



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for Renaissance Charter High School for
Innovation

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

The Renaissance Charter High School for Innovation (“Innovation”) is a high school located in the East Harlem neighborhood of Manhattan. The school is located in a NYC DOE-operated building in Community School District 4. The school is co-located with M.S. 224 Manhattan East School for Arts and Academics, Success Academy Charter School—Harlem 3; and Harlem Prep Charter School.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Executive Director Stephen Falla Riff, who has been at the school for 4 years; Principal Terence Joseph, who has been at the school for 5 years; Vice Principal Drunay Collins, who has been at the school for 3 years; and Director of Student Life and Community Engagement Pablo Torres, who has been at the school for 6 years.

SCHOOL HIGHLIGHTS

The school leadership notes that it offers a Saturday SAT Prep program that has helped improve the school’s average SAT scores.

The school offers a variety of programming and resources, including an At-Risk Department, to support At-Risk students in attaining college and career readiness.

School leadership reports strong parent support, as indicated by a higher than citywide average participation rate on parent survey and positive responses on the survey.

The school has identified improving co-teaching and instructional strategies to further address the needs of SWD and ELL students.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

| Renaissance Charter High School for Innovation | |
|---|--|
| DBN | 84M433 |
| School Leader(s) | Terence Joseph |
| Board Chair(s) | George Sarkissan |
| Charter Management Organization (if applicable) | N/A |
| Other Partner(s) | N/A |
| District(s) of Location | 4 |
| Physical Address(es) | 410 East 100th Street, Manhattan, NY 10029 |
| Facility Owner(s) | DOE |
| Enrollment ² | 462 |
| Grades Served | 9-12 |

² According to ATS data as of October 14, 2015.

CURRENT BOARD OF TRUSTEES

| Board Member Name | Position | Committee(s) | Years on Board | Attendance ³ |
|----------------------|---------------------------------|--|----------------|-------------------------|
| 1. George Sarkissian | Chairperson | Executive; Finance & Audit; Personnel Review. | 4 | 5/5 |
| 2. Sonia Karia | Vice Chairperson & Treasurer | Executive; Finance & Audit | 6 | 4/5 |
| 3. David Jelley | Secretary | Personnel Review | 1 | 5/5 |
| 4. Stacey Gauthier | Trustee | Personnel Review | 2 | 0/5 |
| 5. Eboni Kirkland | Trustee | Executive; Personnel Review | 1 | 5/5 |
| 6. Ivan Fraser | Trustee | Executive; Finance & Audit | 2.5 | 4/5 |
| 7. Ravneesh Sachdev | Trustee | Finance & Audit | <1 | 0/0 |

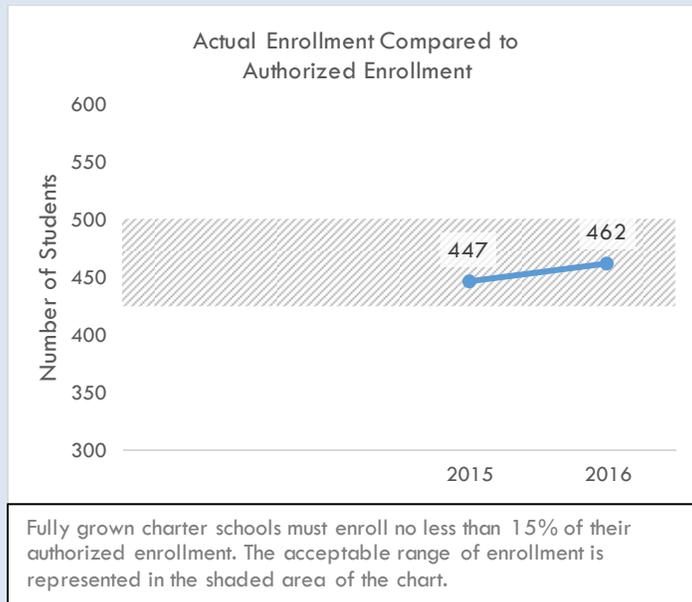
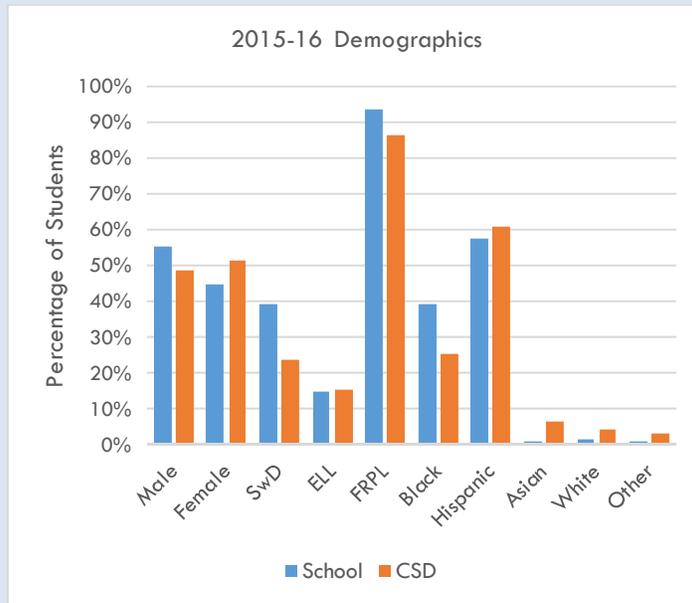
CHARTER AUTHORIZATION PROFILE

| Renaissance Charter High School for Innovation | |
|---|-----------|
| School Opened For Instruction | 2010-2011 |
| Date of First Renewal | 2014-2015 |
| Date of Second Renewal | N/A |
| Date of Third Renewal | N/A |
| Current Charter Term Expiration Date | 6/30/2018 |
| Current Authorized Grade Span | 9-12 |
| Current Authorized Enrollment | 500 |

Renaissance Charter High School for Innovation was renewed for a 3.5-year short term in the 2014-15 academic year with no conditions.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

ENROLLMENT AND DEMOGRAPHICS



PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

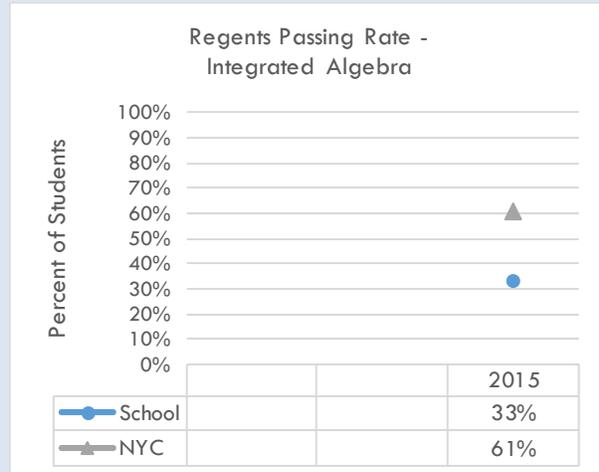
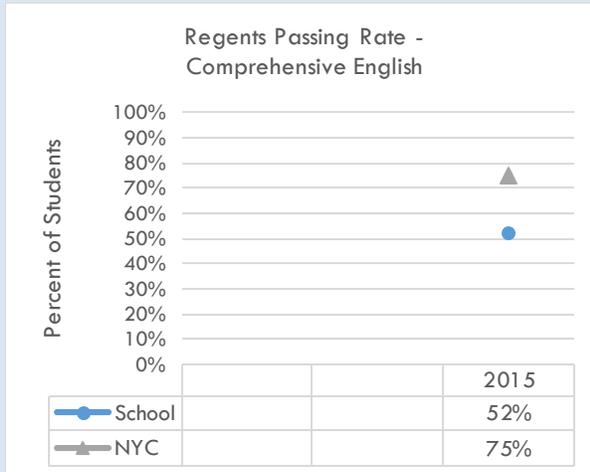
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

