



**Department of  
Education**

Chancellor Richard A. Carranza

Renewal Report  
for Dr. Richard Izquierdo Health and  
Science Charter School

SCHOOL YEAR 2018-2019

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at [https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\\_2018-19\\_final-docx.pdf](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf).

## PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

### CURRENT SCHOOL SNAPSHOT

<b>Dr. Richard Izquierdo Health and Science Charter School</b>	
DBN	84X482
School Leader(s)	Richard Burke
Board Chair(s)	Duarna Oller
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	12
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(X158) 800 Home Street, Bronx, NY 10456 Grades at Building: 6-12 Facility Owner: DOE
2018-2019 Enrollment <sup>i</sup>	789
2018-2019 Grades Served	6-12
Current Authorized Enrollment	800
Current Authorized Grade Span	6-12
School Opened For Instruction	2010-11
School Year of First Renewal	2014-15
School Year of Second Renewal	2015-16
Current Charter Term <sup>1</sup>	July 1, 2016 - June 30, 2019

<sup>1</sup> Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

## RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short-term (3 year) renewal for Dr. Richard Izquierdo Health and Science Charter School.

<b>Recommendation</b>	
Proposed New Charter Term	3 years
Proposed Authorized Grade Span for New Charter Term	6-12
Proposed Authorized Enrollment for New Charter Term	800

## PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a short-term renewal, the first three years of the school's full application plan are included below.

<b>Grade</b>	<b>Current School Year (2018-19)</b>	<b>Year 1 (2019-20)</b>	<b>Year 2 (2020-21)</b>	<b>Year 3 (2021-22)</b>
<b>6</b>	105	105	105	105
<b>7</b>	110	110	110	110
<b>8</b>	110	110	110	110
<b>9</b>	110	110	110	110
<b>10</b>	105	105	105	105
<b>11</b>	165	165	165	165
<b>12</b>	95	95	95	95
<b>TOTAL</b>	800	800	800	800

## RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

Dr. Richard Izquierdo Health and Science Charter School ("Izquierdo") was renewed for a three-year short term in the 2015-16 academic year with no conditions.

Izquierdo was not placed on notice during the current charter term to date.

## CHARTER SCHOOL BACKGROUND

Izquierdo is a middle and high school in District 12, located in the Longwood neighborhood of the Bronx. The school is co-located with Bronx Career and College Preparatory High School and Bronx Latin, a 6-12 school.<sup>2</sup>

The school is in its third charter term.

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<sup>2</sup> According to NYC DOE Location Code Generation and Management System.

### SCHOOL HIGHLIGHTS<sup>3</sup>

According to the school's renewal application, "One hundred percent of the scholars from our first two graduating classes were accepted into college; many had multiple options. In the majority of our regents exams, our scholars beat our District, NYC and the State pass rates as our school consistently ranked among the top performers in District 12. Our success is evidenced by NYC survey results (100% participation) our scholars and their families are happy with our school".

### CURRENT SCHOOL LEADERSHIP TEAM<sup>4</sup>

	<b>School Leader Name</b>	<b>Position</b>	<b>Years at School</b>
1.	Richard Burke	Head of School/Principal	5.0
2.	Floriande Buckman	Dir of Teaching & Learning, High School	6.0
3.	Christopher Sharpe	Director of External Affairs	6.0
4.	Sabree Muhammad	Director of College Transition	3.0
5.	Miah Groom	Director of Culture	3.0
6.	Merrill Kazanjian	Director of Assessment and Technology	4.0
7.	Charles Brown	Director of Operations	4.0
8.	Kate Girerd	Director of Special Classes	4.0
9.	Elizabeth Runco	Director of Teaching & Learning, Middle School	>1.0

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<sup>3</sup> School Highlights provided directly by the charter school and have not been reviewed for accuracy.

<sup>4</sup> School Leadership Team information is from July 1, 2018 through October 1, 2018.

## PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

### RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

## STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

**§ 2851(4):** Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

## RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the

Charter Authorizing and Accountability Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

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### FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

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### SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

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### NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.



## PART 3: FINDINGS

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

At the time of this school's renewal, Izquierdo has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

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### PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>5</sup>	Details
<b>Comparative Academic Performance</b>		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates <sup>6</sup>	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 1
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 2

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<sup>5</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<sup>6</sup> The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A <sup>7</sup>	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 5
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 6
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 8
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: N/A</b> See Figure 10
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 7

<sup>7</sup> The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 9
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 11
Global History Regents exam pass rates meet or exceed Citywide rates	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 16
Global History Transition Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 17
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 18
Living Environment Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 12
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 13
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 14
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	○	<b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 15
Graduation rates meet or exceed Citywide rates <sup>8</sup>	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 19

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<sup>8</sup> The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
<b>Academic Growth</b>		
NYS ELA exam proficiency rates increase	●	<b>2015-16: Met</b> <b>2017-18: N/A<sup>9</sup></b> See Figure 1
NYS Math exam proficiency rates increase	●	<b>2015-16: Met</b> <b>2017-18: N/A</b> See Figure 2
NYS Comprehensive English Regents exam pass rates increase	N/A	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates increase	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 5
NYS Integrated Algebra Regents exam pass rates increase	N/A	See Figure 6
Geometry Regents exam pass rates increase	N/A	See Figure 8
Algebra 2/Trigonometry Regents exam pass rates increase	●	<b>2016-17: Met</b> <b>2017-18: N/A</b> See Figure 10
Algebra I (Common Core) Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 7
Geometry (Common Core) Regents exam pass rates increase	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 9
Algebra II (Common Core) Regents exam pass rates increase	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 11

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<sup>9</sup> NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Global History Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: N/A<sup>10</sup></b> See Figure 16
Global History Transition Regents exam pass rates increase	N/A <sup>11</sup>	
U.S. History & Government Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 18
Living Environment Regents exam pass rates increase	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 12
Physical Setting/Earth Science Regents exam pass rates increase	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 13
Physical Setting/Chemistry Regents exam pass rates increase	◑	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 14
Physical Setting/Physics Regents exam pass rates increase	N/A	See Figure 15
Graduation rates increase	○	<b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 19
<b>Closing the Achievement Gap</b>		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	◑	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 21
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	◑	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 21

<sup>10</sup> NYSED did not administer this exam in June 2018 due to the change to the Global History Transition exam. As such, the 2017-18 results are not comparable to 2016-17. This standard is not applicable for 2017-18.

<sup>11</sup> This test was first administered during the 2017-2018 school year.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 24
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 24
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 20
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 20
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 23
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 23
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>12</sup> meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 22
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 22
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 25
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 25

<sup>12</sup> The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 67
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 68
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 69
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 71
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 73
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 70
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 72
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 74
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: N/A</b> See Figure 79
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	●	<b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 80
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 81
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 75
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 76
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 77
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 78
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 52
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 53

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 54
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 56
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 58
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 55
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 57
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 59
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 64
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 65
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 66
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 60
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 61
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 62
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 63
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 82



<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 83
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 84
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 86
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 88
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 85
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 87
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 89
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 94
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 95
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 96
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 90
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 91

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 92
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	<b>2016-17: N/A</b> <b>2017-18: Not Met</b> See Figure 93
Graduation rates for ELLs meet or exceeds Citywide rates	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 27
Graduation rates for SWD meet or exceeds Citywide rates	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 26
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A <sup>13</sup>	
<b>College &amp; Career Readiness (for grades 9-12 only)</b>		
Postsecondary enrollment rates meet or exceed Citywide rates <sup>14</sup>	●	<b>2016-17: N/A</b> <b>2017-18: Met</b> See Figure 28
College & Career Preparatory Course Index meet or exceeds Citywide average	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 29
College Readiness Index meet or exceeds Citywide average	◐	<b>2016-17: Not Met</b> <b>2017-18: Met</b> See Figure 26

<sup>13</sup> The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

<sup>14</sup> The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCE<sup>ii</sup>

