



Charter School Performance Framework

**New York State Board of Regents
State Education Department**

Charter School Office

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Overview

In June of 2010, the New York State Board of Regents (Regents), and the New York State Education Department (NYSED) embarked on a new approach to charter school authorizing, aligning the Regents' and NYSED's work with the best practices of the highest quality authorizers nationally.¹ A key pillar of this work is the Charter School Performance Framework. The Performance Framework outlines the evaluative benchmarks for Board of Regents-authorized charter schools that represent the high level of performance necessary to support student success and earn charter renewal.

The Charter School Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines ten performance benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

The Regents and NYSED evaluate these areas of charter school performance by analyzing quantitative and qualitative data and evidence compiled over the course of the school's charter term. Though each performance benchmark is important, the Regents and NYSED consider increases in student academic achievement (for all students in the aggregate, students with disabilities [SWDs], English language learners [ELLs]/multi-lingual learners [MLLs], and educationally disadvantaged [ED] students) as the most important factor when determining to renew, revoke, or non-renew a school's charter.² Measures reflecting this priority are incorporated into Benchmark 1: Student Performance.

NYSED conducted an extensive period of research and review to develop a Charter School Performance Framework that draws from the best of what is available nationally. While the development of the Charter School Performance Framework was iterative, NYSED staff adhered to the key guiding principles below throughout the process.

The Board of Regents is an outcomes-based authorizer with a focus on schools providing community-based supports for the academic and socio-emotional development of at-risk students. We seek to proactively work with Board of Regents-authorized charter schools to hold them accountable to the standards set forth in the NYSED Charter School Performance Framework. It is our hope that by holding schools accountable to these rigorous standards, they will engage in continual reflection and improvement of academic, operational, and fiscal practices. In addition, Board of Regents-authorized charter schools are afforded a wide degree of autonomy pursuant to the NYS Education Law. To ensure real autonomy, schools must be held to real and rigorous accountability standards.

The mission and vision of the New York State Education Department Charter School Office can be found on the NYSED website at <http://www.p12.nysed.gov/psc/>.

¹ See <http://www.regents.nysed.gov/meetings/2010Meetings/June2010/0610emscd1.htm>.

² This is a required program assurance of NYSED's proposed 2018 federal Charter Schools Program grant to support the expansion of high-quality public charter schools and disseminate the best practices of existing charter schools.

Guiding Principles of the Charter School Performance Framework

- **Focuses on performance over compliance.** Each performance benchmark serves to highlight how a successful school should perform and operate in a key area. The Regents and NYSED recognize that compliance is a minimum expectation and, through the Performance Framework, places the focus on student performance. Charter schools enter into an autonomy-for-accountability, performance-based contract with the Board of Regents, and the Charter School Performance Framework establishes the Regents' expectations for high performance.
- **Preserves operational autonomy.** Each performance benchmark focuses on outcomes rather than process. The Regents and NYSED must protect the building-level autonomies that allow charter schools to exercise the freedom to determine the means by which they achieve student outcomes.
- **Facilitates transparent feedback to schools through clear standards that schools are expected to meet.** The Charter School Performance Framework is structured to ensure that clear and transparent feedback about performance can be conveyed to charter schools throughout the charter term. Based on this feedback and other data, charter schools should be able to make adjustments to their operations and academic programs to improve performance. Standards presented in the Charter School Performance Framework are metrics that schools are expected to meet. These metrics are constructs that schools have the ability to attain through the autonomy provided to them in the Education Law.
- **Aligns to the ongoing accountability and effectiveness work for all public schools.** NYSED re-developed the Charter School Performance Framework during a period of broader educational innovation in New York. To the greatest extent possible, NYSED aligned the Charter School Performance Framework with its overall educator and institutional accountability and school effectiveness work, but also incorporated additional performance metrics that capture the unique aspects of charter school autonomy and accountability.