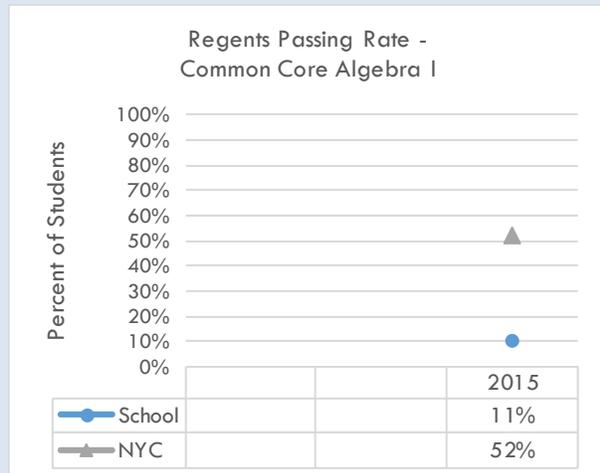
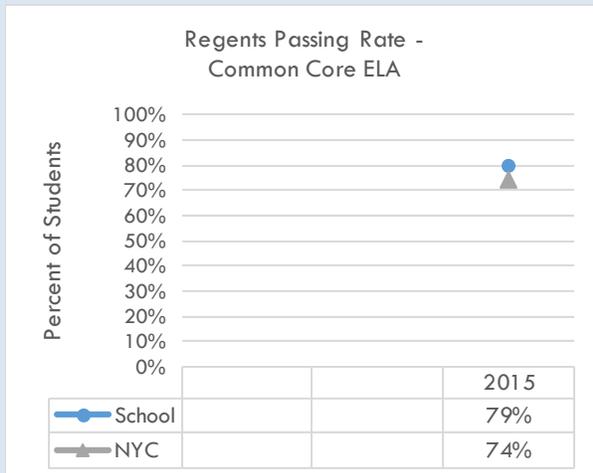
REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁶



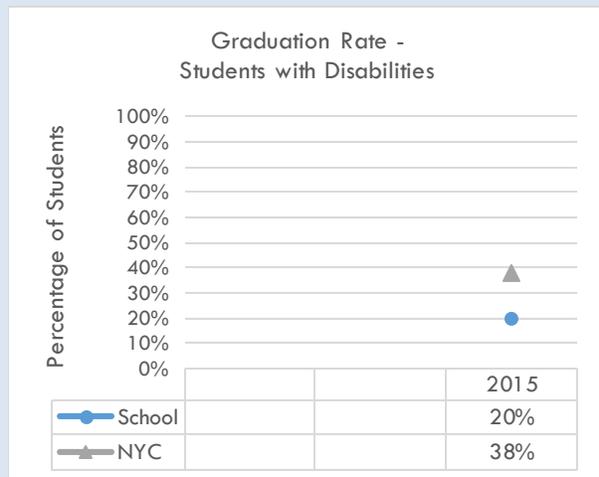
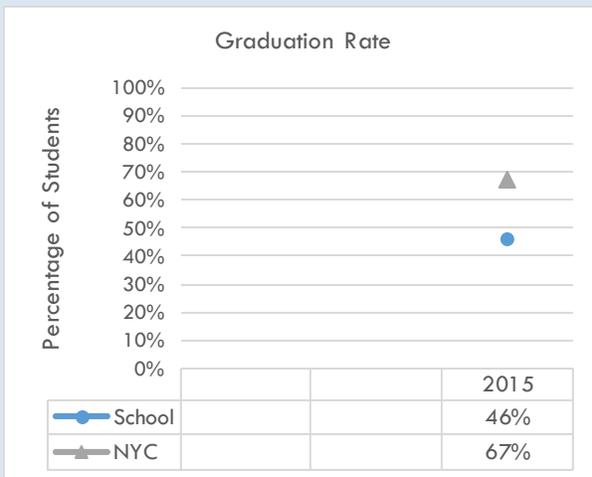
⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ For additional Regents information, please see Appendix B.

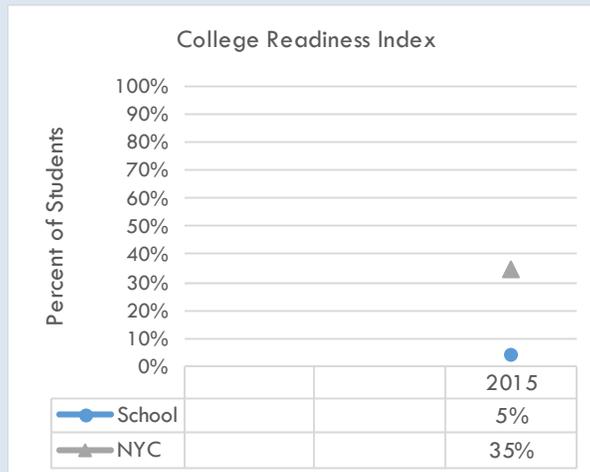
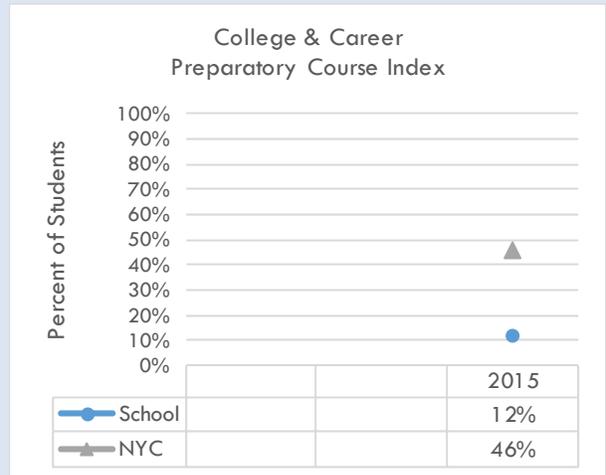
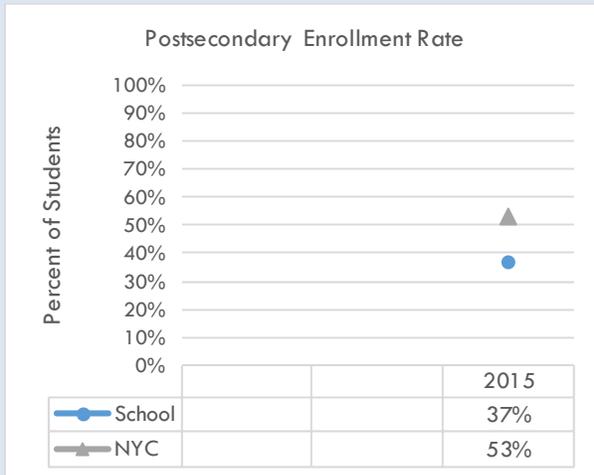


CLOSING THE ACHIEVEMENT GAP – GRADUATION RATE



The school did not graduate sufficient numbers of English language learners to report on their outcomes.

COLLEGE & CAREER READINESS



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

BACKWARD DESIGNED CURRICULUM PLANS

Staff are trained in Backward Planning Unit design philosophies that encourage crystallizing the learning objectives, building summative performance tasks and assessments aligned with those learning goals, and sequencing lessons with the end in mind while seeding the learning experience with reflective, engaging, rigorous learning opportunities that contain multiple entry points for students with different abilities.