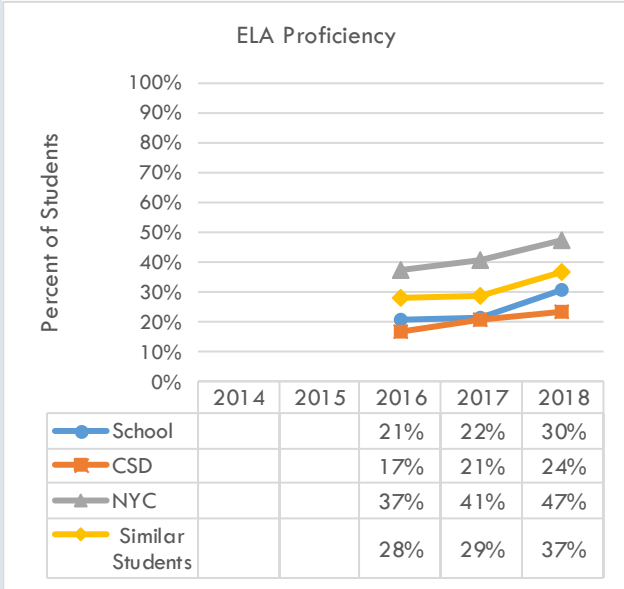


Figure 1

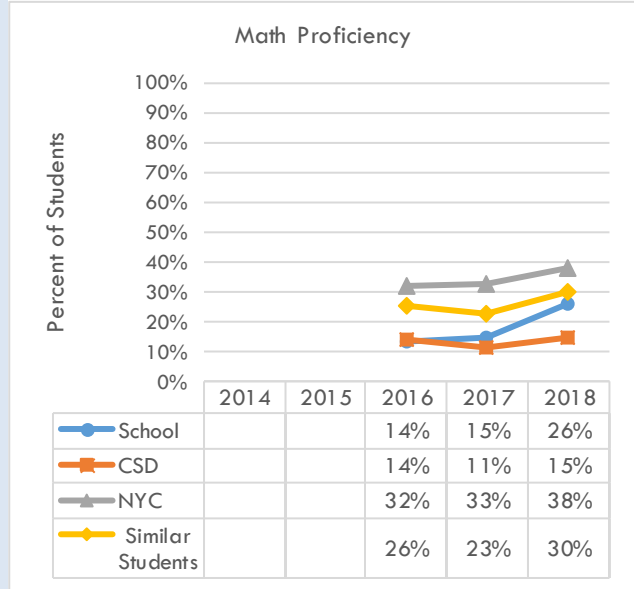


Figure 2

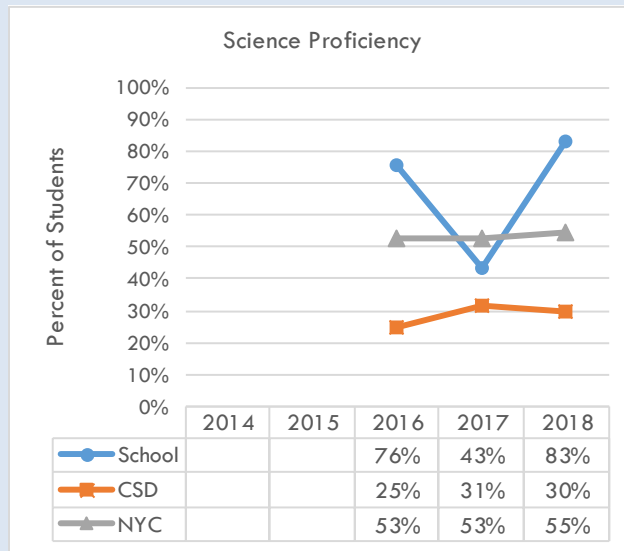


Figure 3

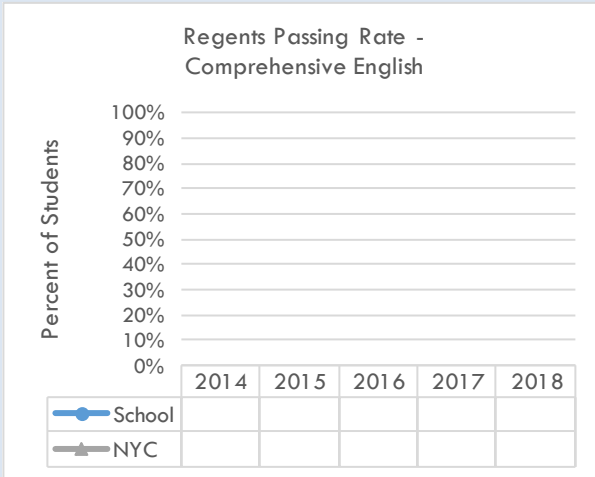


Figure 4

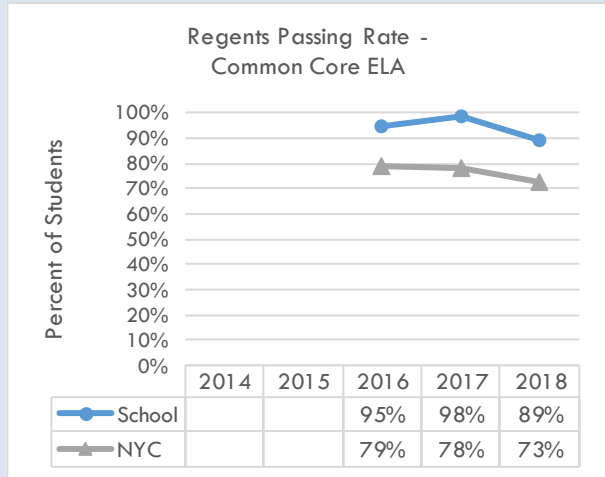


Figure 5

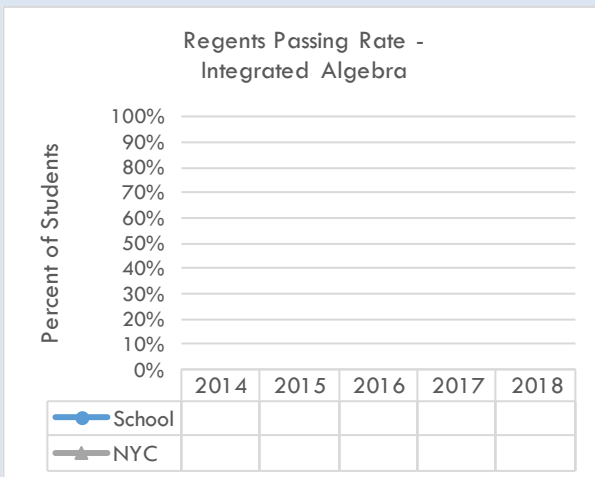


Figure 6

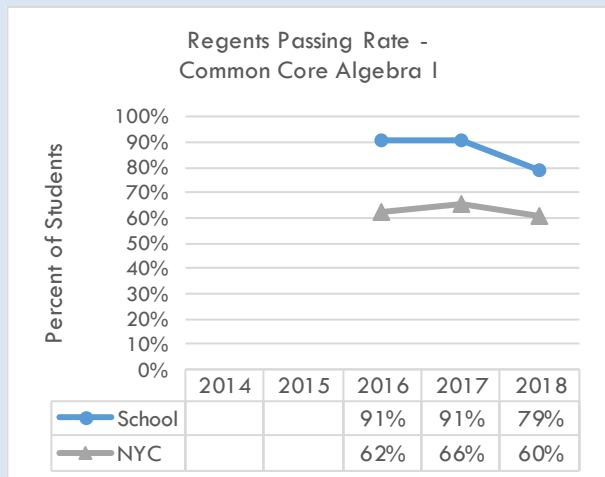


Figure 7

<sup>15</sup> If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

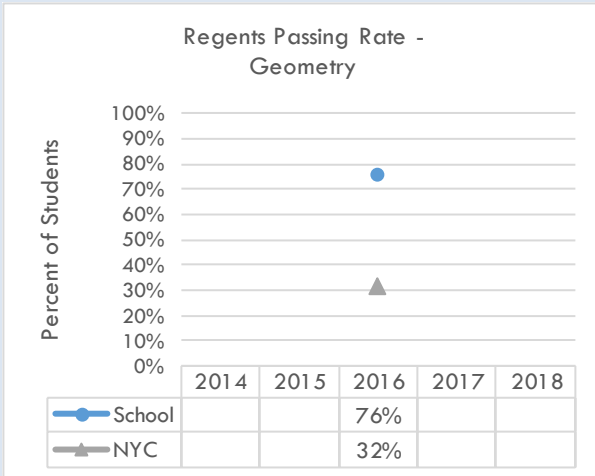


Figure 8

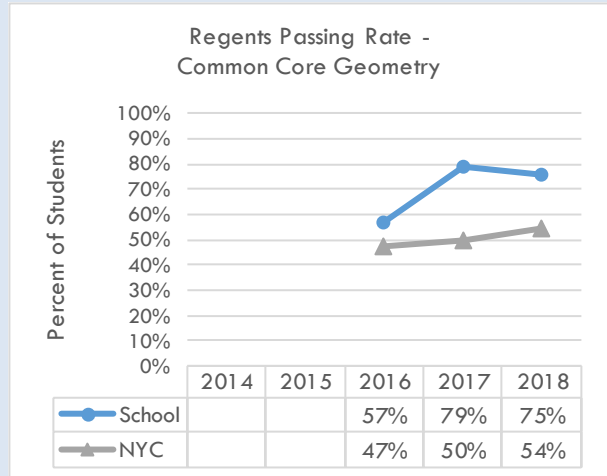


Figure 9

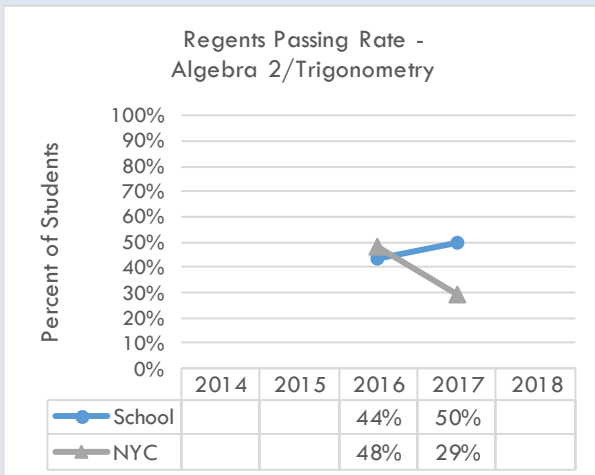


Figure 10

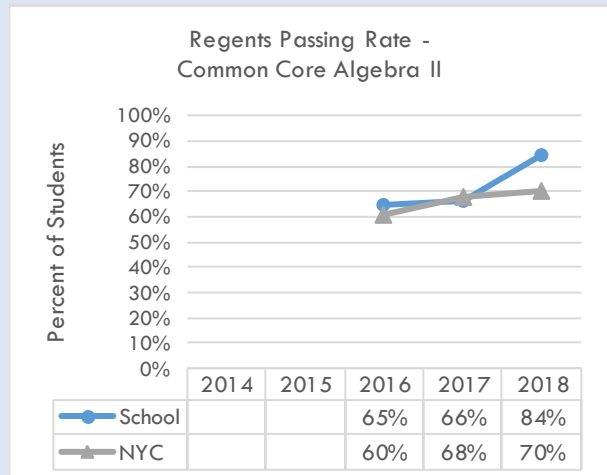


Figure 11

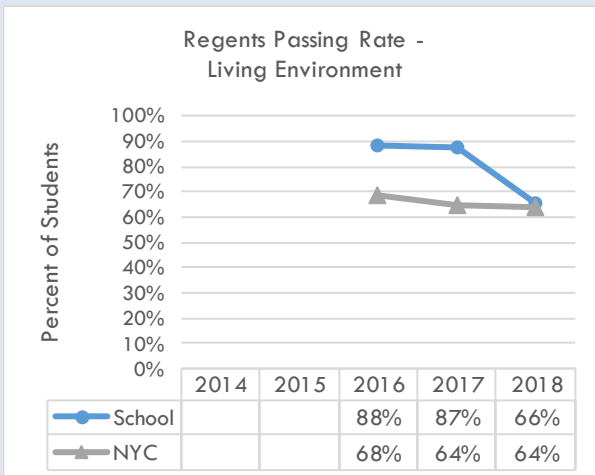


Figure 12

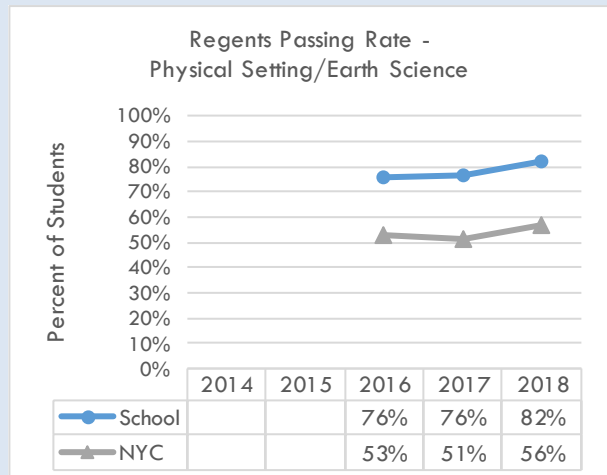


Figure 13

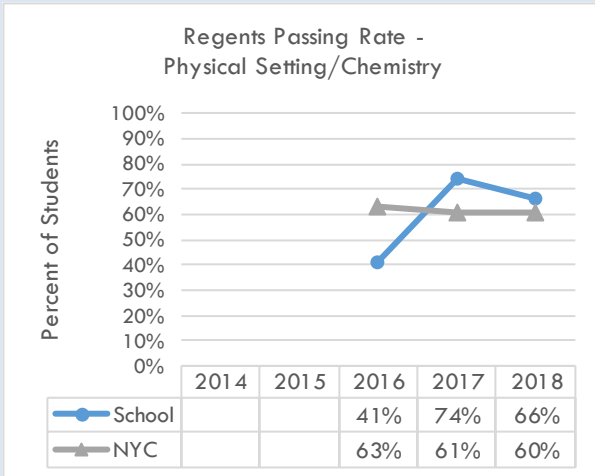


Figure 14

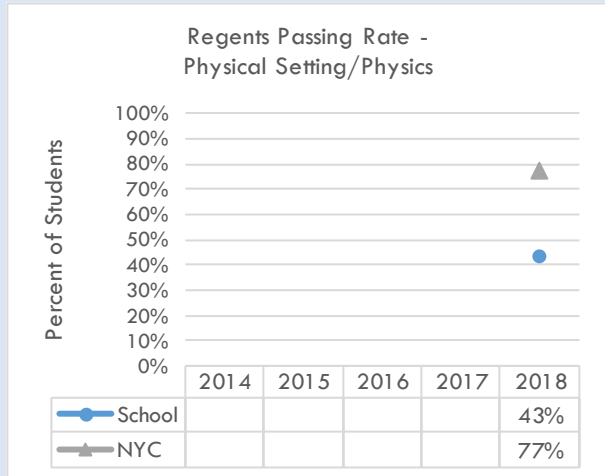


Figure 15

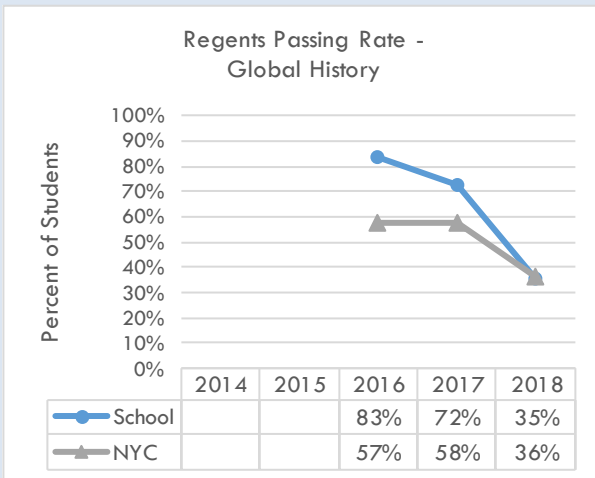


Figure 16

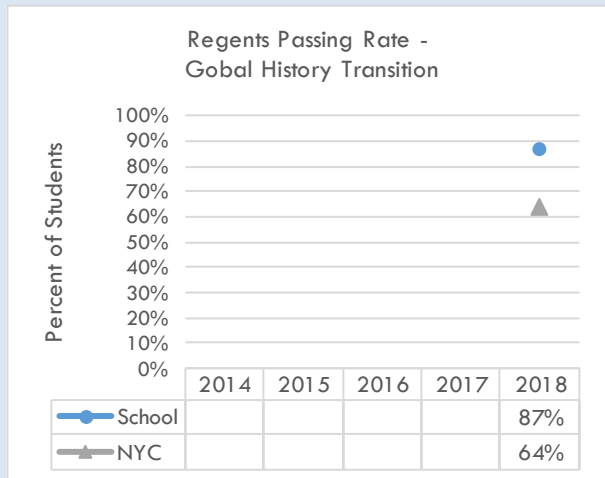


Figure 17

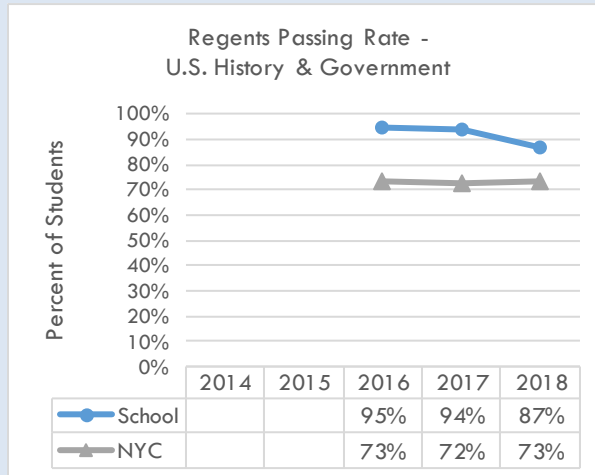


Figure 18

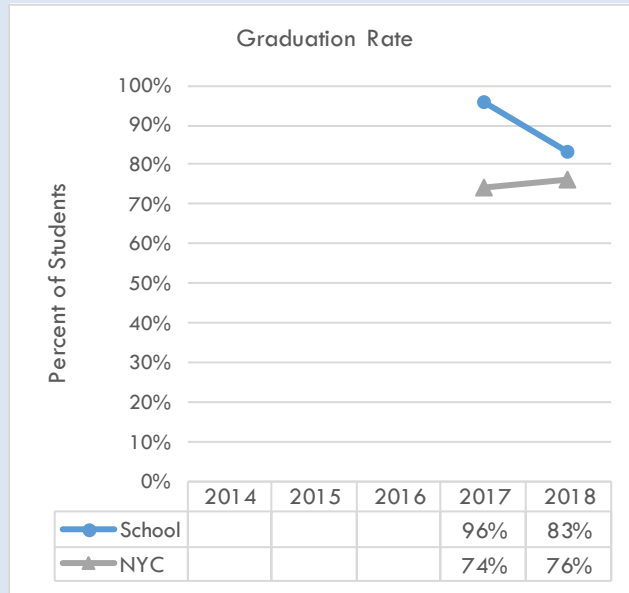


Figure 19

<sup>16</sup> Note that results in cases when five or fewer students take graduated are not displayed.