Using the Performance Framework during the Charter Term

Charter schools are encouraged to refer to the Charter School Performance Framework on a continuing basis to inform planning and as a means of self-assessing their overall health and viability throughout their charter terms. NYSED has clarified the academic indicators in Benchmark 1 so charter schools can better assess their progress toward achievement of these targets.

Using the Performance Framework for Charter Renewal Decision-Making

This version of the Charter School Performance Framework will apply to all Board of Regents-authorized charter schools authorized or renewed during the 2019-2020 school year and thereafter.

Every charter school authorized by the Regents undergoes a rigorous renewal process during the final year of its charter term to determine whether or not the school should continue to operate. The renewal process is triggered when a school submits a renewal application. Throughout the charter term, the charter school board of trustees should be continually evaluating the performance of the school based on all ten Charter School Performance Framework benchmarks. **Before applying for renewal, the school's board of trustees should carefully consider whether the school has met the criteria for renewal as set forth in the Regent's Oversight**

Plan, including but not limited to, the Charter School Renewal Policy and the Performance Framework. If the school is not meeting these criteria, the school’s board of trustees is not required to submit an application for renewal of the charter. If the board does not apply for renewal, the charter will not be renewed, and the school will close on June 30th of the final year of its current charter term.

If a renewal application has been submitted, the renewal process includes a renewal site visit, as well as an analysis of all quantitative and qualitative evidence collected through NYSED’s charter school performance oversight process over the course of the charter term. NYSED’s recommendation to the Regents will be based on the guidelines outlined in the Regents’ Charter School Renewal Policy³ and section 119.7 of the Regulations of the Commissioner. In addition, the Charter School Performance Framework provides: the lens of inquiry for the renewal site visit and for subsequent NYSED analysis; a summary of key findings; and will include an assessment of whether the charter school meets, approaches, or falls far below each performance benchmark (see scale below).

| Level | Description |
|------------------------|---|
| Meets | The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted. |
| Approaches | The school does not meet the performance benchmark; a number of concerns are noted. |
| Falls Far Below | The school falls far below the performance benchmark; significant concerns are noted. |

³ Presented to the New York State Board of Regents at their November 5, 2012 meeting. <http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf>

**New York State Education Department
Charter School Performance Framework⁴**

| Performance Benchmark | |
|--|---|
| Educational Success | Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher. |
| | Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement. |
| | Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school. |
| Organizational Soundness | Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators. |
| | Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with State law and generally accepted accounting practices. |
| | Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter. |
| | Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure and has clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations. |
| Faithfulness to Charter & Law | Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter. |
| | Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target. |
| | Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter. |

⁴ For all Charter School Performance Framework indicators that compare the charter school’s performance to that of the district of location, in instances where the average performance of the district of location exceeds the State average, the minimum expectation will be meeting the performance of the district of location and the target outcome will be to exceed the performance of the district of location.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on all Grade 3-8 assessments. At the high school level, proficiency shall be defined as obtaining a Regents exam score of 65 or higher.

Important Notes:

- The period of evaluation for the indicators and measures presented below generally⁵ spans from the beginning of the charter term through the end of the penultimate year of the charter term. For example, if a school's charter term runs from July 1, 2019 through June 30, 2024, the data under consideration will end with the academic results through the end of the 2022-2023 school year (including Regents testing in August 2023, if available). For renewal terms, the last year of the prior charter term will generally be considered as a baseline for the next renewal term. Any data point or prior report for the charter school, since the school commenced operation, can be presented and used for evaluative purposes.
- The source of all elementary, middle, and high school data used for evaluative purposes in this Framework shall only be from NYSED data.
- All Benchmark 1 indicators are based on New York State 3-8 ELA and math assessments or Regents examinations for all tested subjects at all grade levels and all accountability subgroups⁶, unless otherwise indicated. NYSED reserves the right to revise these measures in order to accommodate changes in State assessments, metrics, or accountability requirements, including any new U.S. Department of Education requirements that may be enacted during the charter term.
- For the purposes of Benchmark 1, for both district and charter school data, NYSED will use former and current SWDs and ELL/MLL students as defined in the most recent NYSED SIRS manual.
- While NYSED may consider other assessment data submitted by the school as supplementary evidence for a school's performance, NYSED will not supplant State assessment results with other assessments such as interim assessment data.
- Pursuant to NYSED's policy of allowing for the elimination of double testing in mathematics or science for certain Grade 7 and 8 students⁷, applicable Grade 7 and 8 students who sit for a mathematics and/or science Regents exam, for the purposes of the Charter School Performance Framework only, will included in the school's Grade 7 and 8 mathematics and/or science proficiency rates as applicable. If the student sits for both the 3-8 and Regents exams, the student's higher performance will be counted. Regents exam results in Grades 7 or 8 may also be reported out in a separate table and compared to similar grade levels.
- Charter schools are held accountable to performance outcomes compared to their district of location. In New York City, the district of location is the community school district (CSD). Charter schools that

⁵ NYSED's renewal policy permits an examination of data from previous charter terms in making a renewal recommendation to the Regents, since multiple short-term renewals are generally discouraged.

⁶ Subgroups include students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students.

⁷ See <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>.

have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district(s) they are mandated to serve, may also be compared to the next highest district(s) where students reside regardless of the percentage of students in the next highest district(s). Additionally, for charters with less than 25% enrollment from the district of location, comparison may be made to an additional sending district(s).

- Students labeled as “ungraded”, for both district and charter schools are included in the analysis as applicable.
- Charter high schools serving overage/under-credited students may develop alternative accountability metrics outside of those set forth in the Performance Framework, at their discretion, that can be submitted as supplementary evidence, in addition to all applicable Performance Framework metrics set forth, at the time of renewal in collaboration with NYSED. NYSED and the Board of Regents will consider this supplementary information at their sole discretion. Charter schools that are held to the standards for overage/under-credited students are defined as having a key design element or language in their mission/charter that specifically references serving overage/under-credited students.
- Charter schools are held accountable to performance outcomes compared to their district of location. In New York City, the district of location is the community school district (CSD). Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district(s) they are mandated to serve, may also be compared to the next highest district(s) where students reside regardless of the percentage of students in the next highest district(s). Additionally, for charters with less than 25% enrollment from the district of location, comparison may be made to an additional sending district(s).

Benchmark 1 Indicators

Renewal is based on evidence that the following targets are generally met:

| Indicator | Measure | Description | Minimum Expectations ⁸ | Target Outcome ⁹ |
|--------------------------|-------------------------------------|--|-----------------------------------|-----------------------------|
| 1. All Schools | | | | |
| 1a. | Accountability | | | |
| All Students & Subgroups | (i) ESEA Accountability Designation | Recognition, Good Standing, Targeted Support and Improvement, and Comprehensive Support and Improvement Schools. | Good Standing | Recognition |

| | | | | |
|--------------------------|-----------------------------------|--|-------------------|-----------------------|
| 1b. | Similar Schools Comparison | | | |
| All Students & Subgroups | (i) Comparative Proficiency | Comparison of the performance of all schools in NYS with similar grade configurations and similar population of students identified as students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students. Performance is based on charter schools' aggregate proficiency compared to similar schools (district schools and/or charter schools) on 3-8 ELA, math, and science assessments and/or high school cohort graduation rate outcomes. | At least the mean | Greater than the mean |

| 2. Elementary/Middle School Outcomes | | | | |
|--|---|---|---|---|
| 2a. | Trending Toward Proficiency (Growth) | | | |
| All Students | (i) Aggregate Standards-Based Trend Toward Proficiency – Math and ELA | The % of students in the school maintaining a proficient testing level (3 or 4) or trending toward proficiency from one year's test administration to the next. | Maintenance or increase in 60% of total tested students' proficiency levels | Maintenance or increase in 80% of total tested students' proficiency levels |
| Schools can track students' annual growth by determining the percent of the total student population who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; or c) remained proficient at either a level 3 or 4. | | | | |
| Subgroups | (ii) Subgroup Standards-Based Trend Toward Proficiency – Math and ELA | The % of students with disabilities, English language learners/multi-lingual learners, and economically | Maintenance or increase in 60% of total | Maintenance or increase in 80% of total tested |