POWERFUL EXPERIENTIAL LEARNING OPPORTUNITIES

Innovation has expanded its courses designed to give students expertise in career and technical education through creative, collaborative problem solving, invention and critical reasoning - Music Production, Video Production, Software Engineering, Culinary Arts, Graphic Design, Local/State/National/International Enrichment Week Programming ranging from environmental studies to social activism research.

RESTORATIVE, HUMANISTIC APPROACH TO STUDENT DISCIPLINE AND INSTRUCTION

Innovation views student behaviors that contradict normal expectations as opportunities for students to reflect on their choices, learn from their mistakes, and rectify damage done to their relationships and standing with their community. The school utilizes peer and student/teacher mediations, reflection projects and "5 questions" strategies, as well as progressive discipline models that incorporate parent feedback.

COMMON CORE ALIGNED CURRICULUM PLANNING

Curriculum developed for all courses during the summer, aligned with Common Core Learning Standards and Next Generation Science Standards to boost student literacy, communication, critical reasoning skills and standardized exam performance for all learners.

COLLEGE READINESS

Innovation fosters college readiness through multiple programs and systems: training staff to incorporate the internationally recognized AVID college readiness program applied in all classes; Essay Busters mentoring and college essay workshop series; Individual College Counseling; College and Career Readiness courses

for grades 9 -1 2; Individual Student Graduation Plans created through Counseling; College Trip Practicum Week for all students; SAT prep program.

MENTORING RELATIONSHIPS WITH STUDENTS

Through Innovation’s Advisory program for all staff and students, EXCEL Model in Lessons plans, Social Contracts for each class period, Caseworker SPED Model, BASE disciplinary mentoring model, Essay Busters and Individual College Counseling, Individual Learning Plans created through Counseling, athletic coaches, arts instructors, Family Engagement specialists, and BoysTown family services, the school strives to make sure each student and family has a personal connection with Innovation.

DATA-BASED APPROACH TO PROGRAMMING

Innovation pushes to achieve mission-aligned targets for its students and families each year. The school utilizes data from formative, summative, and standardized assessments, student behavior and intervention plan trackers, credit accumulation, attendance, and student/parent/staff surveys, to name a few sources. Innovation analyzes its program progress on an individual and whole school level and make the necessary adjustments to ensure success for the whole community.

GOVERNANCE

The Board of Trustees consists of seven members, which is consistent with the minimum number of five and maximum number of 15 described in its bylaws. The board has three committees, including an executive, finance & audit, and personnel review committee. The Board has updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board is scheduled to meet 12 times between July 1, 2015 and June 30, 2016 and has met five times between July 1, 2015 and February 1, 2016. All Board members have submitted required forms.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix D.

SUPPORTIVE ENVIRONMENT

| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
|--|--------------------------------------|--|
| School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer | Not Compliant | Family Handbook limits complaint / appeal process at Board level, without reference to the authorizer. |

| OPERATIONAL STABILITY | | |
|---|--------------------------------------|--------------|
| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
| School meets all DOE deadlines for annual reporting requirements | Compliant | |
| School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey | Compliant | |
| School has a formal process for evaluating progress against charter school goals | Compliant | |
| Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff | Compliant | |
| Board meetings consistently meet quorum ⁷ | Compliant | |

| COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS) | | |
|---|--------------------------------------|--|
| <i>Standard</i> | <i>Compliant / Not Compliant</i> | <i>Notes</i> |
| School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD | Compliant | |
| School has required facility documents (certificate of occupancy, certificate of insurance) | Compliant | |
| School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) | Not Compliant | The number of uncertified teachers exceeds the permissible number in N.Y. Educ. Law § 2854(3) (a-1). |
| School is in compliance with employee fingerprinting requirements | Not Compliant | The school has teachers who received fingerprint clearance after their 2015-16 start dates. |
| School has an appropriate safety plan | Compliant | |
| School is meeting Department of Health immunization requirements | Compliant | |

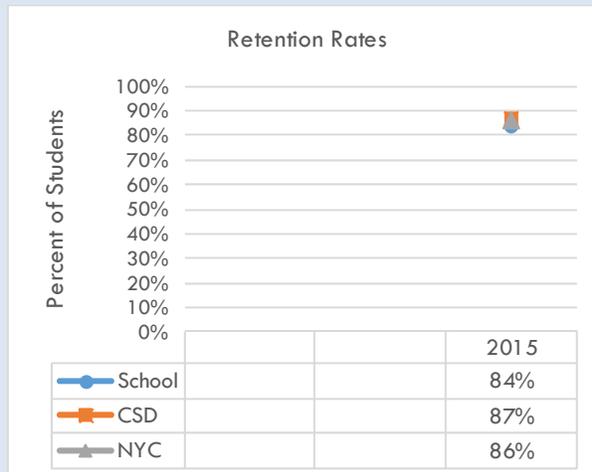
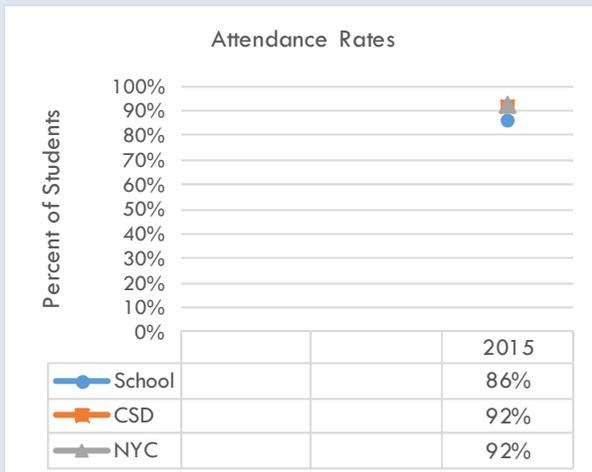
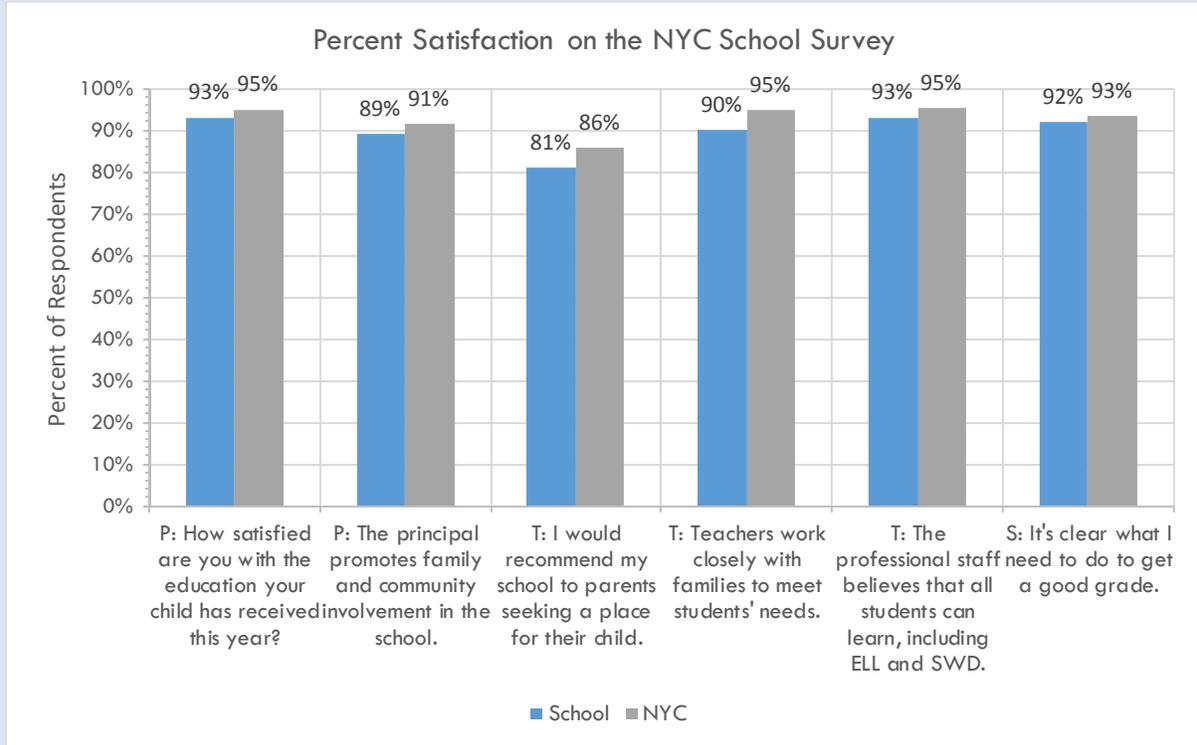
⁷ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at a board meeting.