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTS

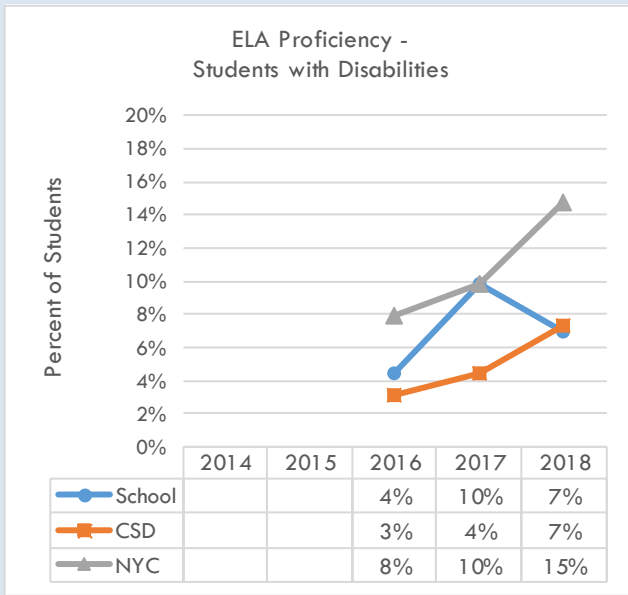


Figure 20

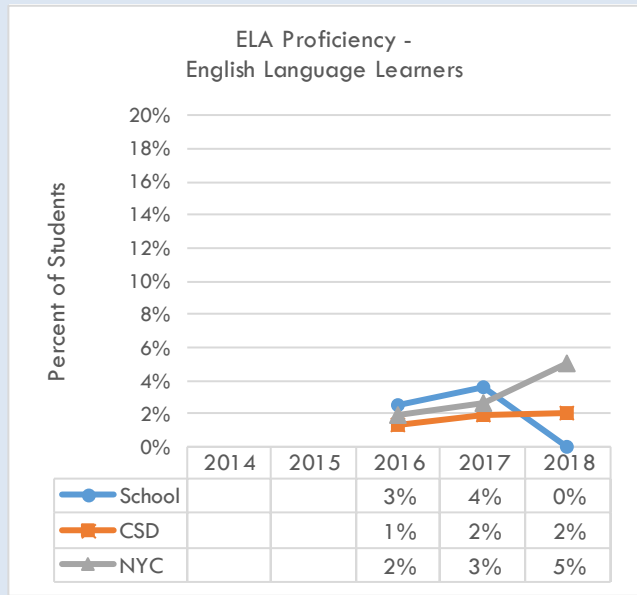


Figure 21

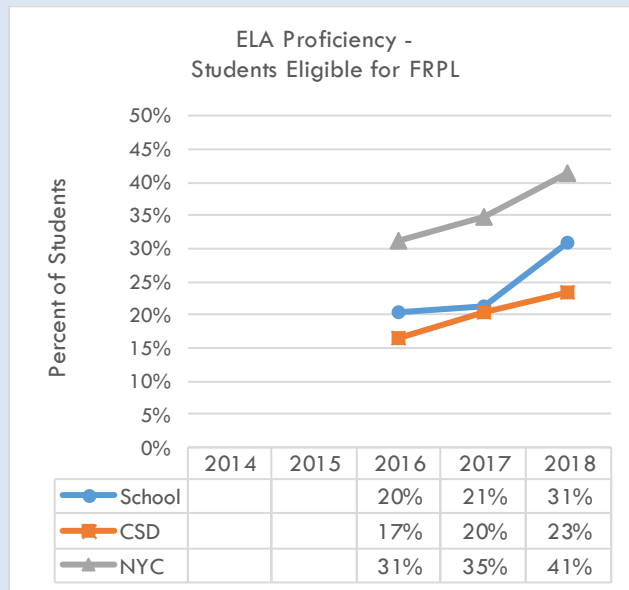


Figure 22



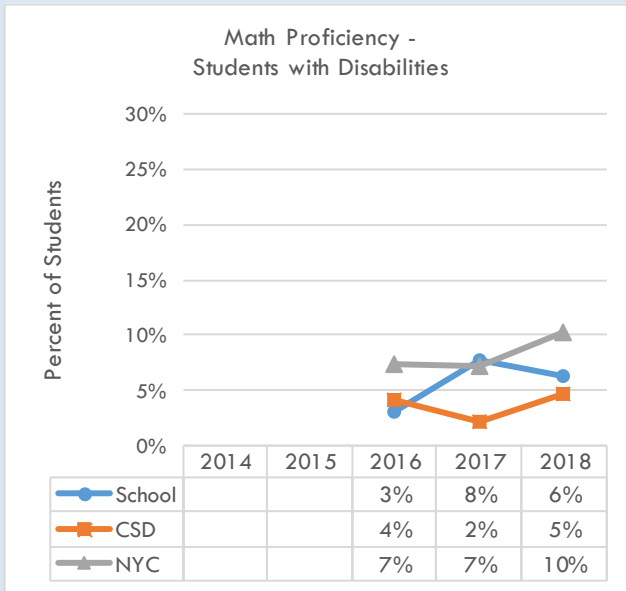


Figure 23

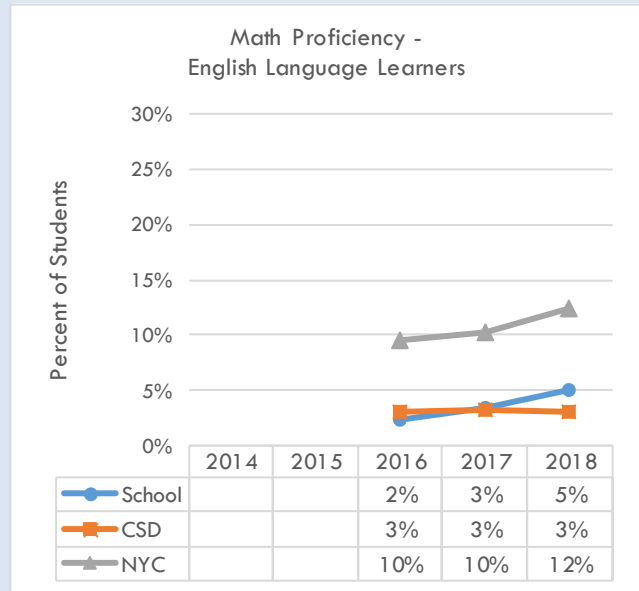


Figure 24

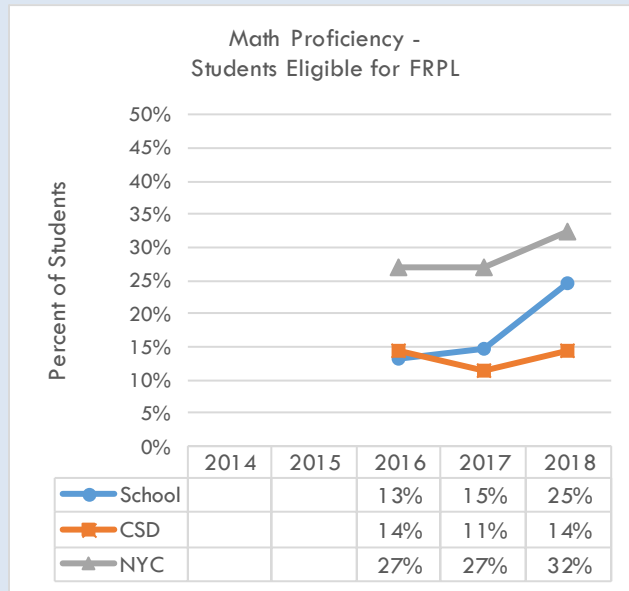


Figure 25

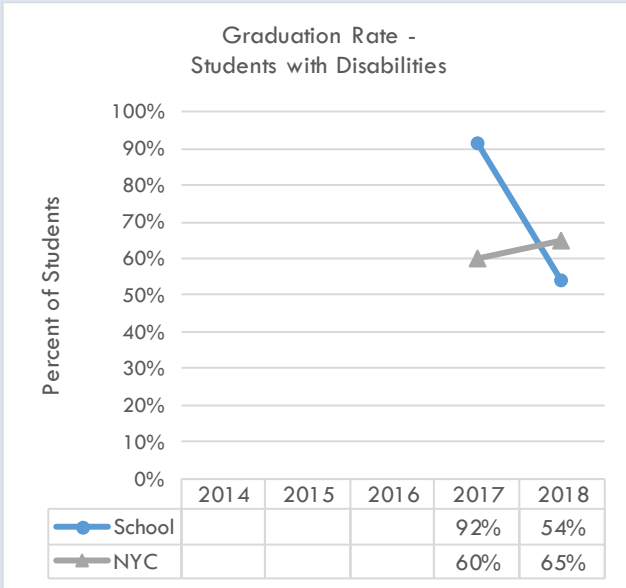


Figure 26

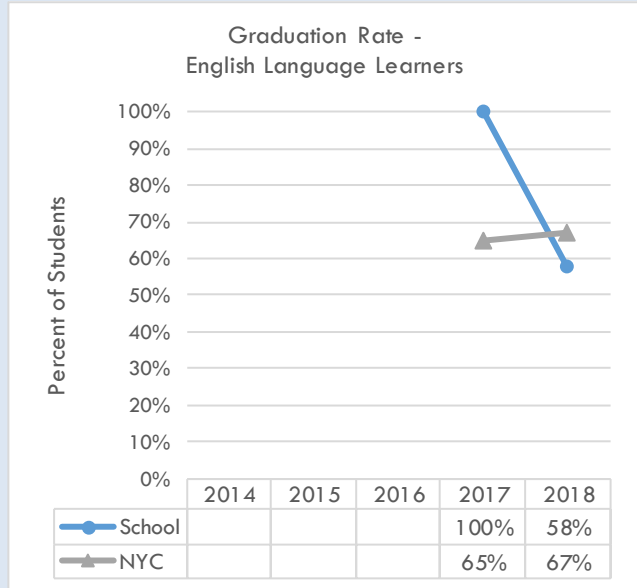


Figure 27

<sup>17</sup> Note that results in cases when five or fewer students take graduated are not displayed.

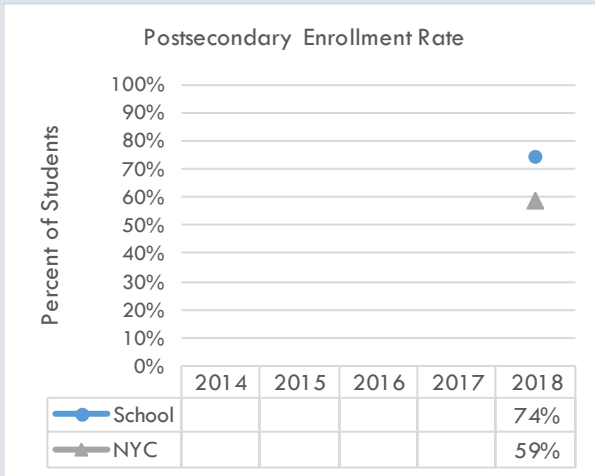


Figure 28

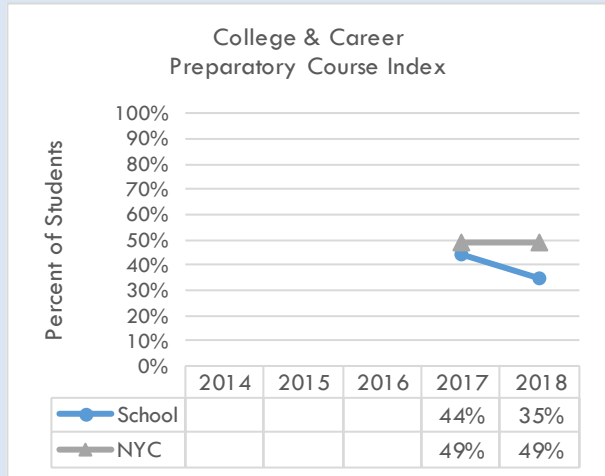


Figure 29

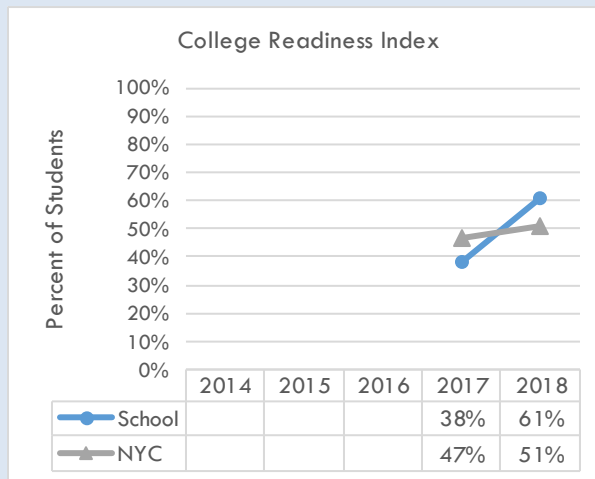


Figure 30

<sup>18</sup> For complete definitions of these metrics, see the resources available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>

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

At the time of this school's renewal, Izquierdo has demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

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### CURRENT BOARD OF TRUSTEES<sup>19</sup>

Board Member Name	Position	Committee(s)	Years on Board
1. Dr. Richard Izquierdo	Founder	N/A	8.0
2. Duarna Oller	Board Chair	Board Development Committee	8.0
3. Paloma Hernandez	Secretary	Board Development Committee	8.0
4. Marshall Kesten	Treasurer	Chair Finance Committee	8.0
5. Epifanio Castillo	Member	Chair Human Capital Task Force	8.0
6. Rosa Agosto	Member	Chair Education and Accountability	8.0
7. Francisco Lugovina	Member	N/A	3.0
8. Akin Rawlins	Member	N/A	2.0
9. Rosy Taveras	Member	N/A	2.0
10. Jill Roche	Member	N/A	1.0
11. Melissa Cebollero	Member	N/A	1.0

---

### SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

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#### INFORMED TEACHERS/DATA DRIVEN INSTRUCTION

Data Driven Instruction is central to our model with its student centered co-teaching model. Professional Development is comparable to a graduate school of Education with seasoned consultants and staff providing elbow to elbow coaching. Opportunities for growth and leadership are prevalent as is outside PD.

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<sup>19</sup> Board of Trustees as of October 1, 2018.

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## COLLEGE ACCESS

100% of scholars in our first 2 graduating classes were accepted to a college/university. Some DRIHSCS graduates received full scholarships to prestigious schools. All high school scholars are provided weekly lessons on college access/financial aid awareness. Junior/Senior scholars register & sit for the SAT & ACT college entrance exams. The College Transition team provides & supports registration to all external extracurricular & college extension programs, (many listed in partnerships below).

---

## RESTORATIVE DISCIPLINE

In the last school year, suspensions fell by nearly 30% and there was a 45% drop in the number of scholar removals from class. HSS recognizes a need to continue to improve school culture. To that end, HSS has recently agreed to collaborate with the International Institute of Restorative Practices (IIRP), the innovative creators of the SaferSanerSchools program. The entire school staff will engage in an extensive two-year training period to promote a healthy school culture for our scholars.

---

## PARENTS AS PARTNERS

Our focus with families has been to reach out, engage and support our families and their scholars. We do so by having meaningful and intentional interactions: through parent teacher conferences (formal meetings as well as individual interventions), holiday dinners, Parent Teacher Association events, & workshops designed to give families necessary skills. The goal is to empower parents/ guardians to be strong advocates for their child so they are truly partners with the school and the community.

---

## EXQUISITE PROGRAMMING POSSIBILITIES

Since the end of the last charter term, our students have taken classes in Arizona, Colorado and Washington DC, gone gold mining, witnessed a live brain surgery, made robots, melted and casted metal, studied art in prestigious programs such as The Art Students League, built an indoor hydroponic garden,, acted in Shakespeare's plays, animated their teachers as cartoons, visited more than 30 colleges & approx. 50% of the last 2 graduating classes have taken College courses or AP classes.

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## HEALTH & SCIENCE FOCUS

Through our partnership with UHP ,health and science is integrated throughout the curriculum and life of the school. UHP provides health education support, health career planning and internship opportunities for our scholars which includes all 11th and 12th graders. All 11th graders take the 1st Responder Course and are certified and in 12th they take and pass the Emergency Medical Technician course and if 18 able to take the certification State exam.

---

## STRONG PARTNERSHIPS

Urban Health Plan; Metropolitan Museum Of Art; Teach For America; CUNY School of Medicine Health Professionals Program at Sophie Davis Biomedical Education Program; The WEB DuBois Scholars Institute: Accelerated Learning Academy; The NYU Aspire Program; The Cooper Union Summer STEM Program; The Thurgood Marshall Summer Law Internship; YEARUP; The Bigs Project; Hispanic Federation; QuestBridge; The Beat the Odds scholarship; (CUNY) - "College Now" School (Hostos Community College).

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## STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

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### STAFFING<sup>ix</sup>

In the 2016-17 school year, no leadership staff left the school and three or 3.5% of instructional staff left the school.

In the 2017-18 school year, one or 6.7% of leadership staff left the school and nine or 9% of instructional staff left the school.

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### GOVERNANCE

In 2016-17, the Board had 12 members; this was within the minimum to maximum range of 7 to 15 members stated in the bylaws. The 2016-17 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2016-17.

In 2017-18, the Board had 12 members; this was within the minimum to maximum range of 7 to 15 members stated in the bylaws. The 2017-18 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2017-18.

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### PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on January 9, 2019. One hundred and sixty-two individuals attended the hearing. Thirteen comments were made in support and zero were made in opposition to the proposed charter renewal. Comments in support focused on the schools support system for students and the welcoming and empowering environment staff provide for students. Staff spoke of the collaborative supportive of the school and the rigorous education students receive.

## PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>20</sup>	Details
<b>Supportive Environment</b>		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages <sup>21</sup>	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 31
Student attendance rate meets or exceeds CSD average	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 32
Student attendance rate meets or exceeds Citywide average	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 32
Improved student retention rate over prior year	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 33
Decreased student suspension rate over prior year <sup>22</sup>	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 47 and Figure 48
<b>Operational Stability</b>		

<sup>20</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<sup>21</sup> To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

<sup>22</sup> To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

<b>Standards</b>	<b>Charter Term Outcomes<sup>20</sup></b>	<b>Details</b>
School meets all DOE deadlines, including annual reporting requirements	○	<b>2016-17: Not Met</b> The school has missed 16 out of 26 of deadlines for reporting requirements. <b>2017-18: Not Met</b> The school missed 23 out of 26 submission deadlines.
School has documented teacher evaluation procedures	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has documented professional development opportunities	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has a formal process for evaluating progress against charter school goals	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Board has developed a succession plan for board and school leadership	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Board has access to legal counsel	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Board held the required number of meetings per the charter law	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
Board meetings consistently meet quorum	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
<b>Compliance</b>		
School's ELL enrollment meets or exceeds CSD rate	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 36
School's ELL retention meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 37
School's SWD enrollment meets or exceeds CSD rate	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 34



<b>Standards</b>	<b>Charter Term Outcomes<sup>20</sup></b>	<b>Details</b>
School's SWD retention meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 35
School's FRPL enrollment meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 38
School's FRPL retention meets or exceeds CSD rate	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 39
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has followed all applicable lottery and enrollment laws and regulations	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	<b>2016-17: N/A</b> <b>2017-18: N/A</b>
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) <sup>23</sup>	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School is in compliance with employee fingerprinting requirements	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has an appropriate safety plan	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has appropriate insurance documentation	●	<b>2016-17: Met</b> <b>2017-18: Met</b>

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<sup>23</sup> Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

<b>Standards</b>	<b>Charter Term Outcomes<sup>20</sup></b>	<b>Details</b>
School is in good standing with the Department of Health	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School has submitted its Annual Report to NYSED and posted it online	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	<b>2016-17: Met</b> <b>2017-18: Met</b>