⁸ With limited exception, all Board of Regents-authorized charter schools are expected to meet the minimum expectations as set forth in this document. Failure to do so may adversely affect the renewal outcome up to and including non-renewal. Meeting minimum expectations is not a guarantee of renewal.

⁹ Failure to progress toward target outcomes may adversely affect the renewal outcome.

| | | | | | |
|--|--|--|--|------------------------------------|---------------------------------------|
| | | | disadvantaged students in the school maintaining a proficient testing level (3 or 4) or trending toward proficiency from one year's test administration to the next. | tested subgroup proficiency levels | students' subgroup proficiency levels |
| Schools can track students' annual growth by determining the percent of the total student population who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; or c) remained proficient at either a level 3 or 4. | | | | | |

| 2b. | | Proficiency | | | |
|--------------|-------|---|---|---------------------------|------------------------|
| All Students | (i) | Aggregate School Level Proficiency – Math, ELA, and Science | The % of students who score proficiently on 3-8 State assessments for all students at the school level. | District Proficiency Rate | State Proficiency Rate |
| Subgroups | (ii) | Subgroup School Level Proficiency – Math, ELA, and Science | The % of students who score proficiently on 3-8 State assessments by subgroup at the school level compared to the subgroup. Includes students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students. | District Proficiency Rate | State Proficiency Rate |
| All Students | (iii) | Aggregate Grade Level Proficiency – Math, ELA, and Science | The % of students who score proficiently on 3-8 State assessments for all students by grade level. ¹⁰ | District Proficiency Rate | State Proficiency Rate |
| Subgroups | (iv) | Subgroup Grade Level Proficiency – Math, ELA, and Science | The % of students who score proficiently on 3-8 State assessments for each subgroup by grade level. ¹¹ | District Proficiency Rate | State Proficiency Rate |

| Indicator | Measure | Description | Target | |
|--------------------------------|------------------------------|---|---|--------------------|
| 3. High School Outcomes | | | | |
| 3a. | Regents Exam Outcomes | | | |
| All Students | (i) | Aggregate Total Cohort Regents Testing Outcomes | 4-year, 5-year, and 6-year cohort Regents testing outcomes for ELA, Mathematics, Science, Global History and Geography, and US History and Government, or a NYSED approved equivalent, for all students with an emphasis on the final testing outcome for students. ¹² Passing shall be defined as obtaining a Regents exam score of 65 or higher. | State Passing Rate |

¹⁰ Inclusive of annual Regents outcomes for 7th and 8th grade students, when applicable, as described in the Notes above.

¹¹ Inclusive of annual Regents outcomes for 7th and 8th grade students, when applicable, as described in the Notes above.

¹² Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

| | | | | |
|--------------|-------|--|--|---|
| Subgroups | (ii) | Subgroup Total Cohort Regents Testing Outcomes | 4-year, 5-year, and 6-year cohort Regents testing outcomes for ELA, Mathematics, Science, Global History and Geography, and US History and Government, or a NYSED approved equivalent, by subgroup with an emphasis on the final testing outcome for students. ¹³ Passing shall be defined as obtaining a Regents exam score of 65 or higher. | State Passing Rate |
| All Students | (iii) | Aggregate College and Career Readiness | 4-year cohort Regents testing outcomes for ELA and Mathematics, or a NYSED approved equivalent, for graduating students. ¹⁴ College and career readiness shall be defined as obtaining a Regents exam score of 75 or higher on the ELA Regents test and 80 or higher on any Regents Math test. ¹⁵ | State College and Career Readiness Rate |
| Subgroups | (iv) | Subgroup College and Career Readiness | 4-year cohort Regents testing outcomes for ELA and Mathematics, or a NYSED approved equivalent, for graduating student subgroups. ¹⁶ College and career readiness shall be defined as obtaining a Regents exam score of 75 or higher on the ELA Regents test and 80 or higher on any Regents Math test. ¹⁷ | State College and Career Readiness Rate |