School has submitted its Annual Report to NYSED and posted it online

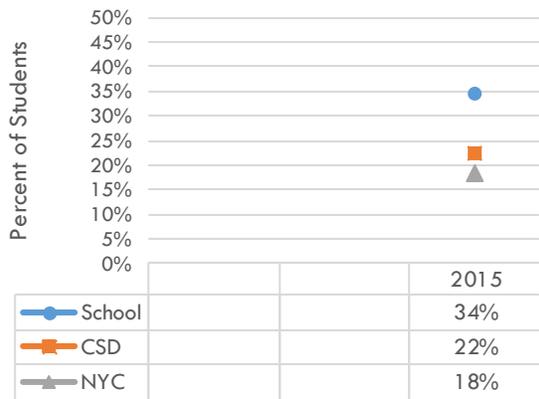
Compliant

School has followed all applicable lottery and enrollment regulations

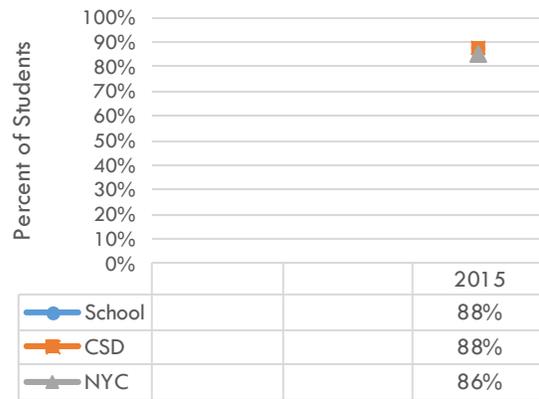
Compliant



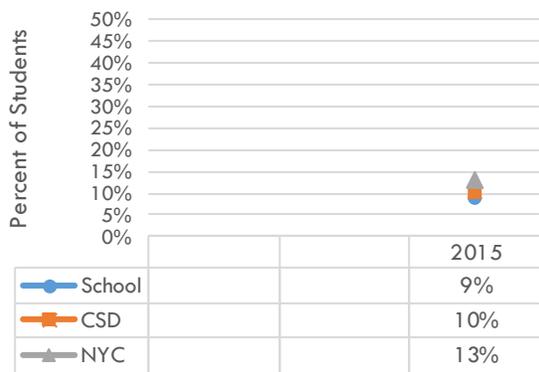
Enrollment Rates - Students with Disabilities



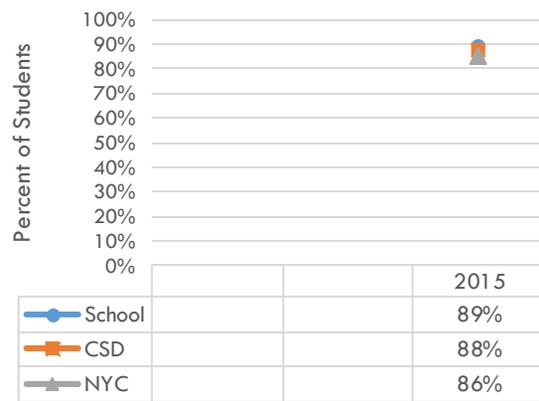
Retention Rates - Students with Disabilities



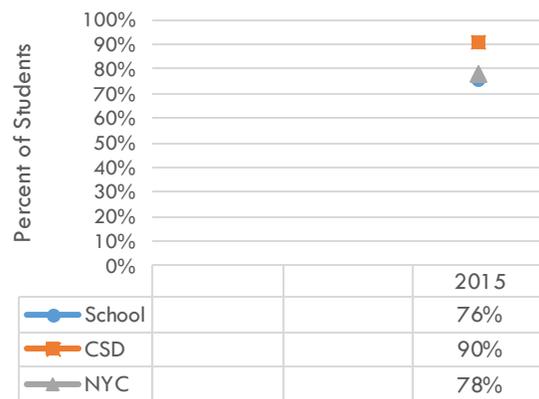
Enrollment Rates - English Language Learners



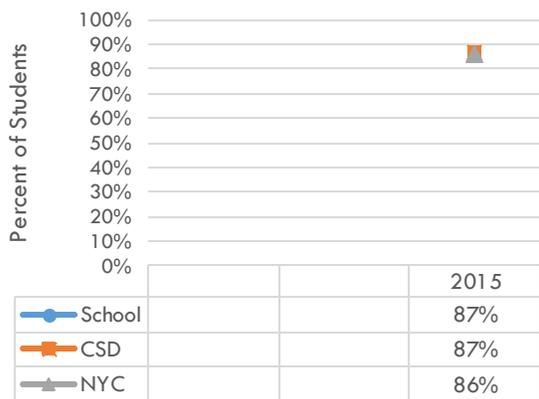
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Renaissance Charter High School for Innovation in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