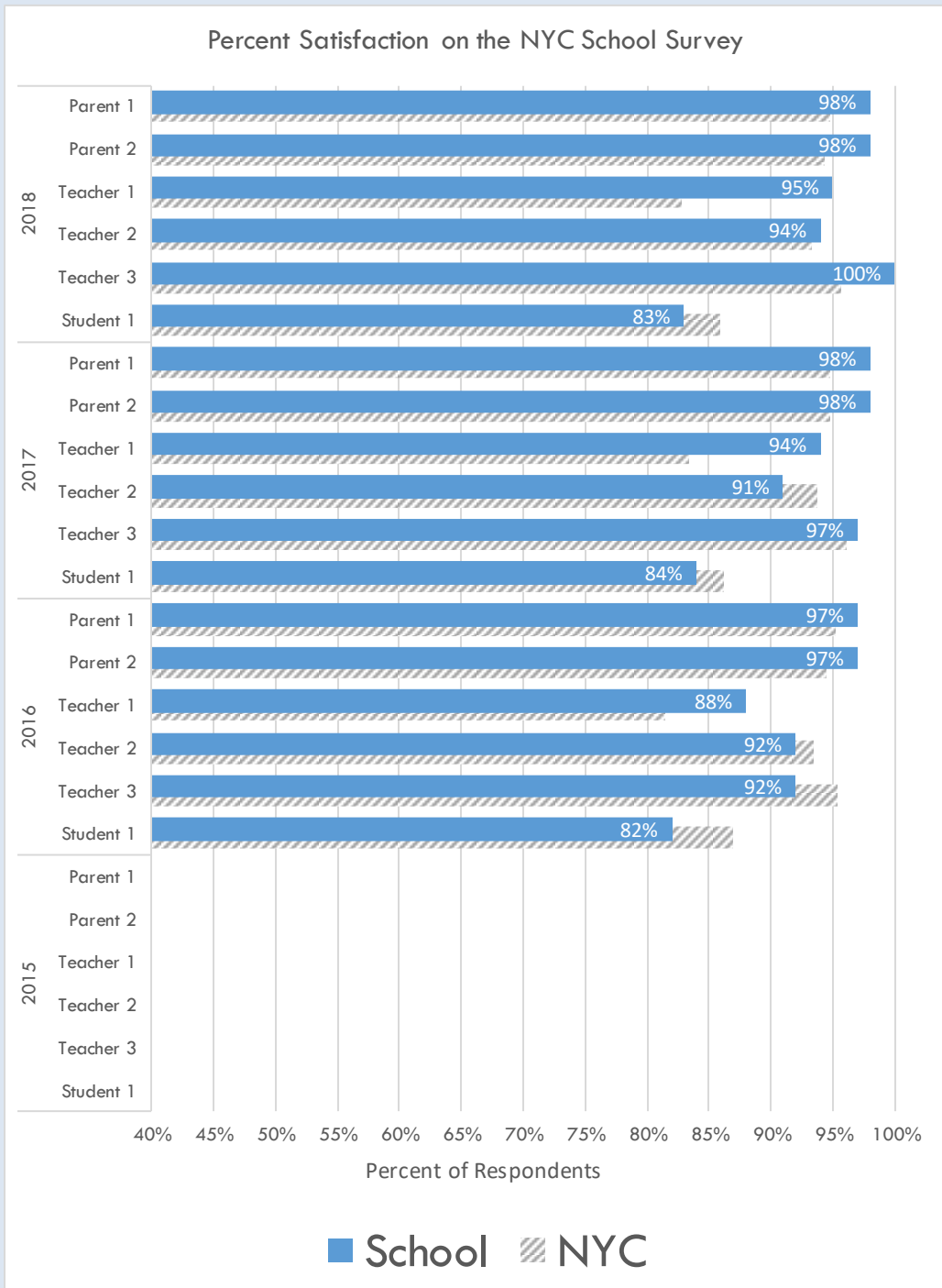


Figure 31

ATTENDANCE, ENROLLMENT<sup>24</sup> AND RETENTION<sup>xi</sup>

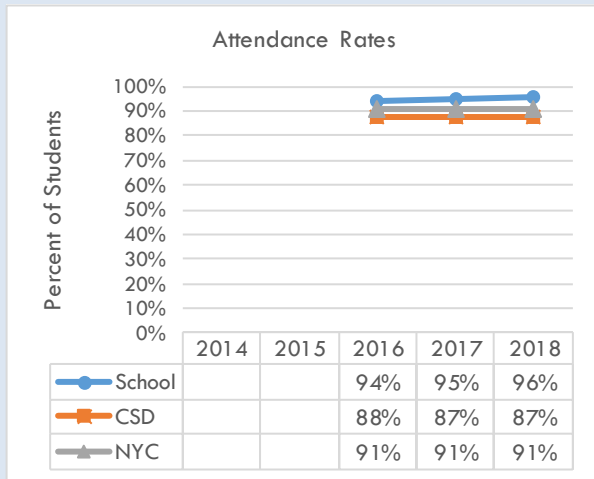


Figure 32

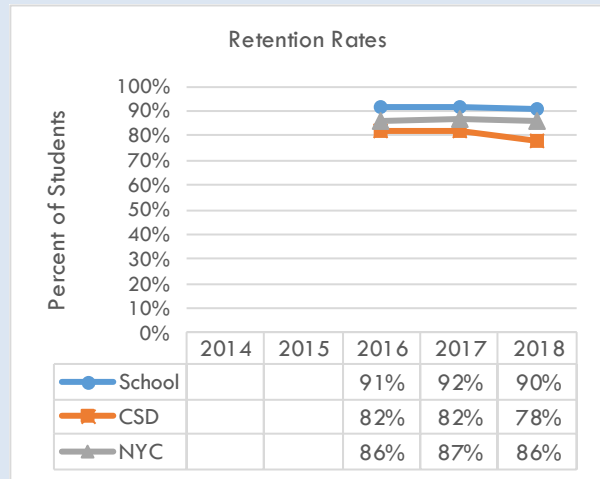


Figure 33

<sup>24</sup> A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

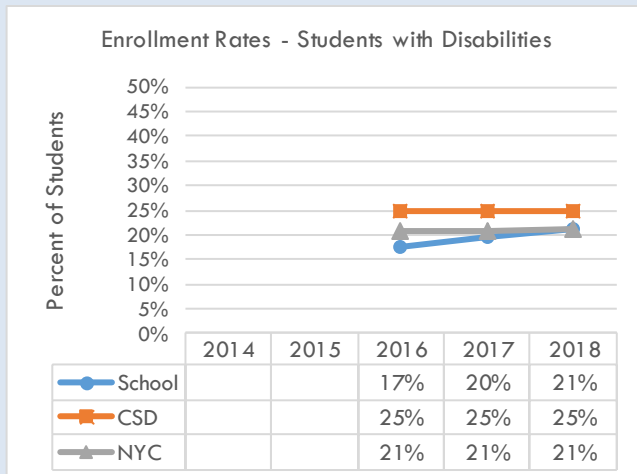


Figure 34

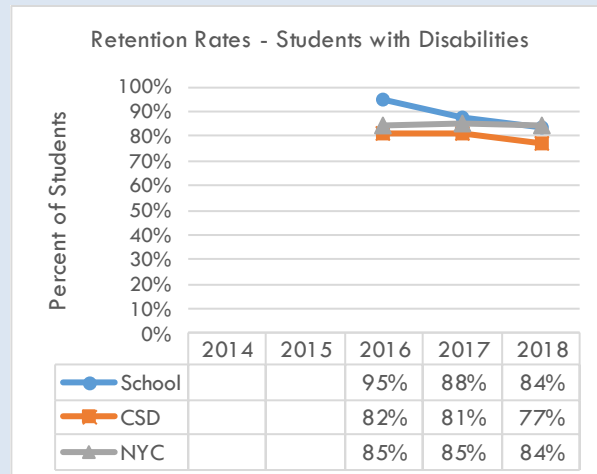


Figure 35

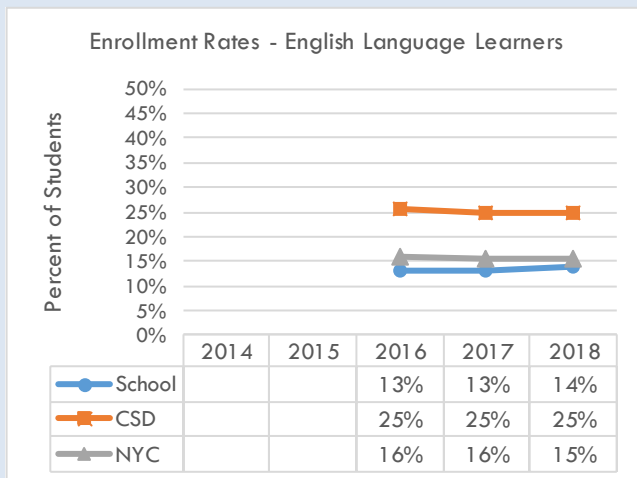


Figure 36<sup>25</sup>

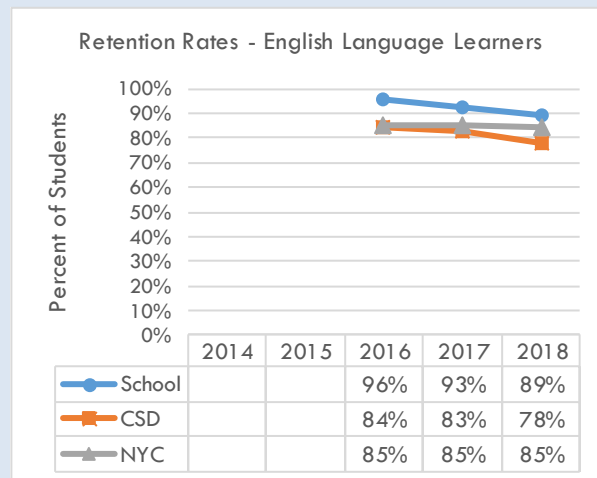


Figure 37

<sup>25</sup> Expanding the definition of English Language Learners to include three years after declassification results in a school ELL enrollment of 17% and a CSD enrollment of 27% in 2018.

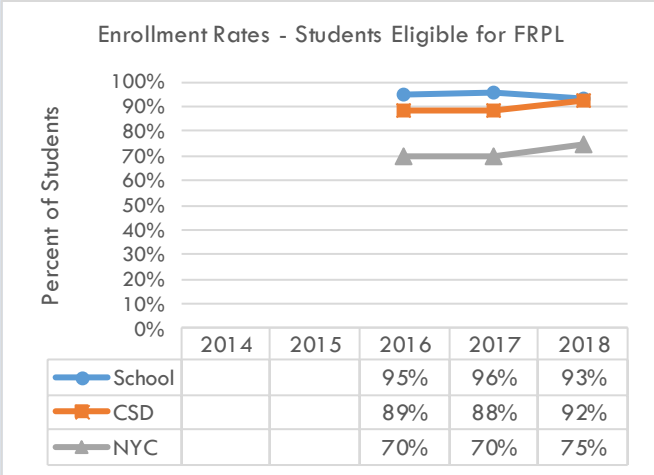


Figure 38

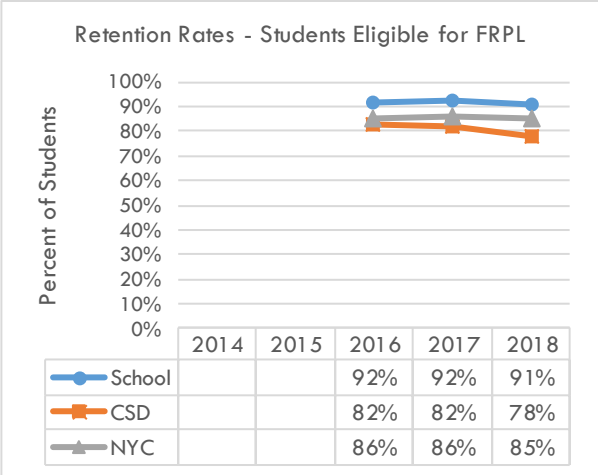


Figure 39

### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school’s renewal, Izquierdo has demonstrated financial viability.

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP’s findings for Essential Question 3 is below.

#### SCHOOL FINANCES

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

The school has \$75,000 in escrow, meeting the \$70,000 requirement.

#### PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes <sup>26</sup>	Details
<b>Short-term Financial Viability</b>		
Cash position – school has at least 60 days of cash on hand to cover operating expenses <sup>27</sup>	○	<b>2016-17: Not Met</b> <b>2017-18: Not Met</b> See Figure 40
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 41
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 42

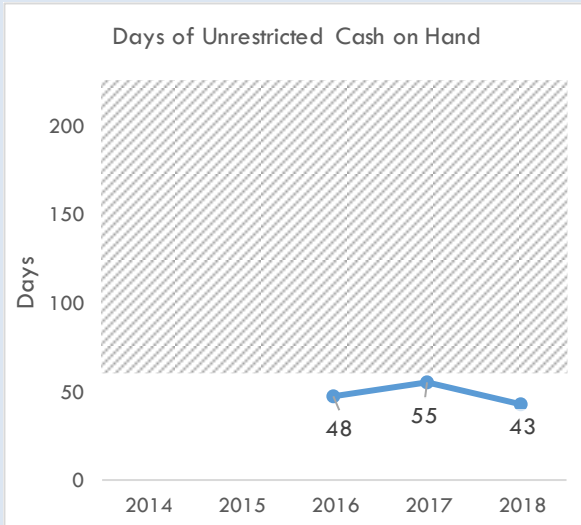
<sup>26</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<sup>27</sup> According to the school. Izquierdo ended the fiscal year with outstanding cash receivables related to the timing of the receipt of One Time State Aid Supplement, Special Education Per Pupil Revenue, and federal Title funds, which, had they been received prior to the ending of the fiscal year, would have covered in excess of 60 days of operating expenses.

Standards	Charter Term Outcomes <sup>26</sup>	Details
Debt management – school is meeting all current debt obligations	●	<b>2016-17: Met</b> <b>2017-18: Met</b>
<b>Long-term Financial Sustainability</b>		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 43
Aggregated three-year total margin – school operates at a surplus over three-year period	N/A	This standard is applicable for charters that have at least three evaluable years in their current charter term. This charter has two evaluable years.
Debt to assets ratio less than 1.0	●	<b>2016-17: Met</b> <b>2017-18: Met</b> See Figure 45
Aggregate assets to liabilities ratio greater than 1.0	N/A	This standard is applicable for charters that have at least three evaluable years in their current charter term. This charter has two evaluable years.
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	◐	<b>2016-17: Met</b> <b>2017-18: Not Met</b> See Figure 44
Multi-year cash flow – positive cash flow over previous three fiscal years	N/A	This standard is applicable for charters that have at least three evaluable years in their current charter term. This charter has two evaluable years.

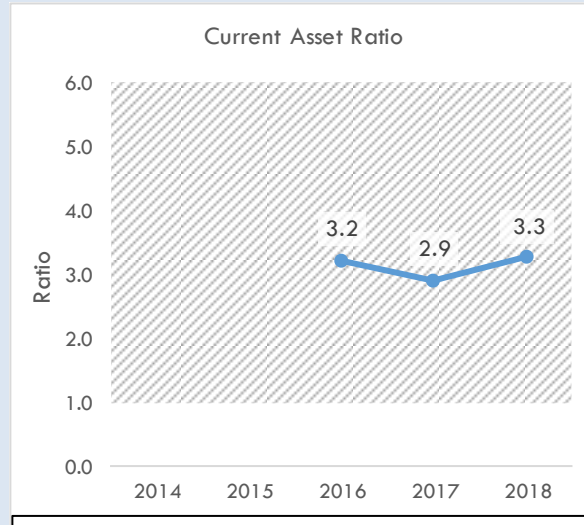


SHORT-TERM FINANCIAL VIABILITY<sup>xii</sup>



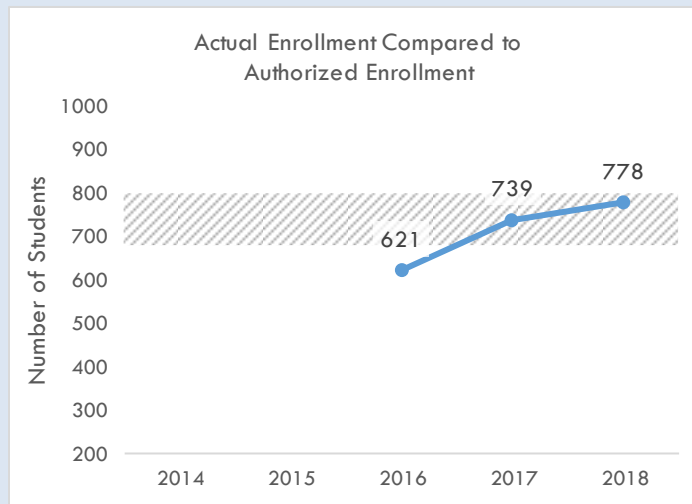
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 40