| 3b. Graduation Outcomes | | | | |
|-------------------------|-------|----------------------------------|---|-------------------------------|
| All Students | (i) | Aggregate Cohort Graduation Rate | 4-year (August), 5-year (August), and 6-year (June) graduation rate for all students with an emphasis on the final graduation outcome for students. | State Graduation Rate |
| Subgroups | (ii) | Subgroup Cohort Graduation Rate | 4-year (August), 5-year (August), and 6-year (June) graduation rate for students identified as students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students with an emphasis on the final graduation outcome for students. | State Graduation Rate |
| All Students | (iii) | Aggregate On-Track to Graduate | % of all students in a cohort who have passed 3 out of 5 Regents exams, or a NYSED approved equivalent, required for graduation by August of the end of the student's 3 rd year of high school (overage/under-credited school cohorts will be measured by their 4 th year of high school in passing 3 out of 5 Regents exams by August of that year). | State Graduation Rate Percent |
| Subgroups | (iv) | Subgroup On-Track to Graduate | % of cohort by subgroup that has passed 3 out of 5 Regents exams, or a NYSED approved equivalent, required for graduation by the end of the student's 3 rd year of high school (overage/under-credited school cohort subgroups will be measured by their 4 th year of high school in passing 3 out of 5 Regents exams). | State Graduation Rate Percent |

¹³ Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available.

¹⁴ Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

¹⁵ Based on College and Career Readiness metrics of the City University of New York.

¹⁶ Annual Regents exam outcomes will be substituted for Subgroup Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

¹⁷ Based on College and Career Readiness metrics of the City University of New York.

Benchmark 1 Data Guide

Academic information is most useful to schools when they can track, compare and predict their own data. Benchmark 1 is designed with this in mind and is intended to be a tool that schools can use to make programmatic decisions as well as track their academic standing each year of the charter term leading to renewal. Below is a guide for accessing these data indicators. While a school may be able to access school-level data reports, district and statewide data needed for comparisons may not be available until a later date. Schools should closely monitor public data release dates from the Office of Information and Reporting Services and the IRS Portal announcements as this will determine when comparative data can be accessed. The NYSED Charter School Office may update these links periodically as data reporting information changes.