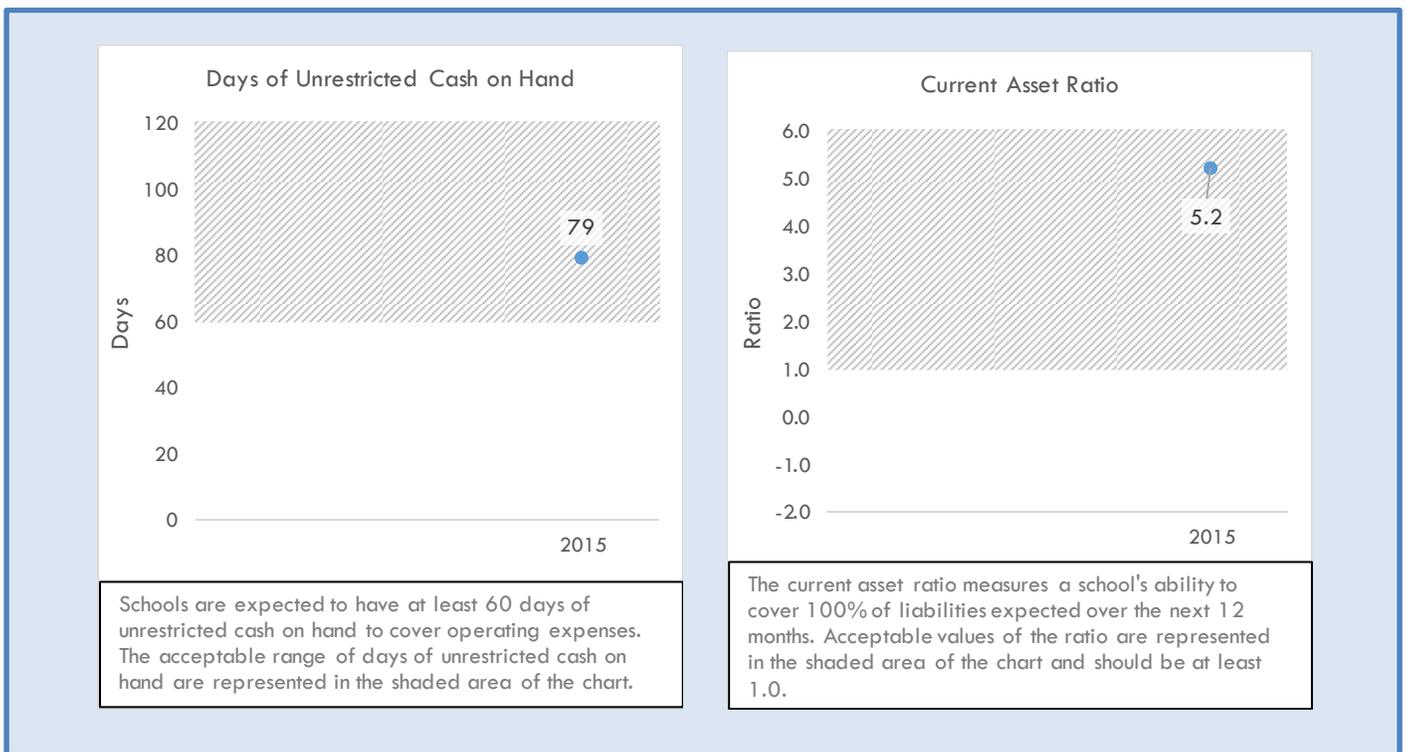
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix C. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

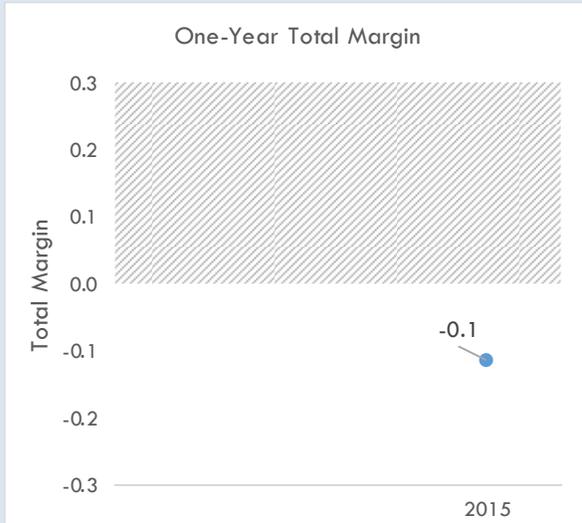
The school has \$70,231.11 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁸

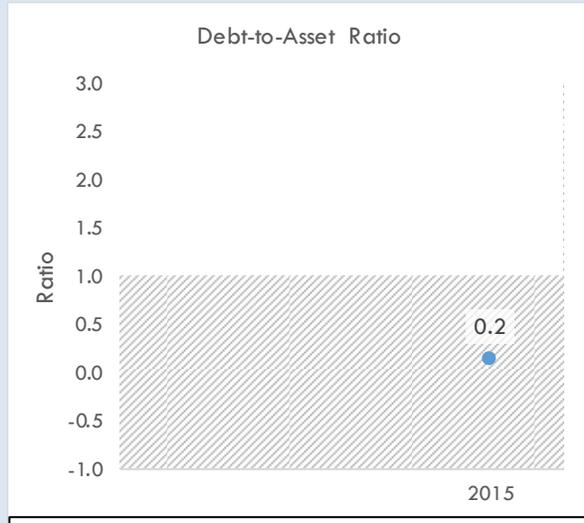


⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

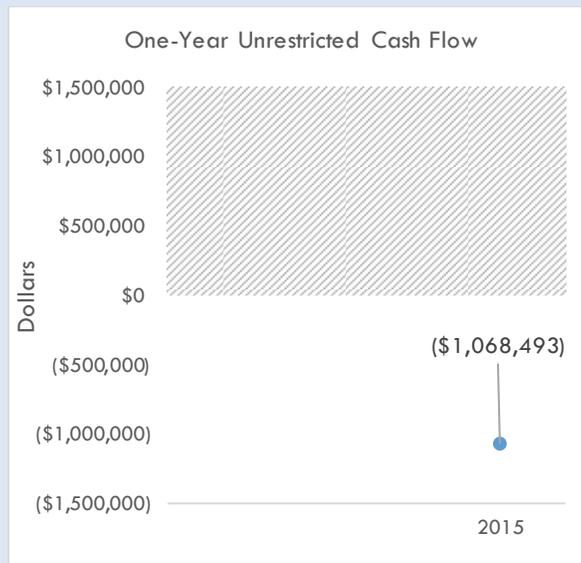
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

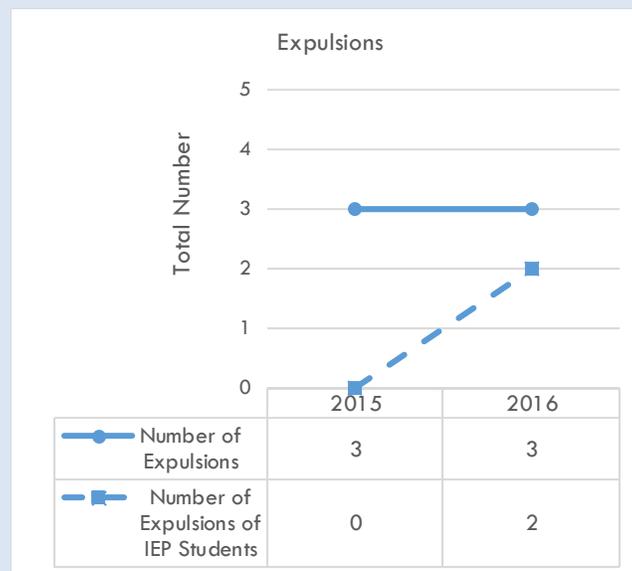
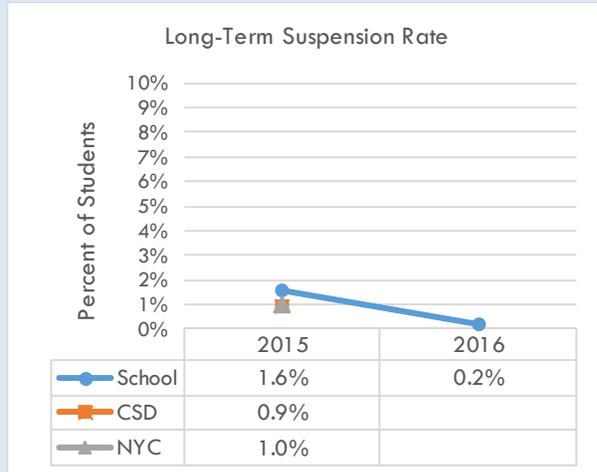
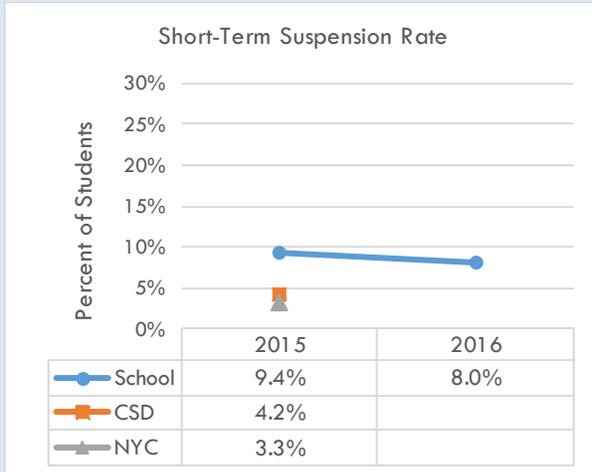
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