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 41



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 42

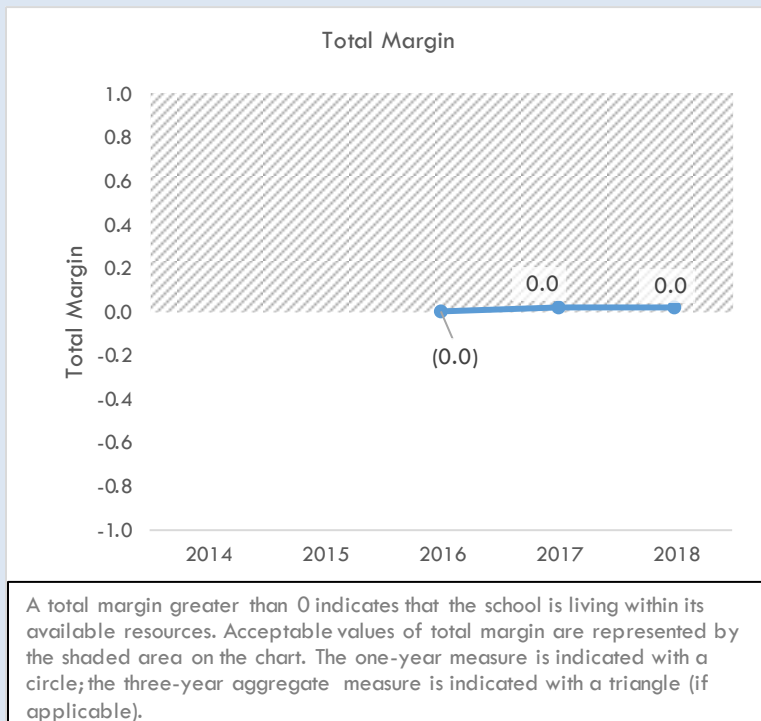


Figure 43

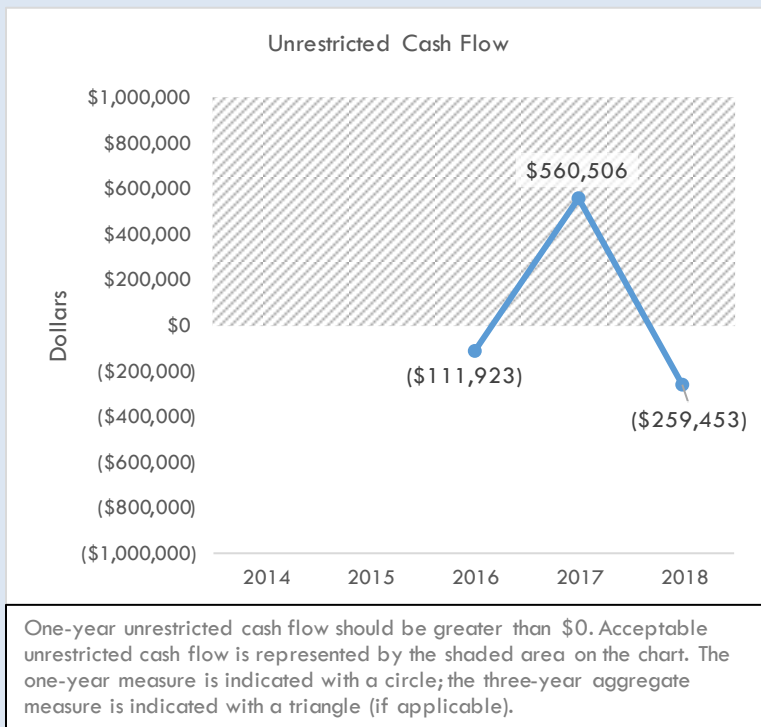


Figure 44

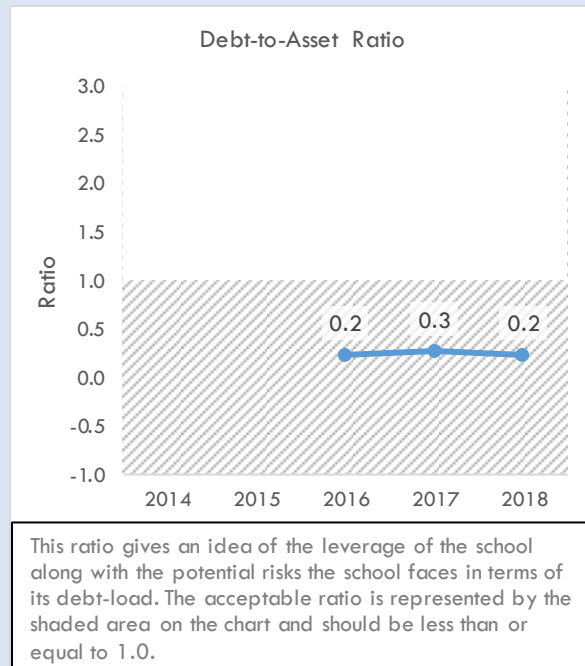


Figure 45

## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

<b>Programming, Admissions, and Lottery</b>	
Number of Instructional Days	207
Pre-Kindergarten Program	N/A
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	4
Primary Entry Grade(s)	6
Additional Grade(s) for which Student Applications are Accepted	7, 8, 9, 10, 11
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	400
Number of Students Accepted via the Lottery (School Year 2018-2019)	110
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
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
Children of Employees of the Charter School or CMO	Yes

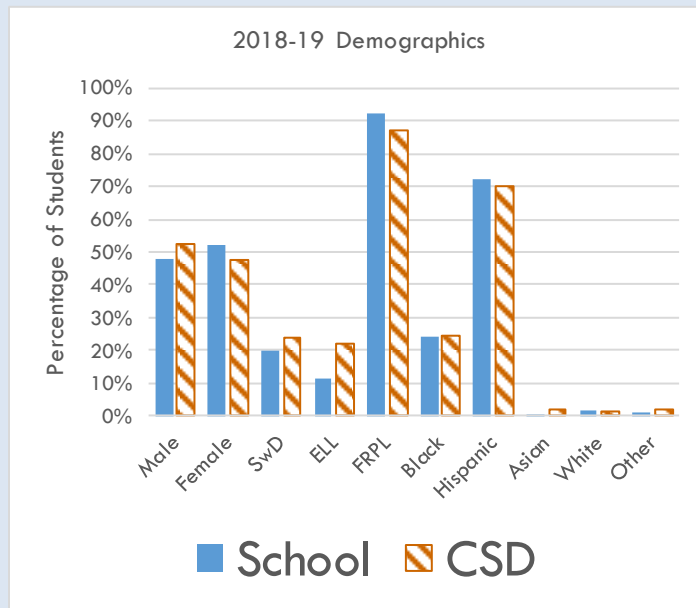


Figure 46

SUSPENSION AND EXPULSION RATES<sup>xv</sup>

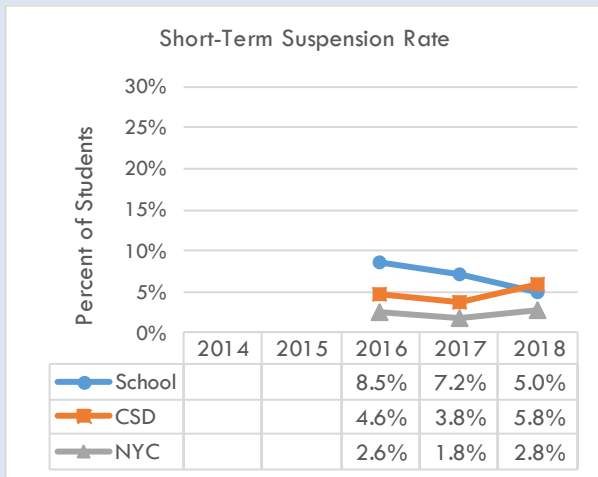


Figure 47

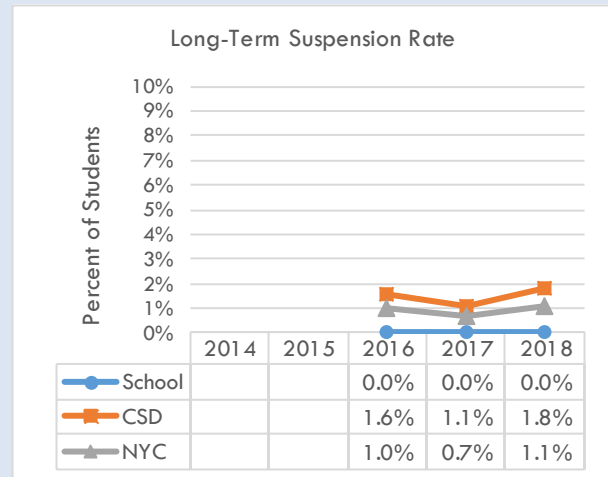


Figure 48

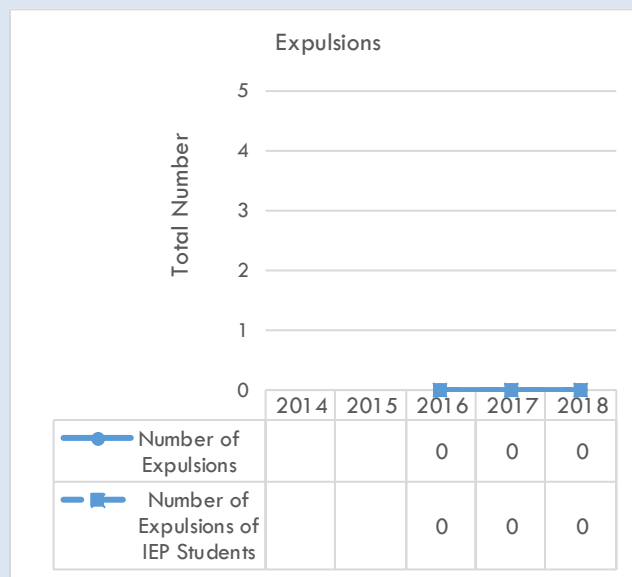


Figure 49

## APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Izquierdo on January 9 and 10<sup>th</sup>, 2018. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. The CAAT team provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of differentiated instruction; CAAT saw mixed evidence of this.
- Evidence that data has driven the instructional planning; CAAT saw mixed evidence of this.
- Evidence of student talk and student participation; CAAT saw mixed evidence of this.
- Evidence of hands-on, student-driven work; CAAT saw mixed evidence of this.
- Evidence of varied co-teaching models; CAAT saw evidence of this.
- Evidence of positive student culture; CAAT saw evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE<sup>xvi</sup>

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Dr. Richard Izquierdo Health and Science Charter School</b>					
Grade 3					
Grade 4					
Grade 5					
Grade 6			19%	13%	25%
Grade 7			14%	21%	27%
Grade 8			27%	31%	40%
<b>DIFFERENCE FROM CSD</b>					
Grade 3					
Grade 4					
Grade 5					
Grade 6			5%	-1%	4%
Grade 7			-3%	1%	8%
Grade 8			7%	2%	9%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>Dr. Richard Izquierdo Health and Science Charter School</b>					
Grade 3					
Grade 4					
Grade 5					
Grade 6			17%	17%	25%
Grade 7			10%	19%	27%
Grade 8			14%	8%	
<b>DIFFERENCE FROM CSD</b>					
Grade 3					
Grade 4					
Grade 5					
Grade 6			3%	5%	12%
Grade 7			-6%	8%	14%
Grade 8			2%	-2%	



ENGLISH/LANGUAGE ARTS

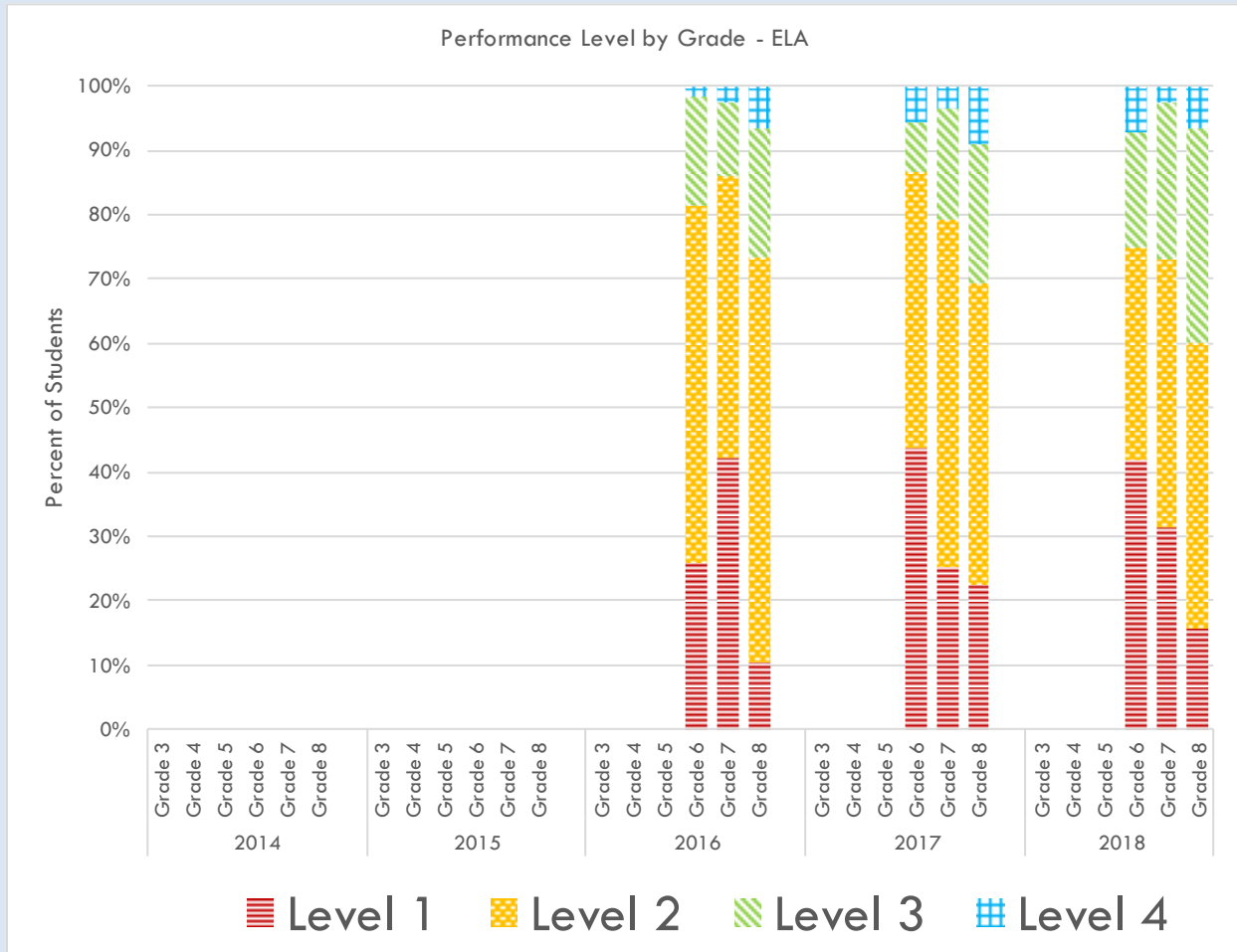


Figure 50

MATH



Figure 51

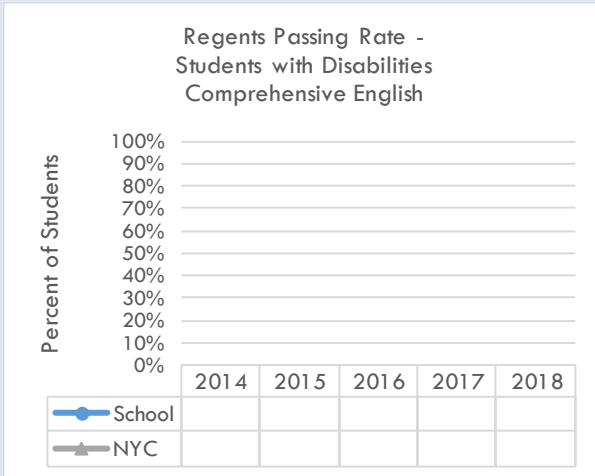


Figure 52

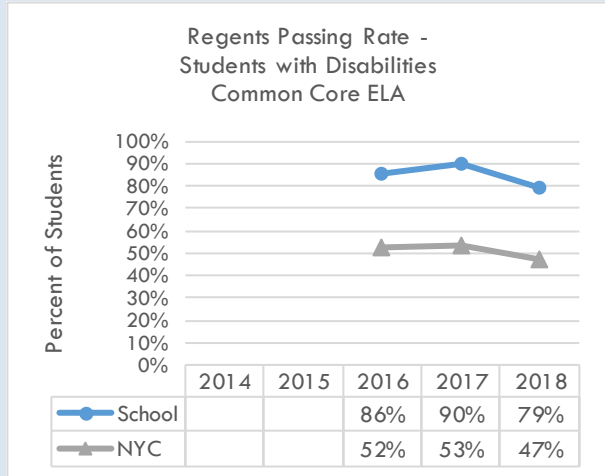


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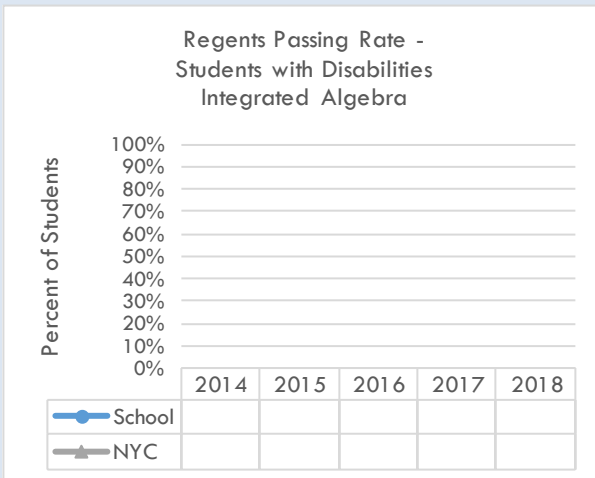