1a.(i) ESEA Accountability Designation

<http://www.p12.nysed.gov/accountability/ESEADesignations.html>

School Data

1b.(i) Comparative Proficiency

<http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

NYS Report Card Data data.nysed.gov

*School Data &
Similar Schools*

2a.(i) Aggregate Standards-Based Trend Toward Proficiency – Math and ELA

*L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report
(Student Level)*

http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf

School Data

2a.(ii) Subgroup Standards-Based Trend Toward Proficiency – Math and ELA

*L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report
(Student Level)*

http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf

School Data

2b.(i) Aggregate School Level Proficiency – Math, ELA, and Science

L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report

http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf

School Data

NYS Report Card Data data.nysed.gov or

NYS 3-8 Data Release <http://www.p12.nysed.gov/irs/ela-math/>

*District/State
Data*

2b.(ii) Subgroup School Level Proficiency – Math, ELA, and Science

L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report

http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf

School Data

NYS Report Card Data data.nysed.gov or

NYS 3-8 Data Release <http://www.p12.nysed.gov/irs/ela-math/>

*District/State
Data*

| | | |
|--|--|----------------------------|
| 2b.(iii) Aggregate Grade Level Proficiency – Math, ELA, and Science | <i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf | <i>School Data</i> |
| | <i>NYS Report Card Data</i> data.nysed.gov or <i>NYS 3-8 Data Release</i> http://www.p12.nysed.gov/irs/ela-math/ | <i>District/State Data</i> |
| 2b.(iv) Subgroup Grade Level Proficiency – Math, ELA, and Science | <i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf | <i>School Data</i> |
| | <i>NYS Report Card Data</i> data.nysed.gov or <i>NYS 3-8 Data Release</i> http://www.p12.nysed.gov/irs/ela-math/ | <i>District/State Data</i> |
| 3a.(i) Aggregate Total Cohort Regents Exam Outcomes | <i>L2RPT Report SIRS-202: Total Cohort – Assessment Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf | <i>School Data</i> |
| | <i>NYS Report Card Data</i> data.nysed.gov | <i>State Data</i> |
| 3a.(ii) Aggregate Total Cohort Regents Exam Outcomes | <i>L2RPT Report SIRS-202: Total Cohort – Assessment Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf | <i>School Data</i> |
| | <i>NYS Report Card Data</i> data.nysed.gov | <i>State Data</i> |
| 3a.(iii) College and Career Readiness | <i>L2RPT Report SIRS-202: Total Cohort – Assessment Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf | <i>School Data</i> |
| | <i>NYS Report Card Data</i> data.nysed.gov | <i>State Data</i> |
| 3a.(iv) College and Career Readiness | <i>L2RPT Report SIRS-202: Total Cohort – Assessment Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf | <i>School Data</i> |
| | <i>NYS Report Card Data</i> data.nysed.gov | <i>State Data</i> |
| 3b.(i) Aggregate Cohort Graduation Rate | <i>L2RPT Report SIRS-201: Total Cohort –Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_201- | <i>School Data</i> |

[TCsummaryL2RPT.pdf](#) or NYS Report Card Data data.nysed.gov

3b.(ii) Subgroup Cohort Graduation Rate

L2RPT Report SIRS-201: Total Cohort –Summary

School Data

http://www.p12.nysed.gov/irs/level2reports/SIRS_201-TCsummaryL2RPT.pdf or NYS Report Card Data data.nysed.gov

3b.(iii) Aggregate On-Track to Graduate

L2RPT Report SIRS-202: Total Cohort – Assessment Summary (Student Level)

School Data

http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf

3b.(iv) Subgroup On-Track to Graduate

L2RPT Report SIRS-202: Total Cohort – Assessment Summary (Student Level)

School Data

http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Renewal is based on evidence that the following indicators are generally present:

1. Curriculum:
 - a. The school has a documented curriculum that is aligned to current New York State learning standards.
 - b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
 - c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.
 - d. The curriculum is systematically reviewed and revised.
2. Instruction:
 - a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.
 - b. Instructional delivery fosters engagement with all students.
 - c. The school differentiates instruction to ensure equity and access for all students.
 - d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation:
 - a. The school uses a system of formative, diagnostic, and summative assessments.
 - b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
 - c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.
 - d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners:
 - a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.
 - b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.
 - c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Renewal is based on evidence that the following indicators are generally present:

1. Measures of Culture, Climate, and Student Engagement:
 - a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.¹⁸
 - b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.¹⁹
 - c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. Behavior Management and Safety:
 - a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.
 - b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.
 - c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.

¹⁸ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

¹⁹ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

- d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.
 - e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication:
- a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.
 - b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.
 - c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.
 - d. The school has a systematic and transparent process for responding to family or community concerns.
 - e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.
 - f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports:
- a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.
 - b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
 - c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.
 - d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
 - e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school’s performance on each of the following metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation:

| 1. Near-Term Indicators: | |
|--------------------------------------|-----------------------------|
| 1a. | Current Ratio |
| 1b. | Unrestricted Days Cash |
| 1c. | Enrollment Variance |
| 1d. | Composite Score |
| 2. Sustainability Indicators: | |
| 2a. | Total Margin |
| 2b. | Debt-to-Asset Ratio |
| 2c. | Debt Service Coverage Ratio |

- Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with State law and generally accepted accounting practices.