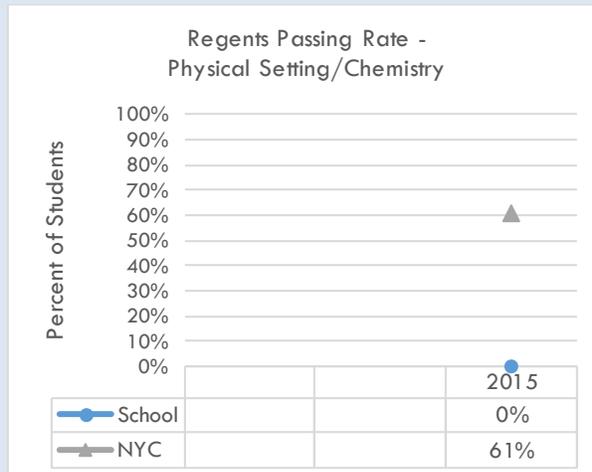
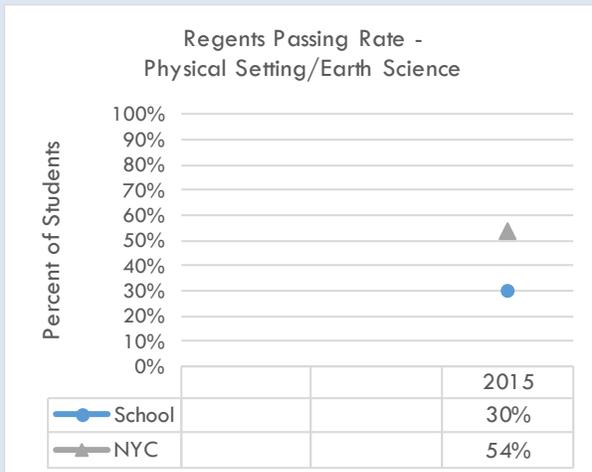
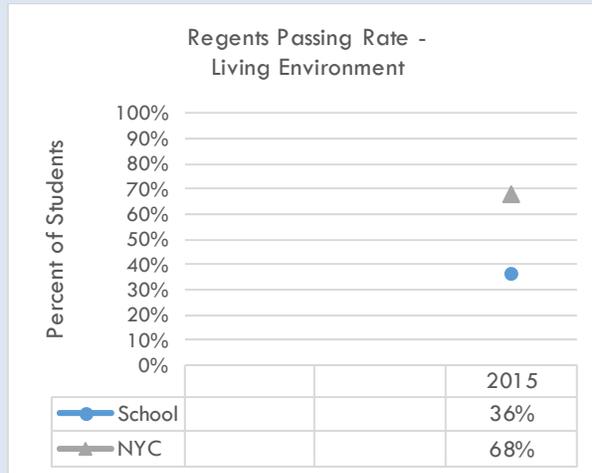
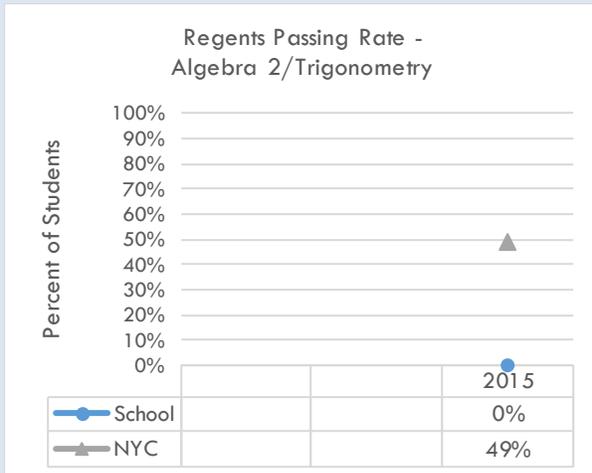
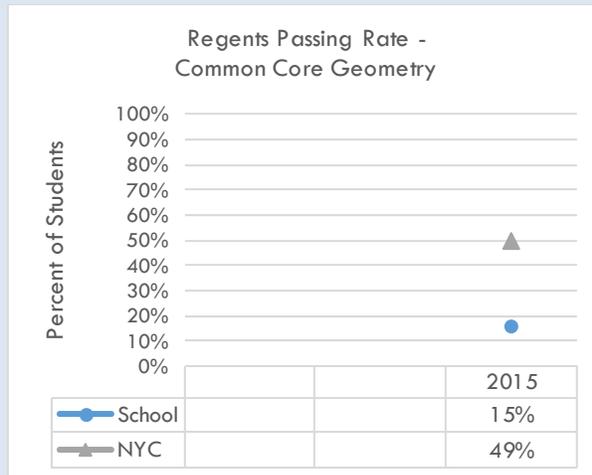
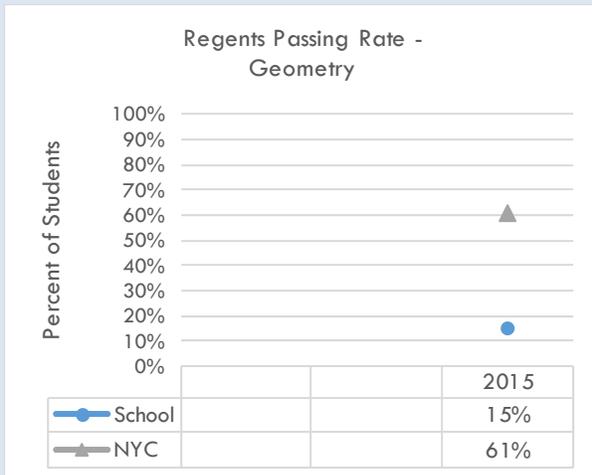
| | |
|---|---|
| Number of Instructional Days | 182 |
| Pre-Kindergarten Program | No |
| Afterschool Program and/or Other Activities | Yes |
| Summer Academic Program | Yes |
| Saturday Instruction | No |
| Sections per Grade | Grade 9 – Grade 12: 5 sections per each grade level |
| Primary Entry Grade(s) | 9 |
| Additional Grade(s) for which Student Applications are Accepted | 10-12 |
| Does School Enroll New Students Mid-Year? | Yes |
| Number of Applicants for Admission (School Year 2015-16) | 407 |
| Number of Students Accepted via the Lottery (School Year 2015-16) | 137 (Grade 9) |
| <i>Lottery Preferences</i> | |
| Attends a Failing School | No |
| Does Not Speak English at Home | No |
| Receives SNAP or TANF Benefits | No |
| Eligible for Free or Reduced-Price Lunch | No |
| Has IEP and/or Receives Special Education Services | No |
| Homeless or Living in Shelter or Temporary Residence | No |
| Lives in New York City Housing Authority Housing | No |
| Unaccompanied Youth | No |