Figure 54

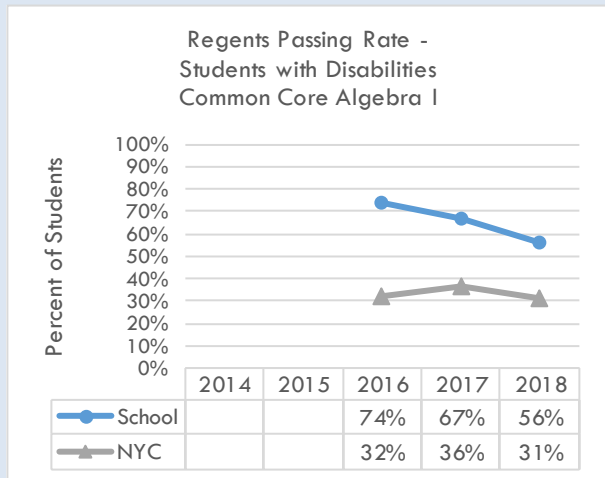


Figure 55

<sup>28</sup> If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

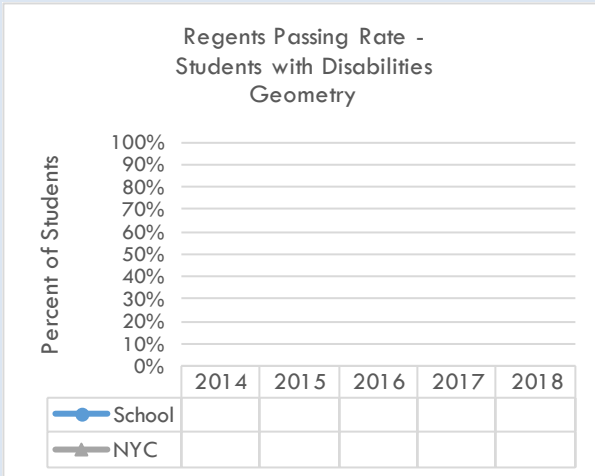


Figure 56

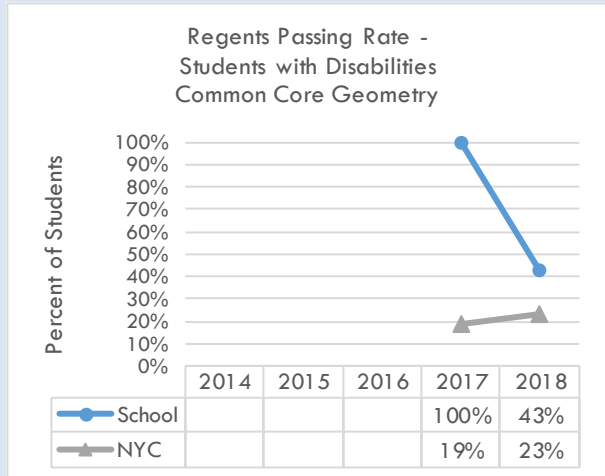


Figure 57

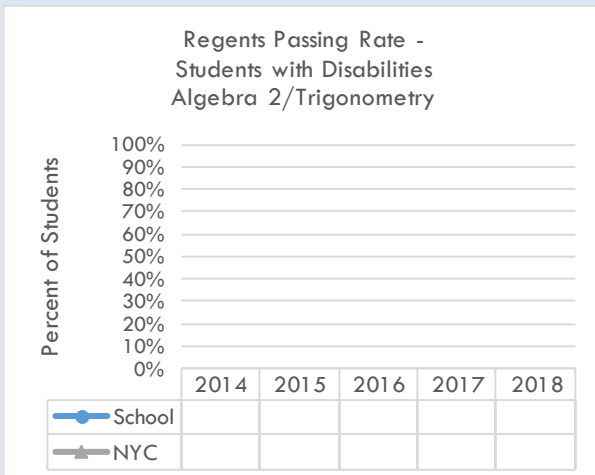


Figure 58

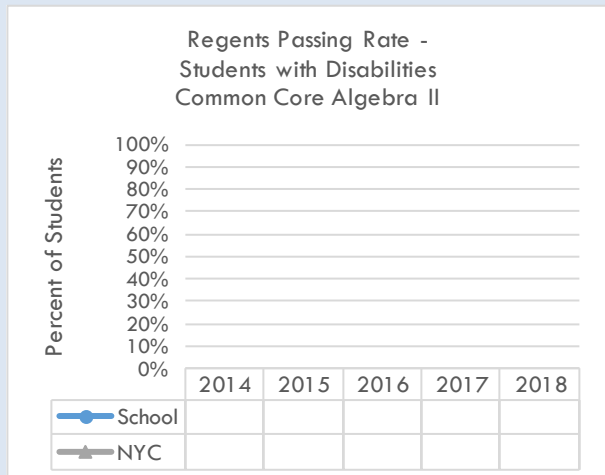


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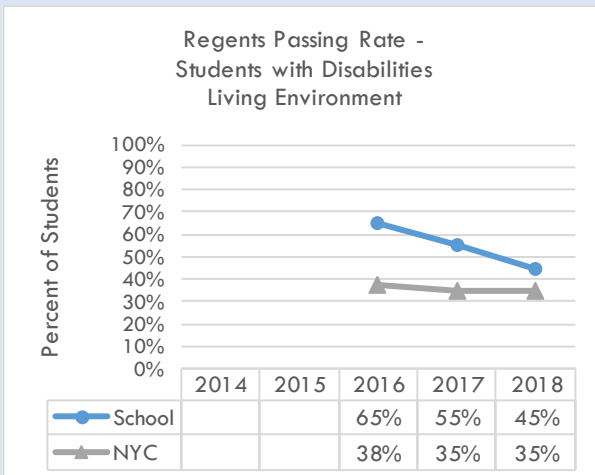


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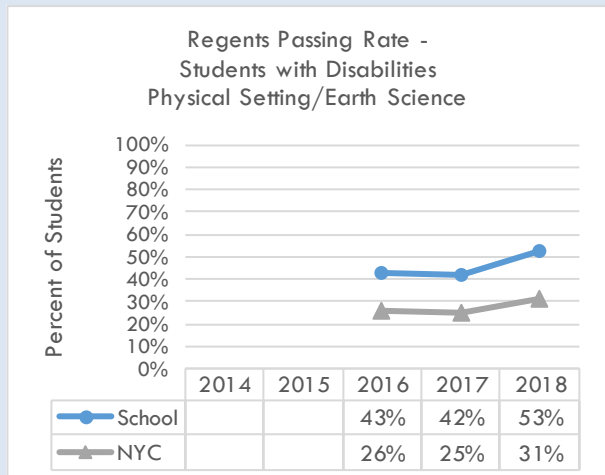


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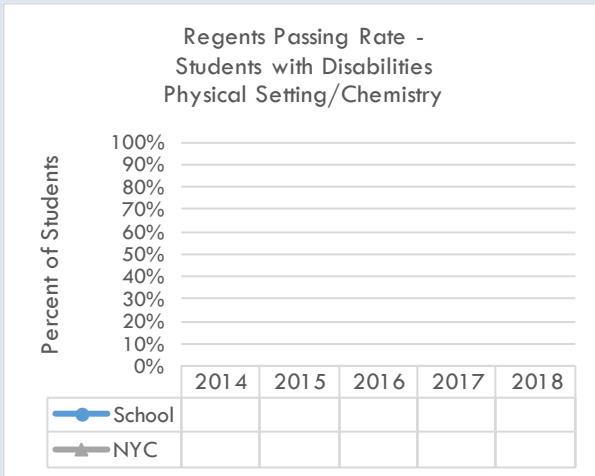


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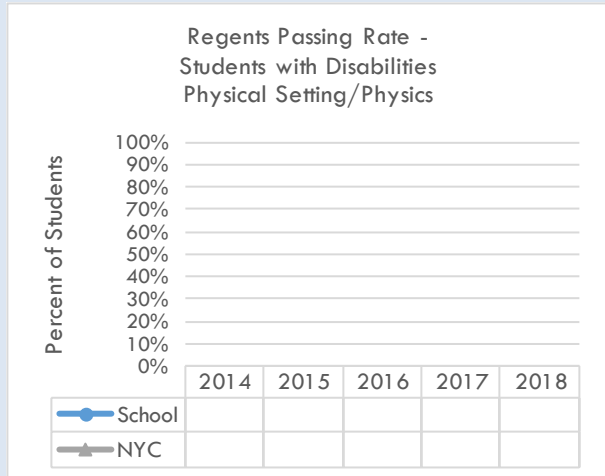


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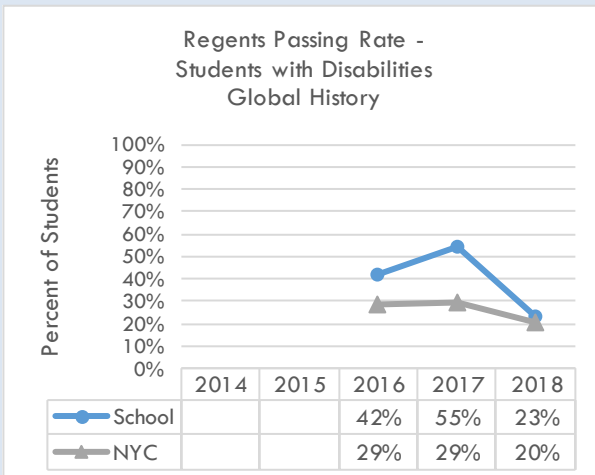


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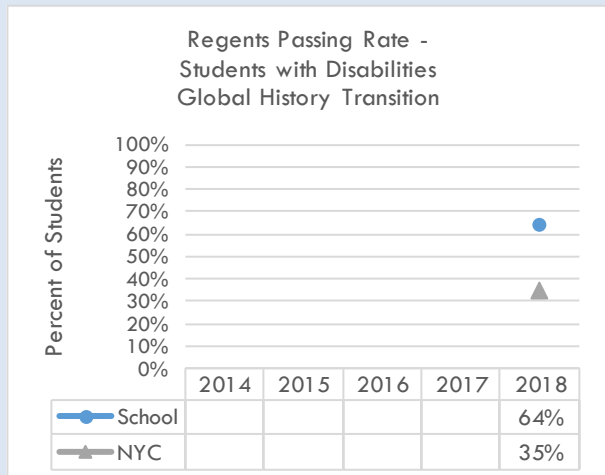


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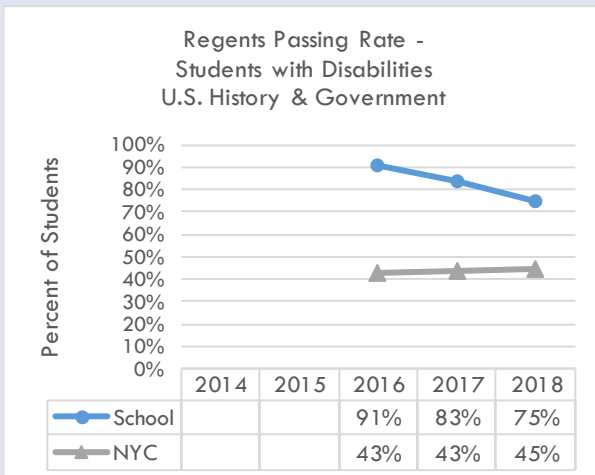


Figure 66

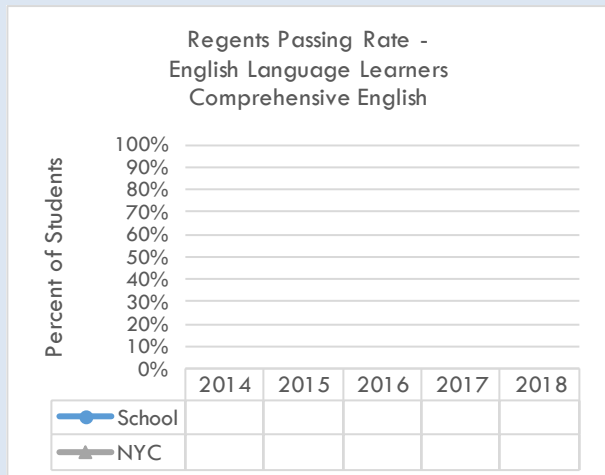


Figure 67

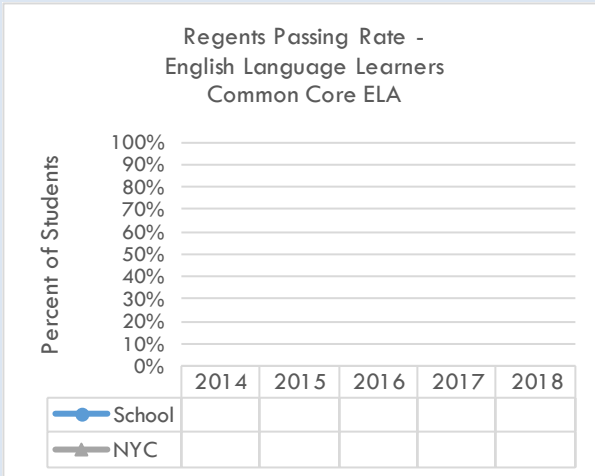


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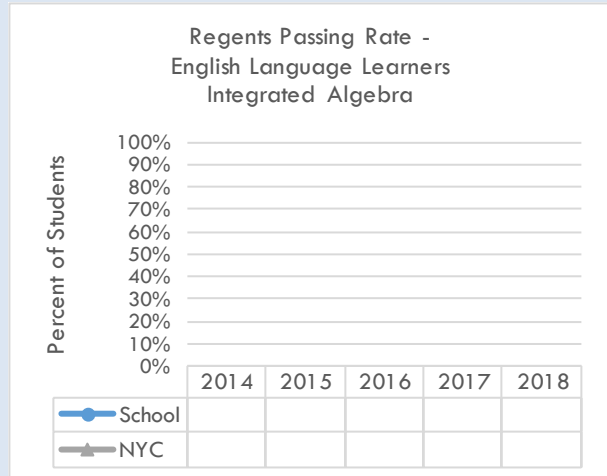


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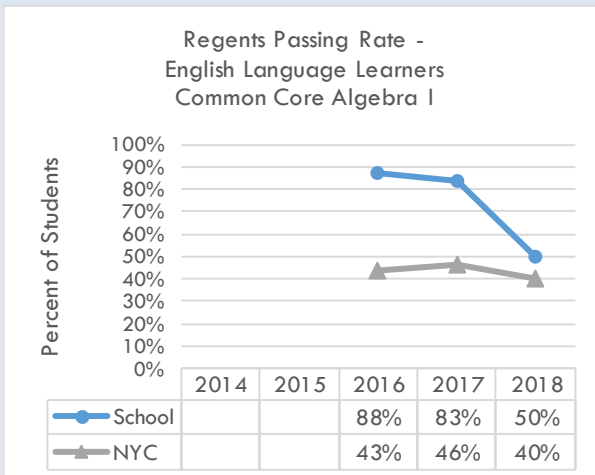


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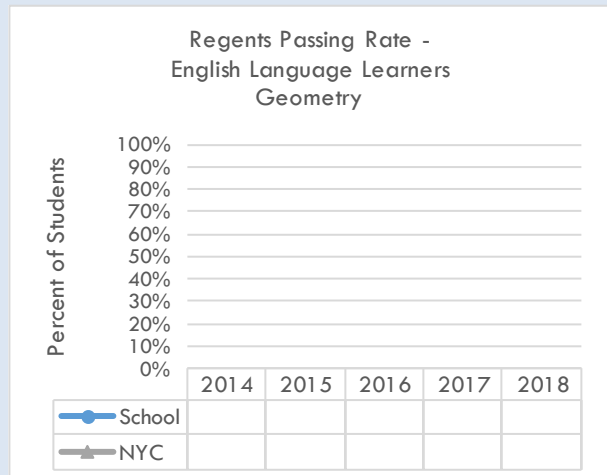


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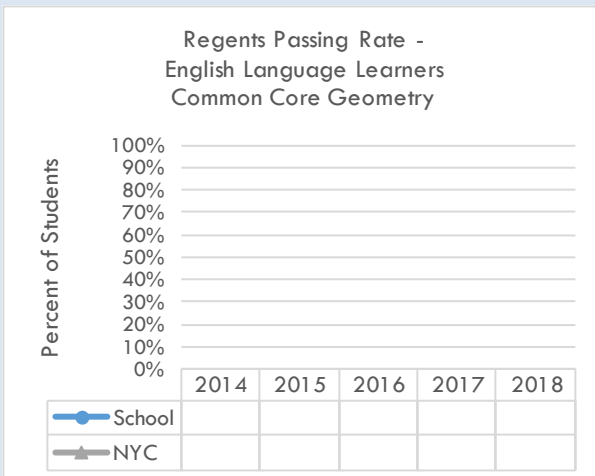


