013-2014. However, only 33.3% of this same group of students met the requirements for the College and Career Preparatory Course Index (CCPCI). The school did not serve the minimum percentage of students designated as in the lowest third to receive Peer or City Percent of Range data for either the weighted diploma rate or the CCPCI.¹⁰

¹⁰ For a school to be included in the NYC DOE's calculation of peer and city averages for Closing the Achievement Gap metrics and, thus, for the school to receive Peer and City Percent of Range data for Closing the Achievement Gap metrics, the school's population percentage for the relevant special population must be at least 25% of the City Percent of Range. Students in the lowest third citywide made up only 12.2% of The Renaissance Charter School student population in 2013-2014, which corresponded to a City Percent of Range of only 18.8%.

In 2013-2014, The Renaissance Charter School did not serve the minimum number¹¹ of students with disabilities in its graduating class to receive data on the four-year weighted diploma rate for students with disabilities.

In 2013-2014, The Renaissance Charter School did not serve the minimum number¹² of English Language Learner students in its graduating class to receive data on the four-year weighted diploma rate for English Language Learner students.

B. Governance, Operations & Finances

The Renaissance Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- The Renaissance Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- The Renaissance Charter School's FY15 budget and five-year projected budget;
- The Renaissance Charter School's 2014-2015 student, family and staff handbooks;
- On-site review of The Renaissance Charter School's financial and operational records;
- The Renaissance Charter School's self-reported staffing data;
- The Renaissance Charter School's Board of Trustees meeting minutes and bylaws; and
- The Renaissance Charter School's Board of Trustees financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The current level of Board membership, nine members, is consistent with the minimum of five and the maximum of 20 members established in the Board's bylaws. There are clear lines of accountability between the Board and the school leadership team as evidenced by the school's organizational chart and by regular updates at the Board meetings, as recorded in Board meeting minutes. The Board's bylaws require six Board committees. However, the meeting minutes and school's website do not reference these committees; therefore, there is no evidence to confirm the committees are active. Quorum was achieved at all Board meetings over the course of the current charter term.

Over the course of the school's charter term, the school has developed a stable school culture. The Renaissance Charter School has one principal for all grades kindergarten through twelve. Although the school did have one principal transition during the course of the current charter term, the current Principal, Stacey Gauthier, has been a part of The Renaissance Charter School community since 1997, which helped create a smooth transition and a stable school culture. From 1997 – 2000 she was the Office Manager and Assistant to the Principal; from 2000 – 2007 she was the Co-Director of Operations; from 2007 – 2010 she was the Co-Principal; and since 2011 she has been the Principal of The Renaissance Charter School. For the most recent period, instructional staff turnover was only 8% of instructional staff not returning, either by choice or request, at the start of the 2014-2015 school year. Although this is the highest rate observed in the current charter term, it represents only four instructional staff members and is still considered low compared to instructional turnover rates at other NYC DOE-authorized charter schools.¹³

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 93 days of unrestricted cash on hand to meet operating expenses and obligations totaling \$2,317,102.

¹¹ The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

¹² The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

¹³ Data on instructional staff turnover was self-reported by the school in its Renewal Application to the NYC DOE dated December 2014.

Overall, the school is financially sustainable based on its current practices. Based on the financial audits from FY11 to FY14, the school generated an aggregate surplus over these audited fiscal years, and in FY14 the school operated at a surplus. Additionally, based on the financial audits from FY11 through FY14, the school generated overall positive cash flow from FY11 to FY14, and the school had positive cash flow from FY11 to FY13.

There was no material weakness noted in the four independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, The Renaissance Charter School has been compliant with some applicable laws and regulations, but not others.

Over the current charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 20 members. Per NYSED, forms for three Board members were not submitted on time with the Annual Report; however, the school self-reported that forms have been resubmitted to NYSED via the portal prior to date of this renewal report. The documents that have been submitted do not demonstrate conflicts of interest.¹⁴ The Board has consistently submitted new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and, if necessary, approval.

The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

NYS Charter law requires the school to post annual audits to its website. Currently, the financial audit for FY13 is available on the school's website, but the financial audits for other years of the current charter term are not available online.

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

All staff members have appropriate fingerprint clearance.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be in compliance with federal law.

D. Plans for Next Charter Term

The Renaissance Charter School has indicated that it plans to submit a request to increase its authorized enrollment in the future, though the school has yet to formally submit a revision request. The school plans to increase its enrollment from 541 students to 630 students.

¹⁴ Source: New York State Education Department Annual Report

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of Renaissance Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	41	42	36	34
Percent of Students who Left the School ²	8.2%	8.4%	7.3%	6.8%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

Enrollment of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Renaissance Charter School	74.3%	70.6%
	Effective Target	87.6%	87.7%
	Difference from Effective Target	-13.3	-17.1
Students with Disabilities (SWD)	Renaissance Charter School	18.7%	18.1%
	Effective Target	11.4%	11.4%
	Difference from Effective Target	+7.3	+6.7
English Language Learners (ELL)	Renaissance Charter School	13.6%	11.6%
	Effective Target	28.7%	28.7%
	Difference from Effective Target	-15.1	-17.1

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ State enrollment and retention targets were generated by calculators developed by the State Education Department (SED). The Enrollment Targets Calculator generates school-specific enrollment targets for each special population once a school's CSD, total enrollment and grade span are entered; the Retention Targets Calculator generates school-specific retention targets for each special population once a school's CSD, special population enrollment and grade span are entered. For schools located in more than one CSD, the CSD that produces the lowest target is used for each special population. The enrollment is determined by the number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. Retention rates and targets were calculated by determining the number of students from each special population that did not experience a Type 2 discharge between October 1st of the given school year and September 30th of the subsequent school year. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Retention of Special Populations³

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Renaissance Charter School	94.0%	N/A
	Effective Target	85.1%	-
	Difference from Effective Target	+8.9	-
Students with Disabilities (SWD)	Renaissance Charter School	86.0%	N/A
	Effective Target	79.4%	-
	Difference from Effective Target	+6.6	-
English Language Learners (ELL)	Renaissance Charter School	95.9%	N/A
	Effective Target	79.4%	-
	Difference from Effective Target	+16.5	-