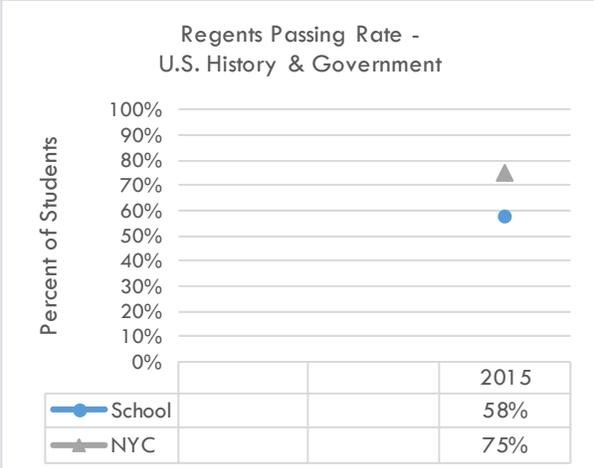
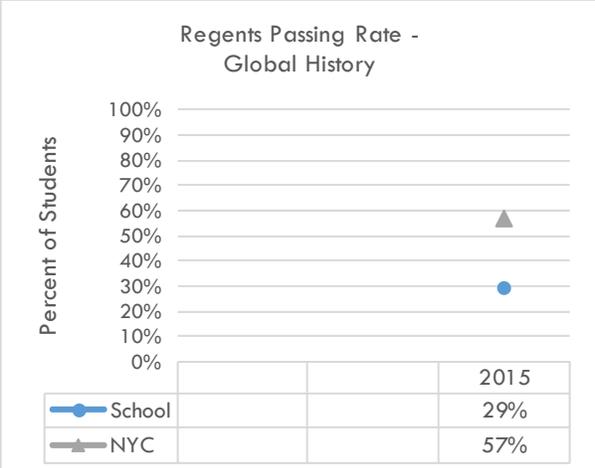
SUSPENSION AND EXPULSION RATES⁹



⁹ City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ADDITIONAL REGENTS PASS RATES





APPENDIX C: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁰, the school's progress against its goals is as follows. Note that the school did not consistently indicate whether they had met/not met each goal.

| Charter Goals | 2014-15 | |
|----------------|--|---|
| Academic Goals | 1) Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year. | Not Met For year 2011 cohorts' fourth year, 35% of students have already met this goal. 61% of cohort received a 65 or higher on the exam. |
| | 2) Each year, at least 75 percent of students in the high school accountability cohort passing a Math Regents exam will have a score of 75 or above by the end of their fourth year. | Not Met For year 2011 cohorts' fourth year, 15% of students have already met this goal. 58% of cohort received a 65 or higher on the exam. |
| | 3) For each year of the next charter term, the school will perform at the 60th percentile or above compared with citywide averages for its 4--year graduation rate and in the 60th percentile or above compared with citywide averages for its 6--year graduation rate. | N/A Citywide averages for both 4-year and 6-year 2014-2015 graduation rates have not been released yet. The four year graduation rate for the student cohort scheduled to graduate in 2014-15 was 53% as of the end of the school year. The five year graduation rate for the student cohort scheduled to graduate in 2013-14 was 67% as of the end of the school year. |
| | 4) For each year of the next charter term, the school will show progress towards having 75% of students enrolled in each grade 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated | Partially Met The NYC DOE Progress Report data for Innovation's peer schools has not yet been published so no comparison is possible at this time. However, when comparing our current performance to last year's peer groups, the following is observed: 76% Freshmen (bested 2014's Peer average of 68.4%) |

¹⁰ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

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| <p>by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE School Quality Reports.</p> | <p>66% Sophomores (improved over last year and bested peer average of 60.8%) 60% Juniors (bested 2014's Peer average of 58.5%)</p> |
| <p>5) Each year, the school will have an average daily student attendance rate of at least 95 percent.</p> | <p>Partially Met The attendance rate for 2014-2015 was 84%, a slight increase from the 2013-14 school year. Although lower than the stated charter goal, this attendance rate is higher than the average (80.5%) of previously designated peer schools from the 2013-14 school year.</p> |
| <p>6) Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year.</p> | <p>Met Accounting for the students who transferred to a private school or a school outside of NYC, 95% of students enrolled returned the following September in the 2013-14 school year</p> |
| <p>7) In each year of the charter term 75% of 12th grade students will apply each year and be accepted to post--secondary institutions, colleges or universities. This goal will be measured by a review of the school's roster of 12th grade students and their letters of admission or acceptance. Each year, the post--secondary institution, college or university acceptance rate will be determined by dividing the total number of 12th grade students by the number of students receiving an admission or acceptance letter from a post--secondary institution.</p> | <p>Met For the 2014-15 school year 100% of 12th grade students applied and were accepted to a post-secondary institution, college, or university.</p> |
| <p>8) By the end of the charter term 80% of the students enrolled in a Career and Technical Education program will exit the program with a license or certificate.</p> | <p>N/A Students are currently enrolled in three year Arts, Culinary Arts and Software Engineering programs at Innovation designed to prepare them for licensure or certification, though they have not taken</p> |

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| | exams leading to these credentials as of yet. |
| 9) In each year of the charter term 80% of the students enrolled in the College and Career Readiness program will visit a college or some other post--secondary institution of learning. | 52% of students attended College Week |
| 10) In each year of the charter term, to promote college and career readiness for students at risk, ninth and tenth grade enrollment in AVID will be at least 80% of total enrollment as of BEDS Day. | Met 95% of ninth and tenth graders are enrolled in these courses. |
| 11) In each year of the charter term, 90% of the graduation cohort will enroll in college, a career--training program, or secure full--time employment. | N/A We are waiting the release of NSLDS (National Student Loan Data System) data update in December to ascertain precisely the number of graduating students from 2011 cohort who are enrolled in a college / career training program. |
| 12) By the end of their fourth year, 80% of each cohort will demonstrate college and career readiness skills, including critical writing, reading, collaboration skills, and will complete research--based performance assessment tasks in the form of a senior thesis project. | Met 90% of seniors completed their senior thesis projects. Through this project students learned about concentrated poverty in El Barrio and developed employable skills through active participation in thoughtfully organized service in the local food pantries. They completed a reflection paper and project that detailed the impact of their service and how it meets the needs of a community.They also wrote research papers on a particular topic under homelessness/poverty of their choice (LGBT and homelessness, domestic violence and homelessness, race issues and homelessness, etc.) Students then created and presented visual presentation of their research (PowerPoint, videos, posters). |
| 13) Beginning with the 2014 cohort and every cohort thereafter, 75% of the students in their second year at Innovation who have taken an adaptive norm--referenced reading test for two consecutive years will score at or above grade level compared to students in the same grade nationwide. Cohorts that already achieved | N/A This is the second year 2014 cohort has taken the exam. Results for this measure will be available at end of 2015-2016 for the 2014 cohort. |