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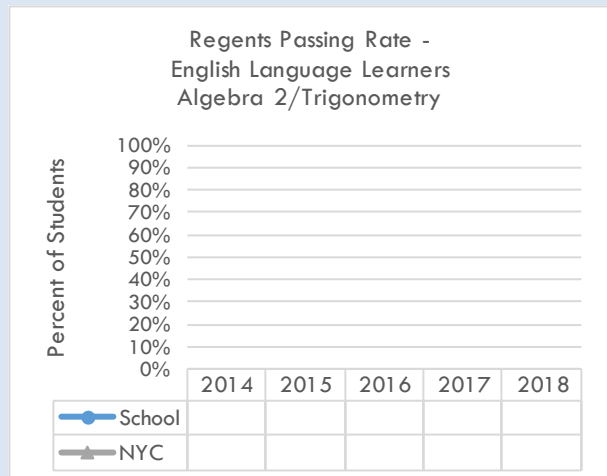


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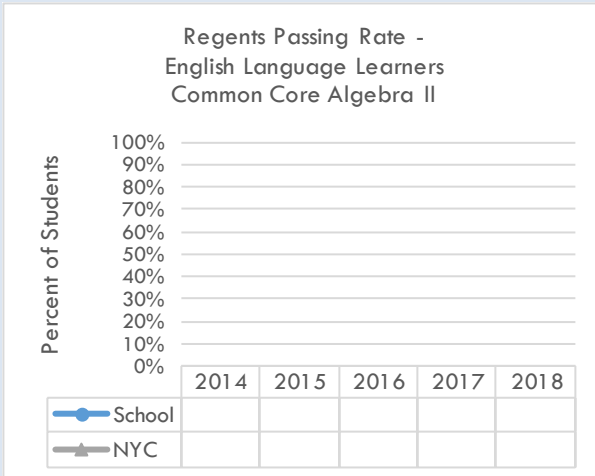


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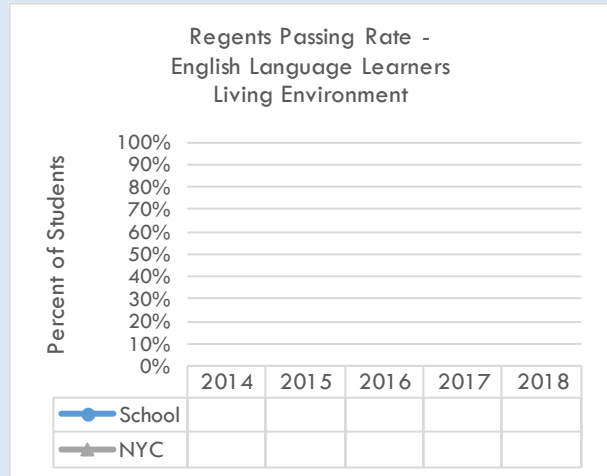


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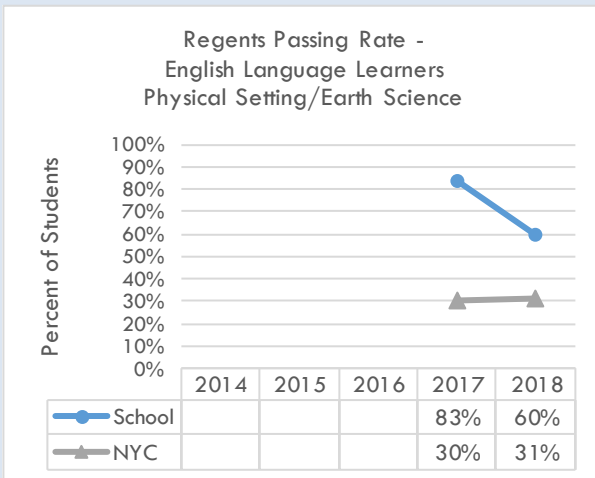


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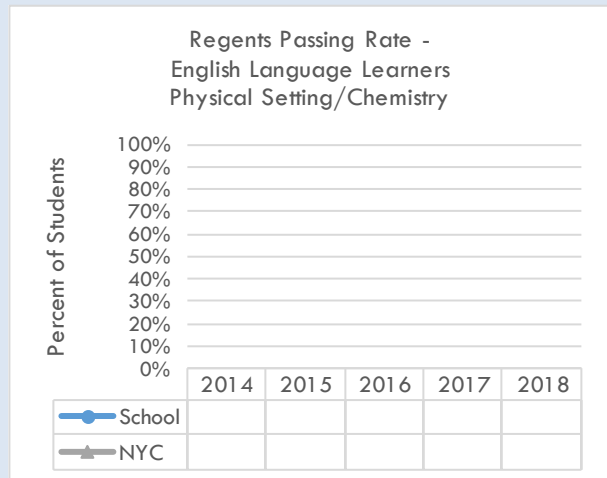


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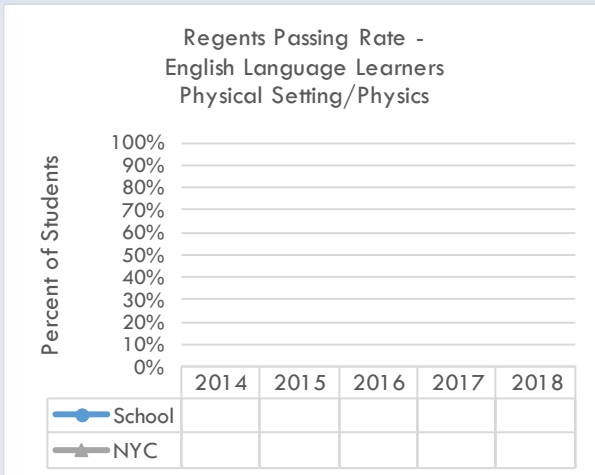


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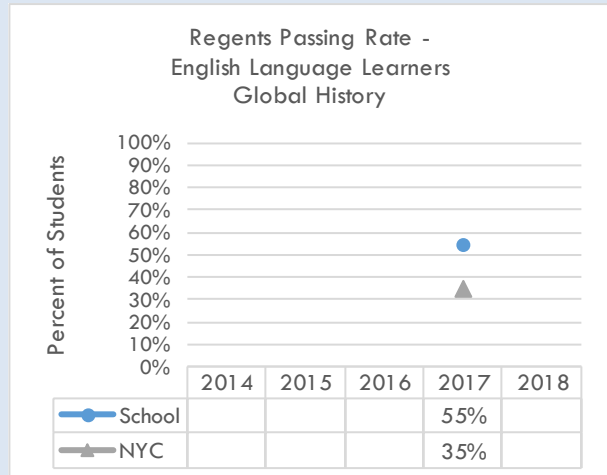


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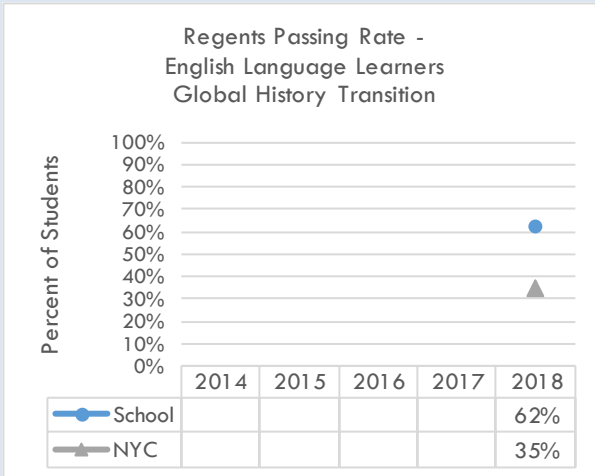


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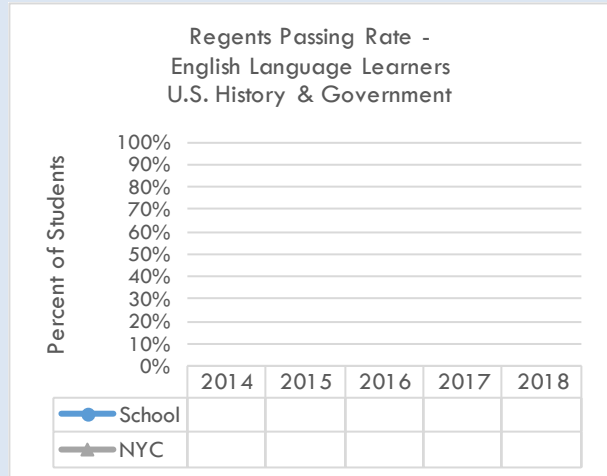


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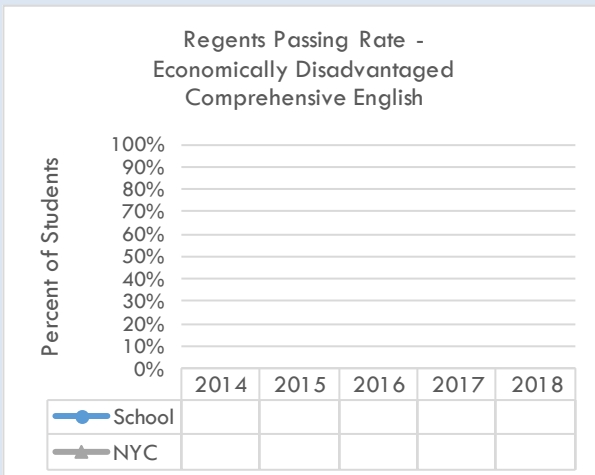


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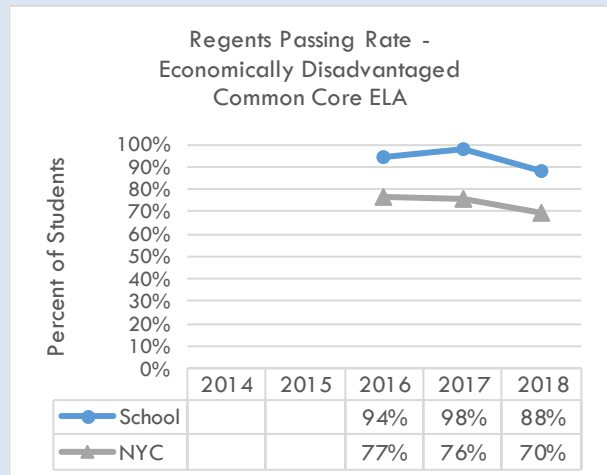


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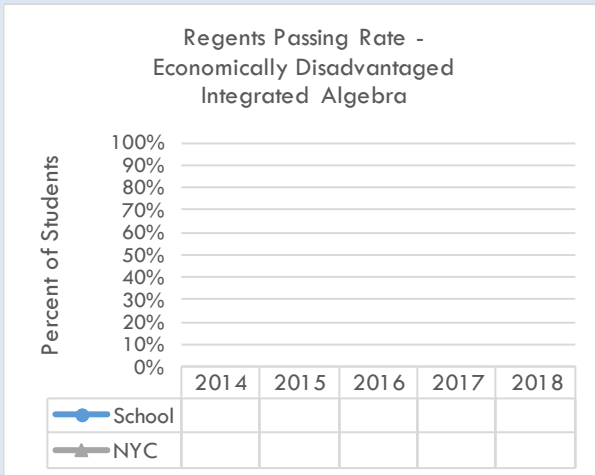


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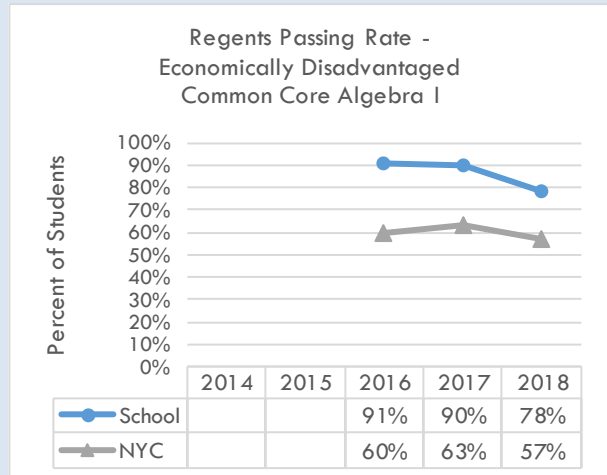


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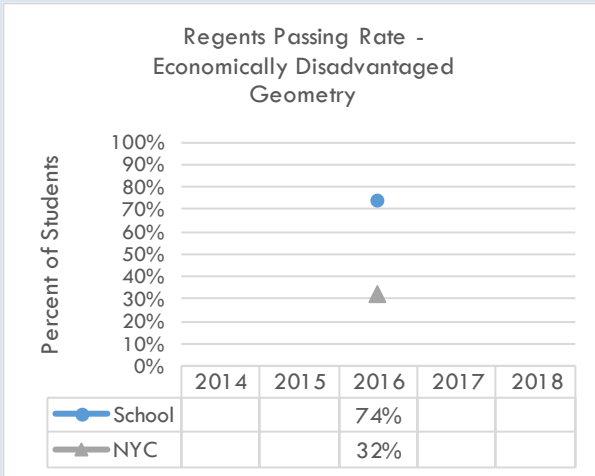


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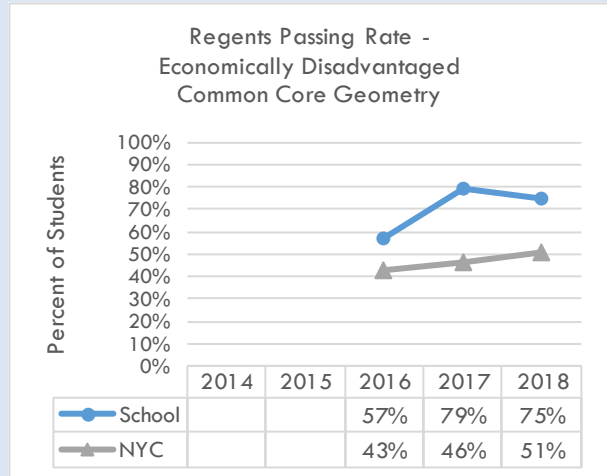


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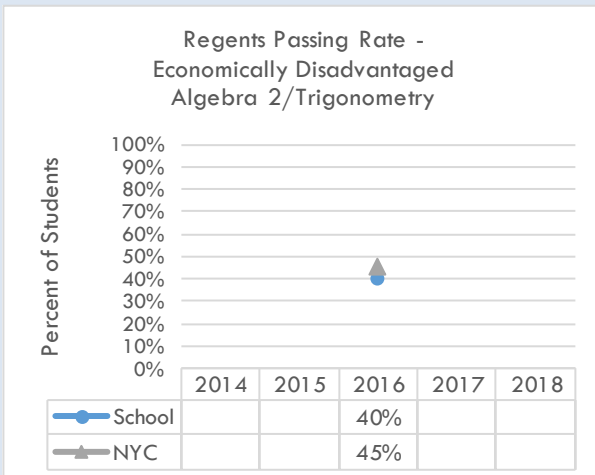


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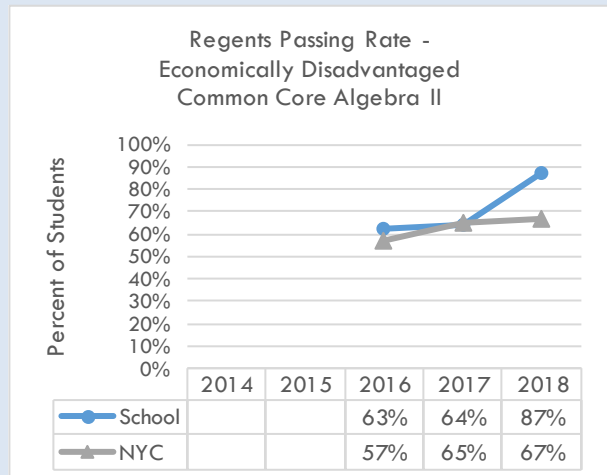