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Benchmark 6: Board Oversight and Governance

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

Renewal is based on evidence that the following indicators are generally present:

1. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
2. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
3. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
4. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.
5. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
6. The board engages in ongoing professional development.
7. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.
8. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Renewal is based on evidence that the following indicators are generally present:

1. School Leadership:
 - a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.
 - b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
 - c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.
 - d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. Professional Climate:
 - a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
 - b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.

- c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
 - d. The school has established procedures for effective collaboration among teachers.
 - e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.
 - f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. Contractual Relationships (If Applicable):
- a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.
 - b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements outlined in its charter.

Renewal is based on evidence that the following indicators are generally present:

- 1. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.
- 2. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Important Notes:

- For the purposes of Benchmark 9, for both the district and charter school data, NYSED will use former and current SWDs and ELL/MLL students²⁰.
- Charter schools are held accountable to performance outcomes compared to their district of location. In New York City, the district of location is the community school district (CSD). Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district(s) they are mandated to serve, may also be compared to the next highest district(s) where students reside regardless of the

²⁰ Former English-language learners/multilingual learners shall be defined by 8 CRR-NY 154-2.2(i). Those students who have been declassified as students with a disability shall be defined as “former students with a disability” for the same time period as the timeline set forth in 8 CRR-NY 154-2.2(i) for English-language learners/multilingual learners.

percentage of students in the next highest district(s). Additionally, for charters with less than 25% enrollment from the district of location, comparison may be made to an additional sending district(s).

- Students labeled as “ungraded” in L2RPT, for both district and charter school data are included in the analysis as applicable.

| Indicator | Measure | Description | Minimum Expectations | Target Outcome | |
|-----------------------|---|--|---|---|-------------------------------|
| 1. All Schools | | | | | |
| 1a. | Enrollment | | | | |
| All Students | (i) | Aggregate Enrollment | Comparison of a charter school's reported enrollment vs. their contracted enrollment for that year. | At least 85% and no more than 100% of contracted enrollment | 100% of contracted enrollment |
| Subgroups | (ii) | Subgroup Enrollment | Comparison of a charter school's enrollment of students with disabilities, ELL/MLLs, and economically disadvantaged students with the district of location's enrollment of the same subgroups. | No less than 5 percentage points lower than the district of location, or other focus district when applicable | |
| 1b. | Retention | | | | |
| All Students | (i) | Aggregate Retention | Percentage of students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day. | No less than 5 percentage points lower than the district of location, or other focus district when applicable | |
| Subgroups | (ii) | Subgroup Retention | Percentage of students with disabilities, ELL/MLLs and economically disadvantaged students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day. | No less than 5 percentage points lower than the district of location, or other focus district when applicable | |
| 1c. | High School Persistence²¹ | | | | |
| All Students | (i) | Aggregate Cohort Graduation Persistence Rate | The % of students who start in the 9 th grade in the 4-year (August), 5-year (August), and 6-year (June) graduation cohort and remain enrolled in the school until they graduate from the high school program. | 85% | |

²¹ Persistence is defined as any students who enters the cohort in the 9th grade and remains enrolled in the school until graduating from the high school program.

| | | | | |
|------------------|-------------|---|---|-----|
| Subgroups | (ii) | Subgroup Cohort Graduation Persistence Rate | The % of students in sub-groups who start in the 9 th grade in the 4-year (August), 5-year (August), and 6-year (June) graduation cohort and remain enrolled in the school until they graduate from the high school program. | 85% |
|------------------|-------------|---|---|-----|

Benchmark 10: Legal Compliance

The school has complied with applicable laws, regulations, and the provisions of its charter.

Renewal is based on evidence that the following indicators are generally present:

1. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.
2. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.
3. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.
4. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.
5. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
6. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.