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| <p>this goal in the previous year will show an increase in their average score each year.</p> | |
| <p>14) Beginning with the 2014 cohort and every cohort thereafter, 75% of the students in their second year at Innovation who have taken an adaptive norm-referenced math test for two years will score at or above grade level compared to students in the same grade nationwide. Cohorts that already achieved this goal in the previous year will show an increase in their average score each year.</p> | <p>N/A This is the second year 2014 cohort has taken the exam. Results for this measure will be available at end of 2015-2016 for the 2014 cohort.</p> |
| <p>Original Goal 1) By the end of year 4 in the Charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents Examinations in ELA.</p> | <p>N/A</p> |
| <p>Original Goal 2) By the end of year 4 in the Charter, 75 percent of the first cohort will have scored at least 65 on the New York State Regents Examinations in Intermediate Algebra.</p> | <p>N/A</p> |
| <p>Original Goal 3) By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents Examinations in Living Environment.</p> | <p>N/A</p> |
| <p>Original Goal 4) By the end of year 4, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents Examinations in Global History and Geography and US History.</p> | <p>N/A</p> |
| <p>Original Goal 5) By the end of year 4, 12th grade students attending college level courses through approved programs will demonstrate their preparation for post-secondary success by passing these courses at a rate of 75 percent.</p> | <p>N/A</p> |
| <p>Original Goal 6) Each year, at least 75 percent of each student cohort, as defined by the New York State Education Department (“SED”) graduates within four years. Each year, at least 80 percent of each student cohort, as defined by SED, graduates within five years</p> | <p>The four year graduation rate for the student cohort scheduled to graduate in 2014-15 was 53% as of the end of the school year. The five year graduation rate for the student cohort scheduled to graduate in</p> |

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| | 2013-14 was 67% as of the end of the school year. |
| Original Goal 7) Each year, the percent of students in the New York City Department of Education (“NYCDOE”) high school accountability cohort passing an English Regents exam with a score of 65 or above, by the end of their fourth year, will exceed that of the students in the high school accountability cohort from a group of schools in its peer group, as determined by the NYCDOE’s School Progress Report | The NYCDOE’s School Progress reports have not been published at this date and peer group is not yet available. In Year 4 of the charter, 61% of students have already met this goal in English. Students who have not yet passed this exam are currently enrolled in supplementary English supports designed to prepare them for the Regents Exams during the January 2016 sessions. |
| Original Goal 8) Each year, the percent of students in the NYCDOE high school accountability cohort passing the Integrated Algebra Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of schools in its peer group, as determined by the NYCDOE’s School Progress Report. | The NYCDOE’s School Progress reports have not been published at this date and peer group is not yet available. In Year 5 of the charter, 58% of students have already met this goal in Integrated Algebra. Students who have not yet passed this exam are currently enrolled in supplementary Integrated Algebra supports designed to prepare them for the Regents Exams during the January 2016 sessions. |
| Original Goal 9) Each year, the school will earn a score sufficient to place it in the 75th percentile of all high schools in credit accumulation as measured by the citywide Progress Report. | The NYC DOE Progress Report data for Innovation’s peer schools has not yet been published so no comparison is possible at this time. However, when comparing our current performance to last year’s peer groups, the following is observed: 76% Freshmen (bested 2014’s Peer average of 68.4%) 66% Sophomores (improved over last year and bested peer average of 60.8%) 60% Juniors (bested 2014’s Peer average of 58.5%) |
| Original Goal 10) Each year, the school will be deemed “In Good Standing” for the purposes of the No Child Left Behind (“NCLB”) law | The NYS Report Card process has not yet been completed so the school’s NCLB status cannot yet be determined. This measure is largely based on student achievement via credit accumulation, Regents performance and graduation rate. Students are enrolled in a course sequence that will |

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| | | allow them to earn a minimum of 44 credits in each of the required subject areas. Additional support programs after school and during the summer have been designed to support at-risk students and provide additional learning opportunities |
| Operational Goals | In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey. | 90% of parents expressed satisfaction with the school's program, compared to 95% of parents citywide. 91% of parents were satisfied with the response they get when they contact the school, compared to 95% citywide. 63% of the school's parents participated in the Survey, compared to 49% of parents citywide. |
| | In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey. | 81% of teachers agreed that their professional development experiences this year have been sustained and coherently focused, compared to 82% of teachers citywide. 93% of teachers agreed that the Principal at this school sets high standards for students learning compared to 93% of teachers citywide. 98% of Innovation teachers participated in the Survey, compared to 81% citywide. |
| | In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of students that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more students participate in the survey. | 83% of students agreed that Innovation offers a wide enough variety of programs, classes and activities to keep them interested in school, compared to 82% citywide. 82% of students agreed that there is an adult who is helping them plan for the next steps after graduation compared to 75% of students citywide. 87% of Innovation students participated in the Survey, compared to 81% citywide. |
| | Innovation will continue to work towards fully adopting the "community schools model" by engaging in partnerships that focus on integrating academics, services, supports and opportunities into the school, | This year Innovation created a "community schools project", which is a partnership between the board of trustees, key Innovation staff, and community resources, including Boys Town New York. |

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| | which leads to improved student learning, stronger families and healthier communities. | |
| | Each year teachers will express satisfaction with their jobs by signing and returning offer letters at a rate of 90% or more not later than the end of the then current school year. | 97% of teachers who received offer letters signed and returned the letters. |
| | Each year, 90% of all instructional staff employed during the prior school year will return and/or be asked to return the following year. | 90% of instructional staff from the 2014-2015 school year were asked to return for the 2015-2016 school year. |
| | Each year teachers will express satisfaction and experience professional development by engaging in their own individualized professional development pathways culminating in a minimum of 40 hours of internal and external professional development, and by actively participating in the many teacher leadership initiatives at the school, including serving on the Advisory Board, Collaborative School Governance Committee, School Leadership Team, acting as a teacher coordinator or coach, or by leading professional development activities or a professional learning community. | All teaching staff engaged in the "My40" program, which ensures completion of a minimum of 40 hours of professional development, and provides opportunities for many additional training hours. Many teachers participated in the School Leadership Team, as Department Chairs, Grade Team Deans, and Program Coordinators. Nearly the entire teaching staff received training in the AVID college readiness program at AVID conferences. |
| | Students will develop leadership qualities through civic involvement, social activism, leadership development and community-service activities, enabling the school to live its motto, "Developing Leadership Through Innovation." | Through the "Innovation Cares" program, students participated in food drives, and led a school-wide response to the tragedy engendered by the East Harlem building explosion. Students developed leadership and entrepreneurial skills through the "Remix Program" and by participation in student government and the Collaborative School Governance Committee. |
| | Each year, the Collaborative School Governance (CSG) committee will meet monthly during the school year and make substantial progress towards meeting the leadership, student leadership and governance goals in the school's Comprehensive Education Plan. | The CSG met eight times during the school year; agenda items included charter renewal, college and career readiness, graduation, the relationship between the school management team and the board of trustees, and student leadership. The CSG's input directly informed the formation of the school's strategic plan. |
| Financial Goals | Each year, the school will operate on a balanced budget and maintain a stable cash | The Annual Audit produced a finding of no material weaknesses. The school maintained |

flow.

a high working capital ratio, a low debt ratio, and stable cash flow. The school's expenditures exceeded its revenues.

APPENDIX D: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- During recruitment visits to schools, Innovation's staff conveys to Principals, guidance staff, students and parents that Innovation encourages all students to apply, regardless of disability or ELL status.
- Innovation works with local community-based organizations that work with ELL populations, making the application available in Spanish language format.

STUDENTS WITH DISABILITIES (SWD)

- During recruitment visits to schools, Innovation's staff conveys to Principals, guidance staff, students and parents that Innovation encourages all students to apply, regardless of disability or ELL status.
- Innovation works closely with guidance counselors to ensure that students with IEP's are made aware of its SPED model and school mission.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Information concerning application procedures and the lottery drawing is posted on our website, in the school newspaper, on the Charter School Center website, and by distributing flyers to schools in CSD 4 and to local CBOs.

APPENDIX E: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.