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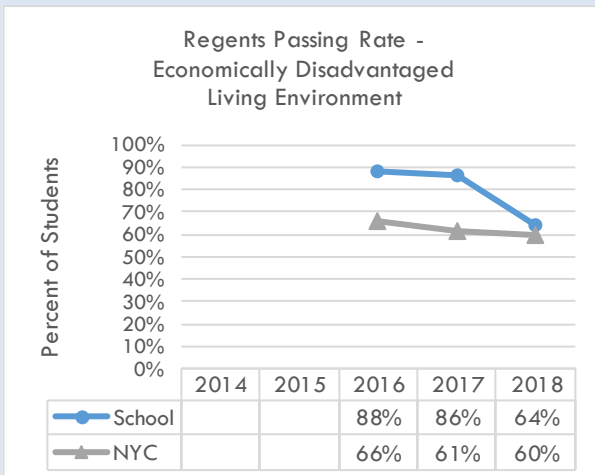


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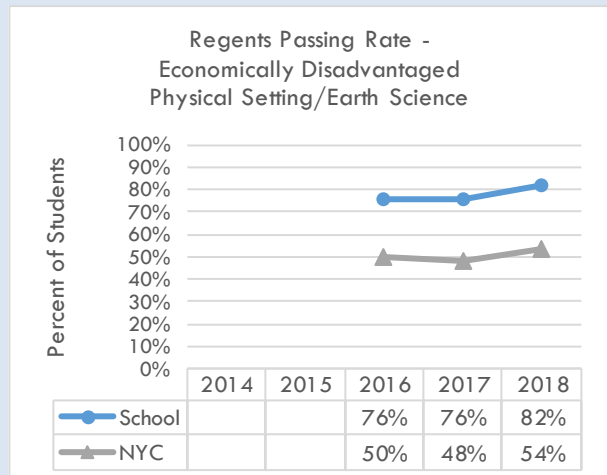


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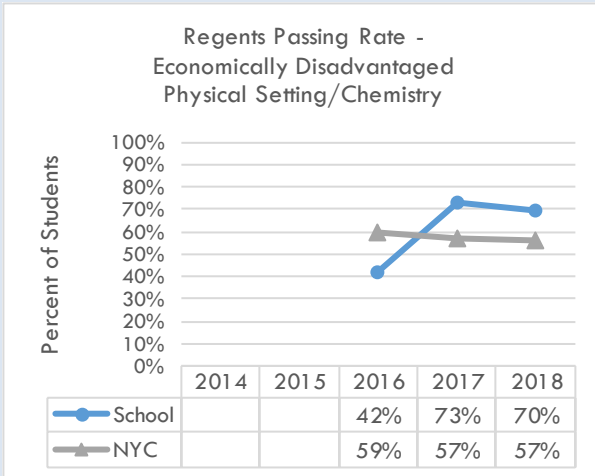


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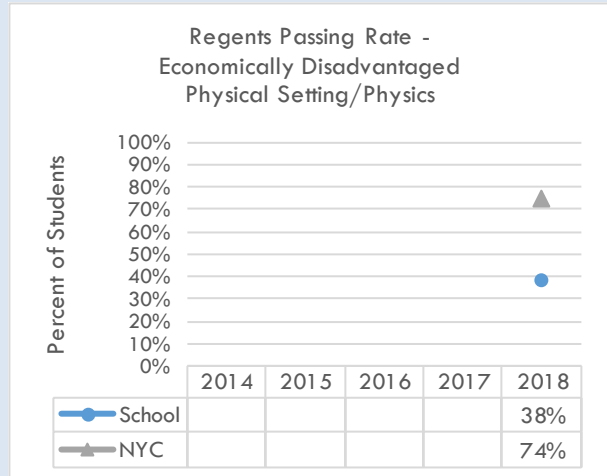


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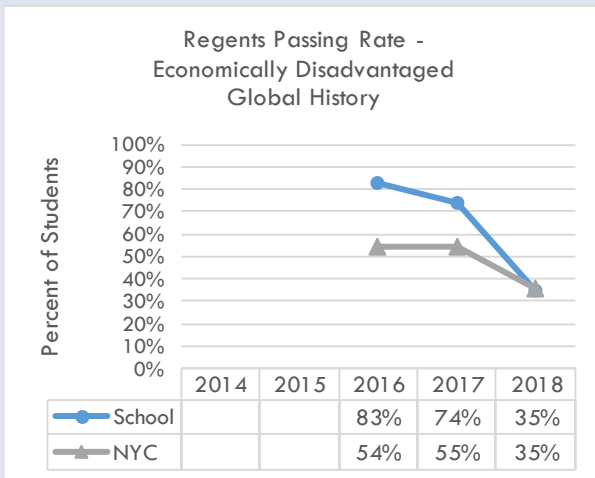


Figure 94

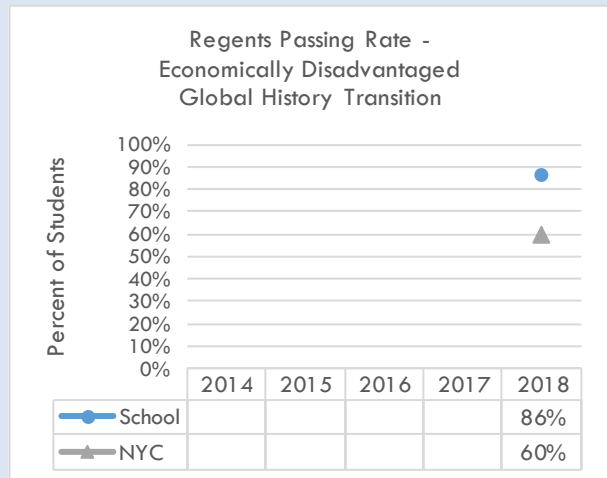


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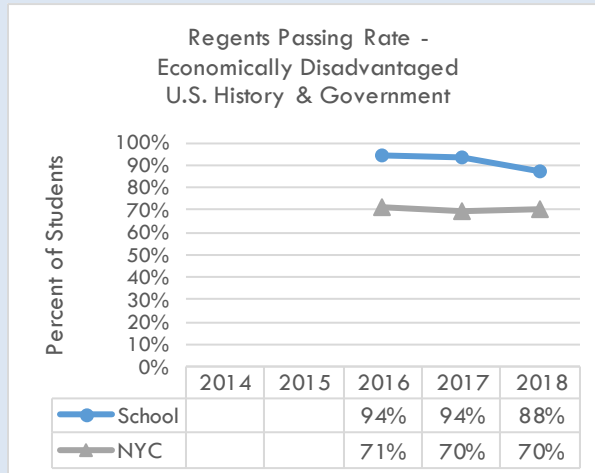


Figure 96

## APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-2018 Annual Report. The information presented here has not be reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2017-2018 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such percentage for the Community School District (CSD) in which the school is located. (Relevant for schools serving grades 3-8).	Yes we beat the district in ELA in all of the years of the charter term 2016-2017. We used data.nysed.gov to verify that we met this goal.	Met	
Academic Goal 2	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State ELA examination must exceed such	No we did not beat the city in ELA for any of the years of the charter term 2016-2017. We used data.nysed.gov to verify that we met	Not Met	
Academic Goal 3	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the Community School District (CSD). (Relevant for schools serving grades 3-8)	Yes we beat the district in Mathematics for all of the years of the charter term 2016-2017. We used data.nysed.gov to verify that we met this goal.	Met	

Academic Goal 4	For each year of the school's renewal charter term, the percentage of the school's students who score at or above Level 3 on the New York State Mathematics examination must exceed such percentage for the city. (Relevant for schools serving grades 3-8)	No we did not beat the city in math for any of the years of the charter term 2016-2017. We used data.nysed.gov to verify that we met this goal.	Not Met	
Academic Goal 5	For each year of the school's renewal charter term, at least 75 percent of students in the school's graduating class will have passed the English Regents exam with a score of 75 percent or higher. (Relevant to school serving grades 9-12)	82% of the scholars from the Class Of 2017 got higher than 75. And 79% of the scholars from the Class Of 2018 got above 75. We tracked this data after pulling it from Level 2.	Met	
Academic Goal 6	For each year of the school's renewal charter term, at least 75 percent of students in the school's graduating class will have passed a Math Regents exam with a score of 80 percent or higher. (Relevant to school serving grades 9-12)	No, only 37.31% of scholars from the Class Of 2017 finished with a math exam above 80. Only 4% of the Class Of 2018 Got above an 80 on a Math Regents. We tracked this data after pulling it from Level 2.	Not Met	
Academic Goal 7	Based on the proficiency rates on the New York State ELA examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	Yes, the ELA pass rate has gone up over all years of the charter term 2016-2017. We tracked this data after pulling it from Level 2.	Met	

Academic Goal 8	Based on the proficiency rates on the New York State Mathematics examination, the school will demonstrate positive academic growth in each year of the charter term. (Relevant for schools serving grades 3-8)	We partially met this goal. Pass rates dropped in math from 2016 to 2017 but jumped significantly in 2018. We are selecting "met" because our final pass rate from the 2018 tests were the highest ones (by a lot) and it can be deemed that overall our trajectory is up. Level 2 is the source for this data.	Met	
Academic Goal 9	In each year of the charter term, the school will have increased pass rates on the Comprehensive or Common Core English Regents exam. (Relevant for schools serving grades 9-12).	Yes, the Class of 2017 had 98.51% pass rate and the Class of 2018 had 100% pass rate. Level 2 is the source for this data.	Met	
Academic Goal 10	In each year of the charter term, the school will have increased pass rates on the Mathematics Regents exam of the school's choice (e.g. algebra or geometry). (Relevant for schools serving grades 9-12) (School chose Common Core Geometry.)	Yes there was improvement from 48.65% to 85.71% in Geometry from 2015-2016 to 2016-2017. Level 2 is the source for this data.	Met	

Academic Goal 11	Where the school has an eligible subgroup population (deemed as five or more students) of English language learners, students with disabilities, and/or students eligible for the free or reduced- price lunch program, the school will demonstrate positive academic growth on New York State ELA examination proficiency rates for those applicable populations in each year of the charter term. (Relevant for schools serving grades 3-8)	Yes, in each year of our charter renewal the performance of economically disadvantaged students has increased their performance in ELA. Level 2 is the source for this data.	Met	
Academic Goal 12	Where the school has an eligible subgroup population (deemed as five or more students) of English language learners, students with disabilities, and/or students eligible for the free or reduced- price lunch program, the school will demonstrate positive academic growth on New York State Mathematics examination proficiency rates for those applicable populations in each year of the charter term. (Relevant for schools serving grades 3-8)	Yes, in each year of our charter renewal the performance of economically disadvantaged students has increased their performance in Math. Level 2 is the source for this data.	Met	

Academic Goal 13	<p>Where the school has an eligible subgroup population (deemed as five or more students) of English language learners, students with disabilities, and/or students eligible for the free or reduced- price lunch program, the school will demonstrate positive academic growth on Comprehensive or Common Core</p> <p>English Regents exam proficiency rates for those applicable populations in each year of the charter term. (Relevant for schools serving grades 9-12)</p>	Yes, SPED beat city averages on the Common Core English exam. We used data.nysed.gov to verify that we met this goal.	Met	
Academic Goal 15	For each year of the next charter term, the school's 4-year graduation rate will be at or above the citywide averages.	Yes, the city's four year graduation rate was 78 percent in 2015-2016 and 80% in 2016-2017. The class of 2017 graduated 96% of our scholars within 4 years as per our schools quality report.	Met	
Academic Goal 16	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.	Yes, we met this goal.	Met	



Org Goal 1	Teachers are competent in their assigned areas and have the requisite qualifications under state and federal law.		Met	
Org Goal 2	The school has documented discipline policies and procedures that are consistently applied and lead to an environment conducive to learning.		Met	
Org Goal 3	Each year, the school will have a daily attendance rate including excused absences of at least 95%.		Met	
Org Goal 4	Each year 95% of all students enrolled will return the following September, excluding students who left for reasons not connected to the school (i.e. moved, IEP required more restrictive educational setting, etc.)		Met	
Org Goal 5	Suspension rates will not exceed 5% in our first and second year, 4% in our third and fourth year, 3% in our fifth and sixth year, and 2% in our seventh year and beyond.		Met	
Org Goal 6	Each year the school will comply with all applicable laws, rules, regulations, and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the Federal Individuals with Disabilities Education Act, and the Federal Family Educational Rights and Privacy Act.		Met	

Org Goal 7	The board's size and structure functions as stipulated by contract.		Met	
Org Goal 8	The board membership is complete and contributes a broad skill set.		Met	
Org Goal 9	The school will foster an environment conducive to staff retention		Met	
Org Goal 10	Each year at least 80% of teachers will express satisfaction with the school's leadership, learning environment, and professional development opportunities based on the NYC DOE School Survey		Met	
Org Goal 11	Each year parents and students will express satisfaction with the school. At least 80% of parents and 80% of students will express satisfaction with the school based on the NYC DOE School Survey		Met	

Org Goal 12	<p>In each year of the charter term, students will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of parents that meets or exceeds citywide averages that agree or strongly agree with the key questions indicating satisfaction identified in the NYC DOE Charter Schools Accountability Handbook. The school will only have met this goal if 50% or more students participate in the survey. met this goal if 50% or more parents participate in the survey.</p>		Met	
Org Goal 14	<p>In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. The school will have a percentage of staff that meets or exceeds citywide averages that agree or strongly agree with the key questions indicating satisfaction identified in the NYC DOE Charter Schools Accountability Handbook. The school will only have met this goal if 50% or more staff participate in the survey.</p>		Met	
Financial Goal 1	<p>Each year student enrollment will be within 15% of full enrollment.</p>		Met	

Financial Goal 2	Upon completion of the school's first year of operation and every year after, the school will undergo an independent financial audit that will results in an unqualified opinion without finding any deliberate acts of wrongdoing, reckless conduct or actions which cause a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school		Met	
Financial Goal 3	Each year the school will operate on a balanced budget, where the revenues equal or exceed expenditures, and maintain a stable cash		Met	

## APPENDIX G: RECRUITMENT AND RETENTION 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, English Language Learners, and students who are eligible for 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.

The school has submitted the following text in support of this requirement. The school submission is missing the following required elements:

- Discussion of retention strategies for all student subgroups
- Discussion of enrollment strategies for students eligible for free and reduced price lunch
- Discussion of future plans

### SCHOOL-PROVIDED EFFORTS

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#### ENROLLMENT EFFORTS

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##### ECONOMICALLY DISADVANTAGED

We place information flyers in schools, churches and reach out to parents of current students. A high number of scholars in our school are economically disadvantaged based on the district we are in.

We plan to repeat the same efforts in 2018-19 by placing information flyers in schools, churches and reaching out to parents of current students.

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##### ENGLISH LANGUAGE LEARNERS

We place information flyers in schools, churches and reach out to parents of current students. We give preference to ELL for acceptance into the school through our lottery.

We place information flyers in schools, churches and reach out to parents of current students. We give preference to ELL for acceptance into the school via our lottery in April.

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##### STUDENT S WITH DISABILITIES

We reach out to other schools and current scholars in our school.

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#### RETENTION

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##### ECONOMICALLY DISADVANTAGED

We offer the best programs in our district. Our retention rate is above 95%. We use every resource to help economically disadvantaged scholars.

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#### ENGLISH LANGUAGE LEARNERS

We offer the best programs in our district. Our retention rate is above 95%. We offer programs to help ELL pass all ELL exams.

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#### STUDENTS WITH DISABILITIES

We offer the best programs in our district. Our retention rate is above 95%. We offer programs to help students with disabilities succeed.

## APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. 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 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\\_2018-19\\_final-docx.pdf?sfvrsn=b721debd\\_8](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8).

## SOURCES

<sup>i</sup> Number of students actively enrolled on October 31, 2018 as recorded in ATS.

<sup>ii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>iii</sup> School report card at [data.nysed.gov](https://data.nysed.gov).

<sup>iv</sup> NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

<sup>v</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>vi</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>vii</sup> NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

<sup>viii</sup> School Quality Reports and School Progress Reports available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>ix</sup> Calculations based on data reported by the school in its renewal data collection form.

<sup>x</sup>Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

<sup>xi</sup> Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31<sup>st</sup> of the prior year who are still at the school on October 31<sup>st</sup> of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31<sup>st</sup> ATS pull for the evaluated year.

<sup>xii</sup> Annual school audit

<sup>xiii</sup> Annual school audit



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<sup>xiv</sup> Number of students actively enrolled on October 31, 2018 as recorded in ATS.

<sup>xv</sup> School-reported suspension and expulsion data. 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. Rates are calculated as number of events divided by total population.

<sup>xvi</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

<sup>xvii</sup> State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

<sup>xviii</sup> Data.nysed.gov