New York State Education Department

SY 2021-2022 Charter Term Renewal Guidelines and Application

Only for New York State Charter Schools Authorized by the Board of Regents

The Regents of the University of the State of New York

Charter School Office
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*Please note: The school's board of trustees is not required to submit an application for renewal of the charter. Before applying for renewal, the board should carefully consider whether the school has met the criteria for renewal as set forth in the [Regents' Oversight Plan](), including but not limited to, the [Charter School Renewal Policy]() and the standards set forth in the [Charter School Performance Framework](){[1]}. If the board does not apply for renewal, the charter will not be renewed, and the school will close on June 30{th} of the final year of the current charter term.

NYSED, on behalf of the New York State Board of Regents ("Board of Regents" or "Regents"), is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision-making at all levels. We hope to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion throughout your renewal application.

The New York State Education Department ("Department") Charter School Office ("NYSED CSO") renewal guidelines provide information on submitting an application for charter renewal for charter schools authorized by the Board of Regents. These guidelines also include an overview of the charter renewal process, and the detailed requirements for preparing and submitting an application for charter renewal to the NYSED CSO and the New York State Board of Regents.

The Board of Regents is obligated by law to conduct ongoing performance reviews of each charter school and to decide whether to renew the school's charter and for how long. In 2012, the Board of Regents adopted a [Charter School Renewal Policy](), which guides the work of the NYSED CSO in overseeing the performance of Regents-authorized charter schools. These renewal guidelines have been updated to reflect the 2015 or 2019 Charter School Performance Framework, which are used by the NYSED CSO to evaluate school performance and by the Board of Regents to make renewal determinations.

The 2015 and 2019 Charter School Performance Frameworks address three broad areas. By providing full and accurate information and evidence under each of these three areas, the school has the opportunity to make its best case for charter renewal.

1. The school's academic success and ability to operate in an educationally sound manner;

2. The school's organizational viability and its ability to operate in a fiscally sound manner; and

3. The school's faithfulness to the terms of its charter and adherence to applicable laws and regulations.

**COVID-19 PANDEMIC NOTE: As of the publication of this application, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and that State assessments for Grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the [applicable memos]()). The State assessment program was then modified for the 2020-2021 school year. The Regents-endorsed Charter School Performance Framework is a robust document that allows the NYSED CSO to continue to use it as an evaluative tool even during the current statewide crisis since Board of Regents-

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[1] Please note, there are currently two versions of the Charter School Performance Framework. The 2019 version will apply to all Board of Regents-authorized charter schools authorized or renewed during the 2019-2020 school year and thereafter. The 2015 version will apply to all other Board of Regents-authorized charter schools.

authorized charter schools have been implementing robust continuity of learning plans and reopening plans while adhering to NYSED's [Remote Monitoring and Oversight Plan](). Therefore, NYSED will continue to use the Performance Framework and Board of Regents' renewal policy to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations. For example, when evaluating the school's performance, Benchmark 1 continues to allow for the use of longitudinal data. NYSED supports charter schools submitting optional supplemental data in the school's renewal application to demonstrate the work they have been doing in support of all ten Performance Framework Benchmarks during the current crisis. This optional supplemental data may include, but is not limited to, protocols to support continued high-quality teaching and learning, student, staff, and family engagement efforts and measures, and differentiated efforts to ensure the continuity of board and organizational capacity – including the continued differentiation between governance and management. In addition, all charter schools should provide school-administered interim assessment data pursuant to the [NYSED Local Assessment Plan memo]().

Charter Renewal Process Summary

Submission of Application for Charter Renewal

Schools requesting a charter renewal term beginning on July 1, 2022 must submit a completed application for charter renewal, with the exception of the Benchmark 1 narrative, **no later than 5:00 PM EST on August 16, 2021.[2]** To determine a school's eligibility to submit an application, see the list posted on the NYSED CSO website.

The Benchmark 1 narrative, and other supplementary data that the school may choose to present, is to be submitted **no later than 5:00 PM EST on October 1, 2021.[3]** Prior to that date, the NYSED will provide Benchmark 1 data to the charter school, with the exception of the data required by the NYSED Local Assessment Plan[4] information, which the school will provide in its Benchmark 1 narrative.

Eligible school applicants will submit the complete renewal application solely through NYSED CSO online portal. **The NYSED CSO will soon provide details about the renewal process, resources, and its online portal, and post them on the NYSED [CSO renewal application information page](.)**

The submitted charter renewal application must be complete and align to the content and format guidelines set forth in this document.

Application Review

Once received on the NYSED CSO online portal, NYSED CSO staff review the submitted application to ensure that it is complete and clearly written. If it is incomplete or if sections are unclear, it may be returned to the school for revision. The NYSED CSO may also request additional information during its renewal site visit.

Renewal Site Visit

As delegated by the NYSED's Commissioner, a NYSED CSO site visit team conducts a detailed review of the school's performance, culminating in the renewal site visit. The NYSED CSO team conducting the renewal site visit will prepare a renewal site visit report summarizing its findings. Your NYSED CSO liaison will work with you on scheduling and conducting a fall renewal site visit. The NYSED CSO will provide details about the renewal site visit in its Renewal SV Protocol and post them on its website.

Opportunity for Response

Upon NYSED CSO's receipt of the school's renewal application and material revision requests (if applicable), it will send a notification letter to the school's district of location. This action prompts the district to hold a public hearing, at which time anyone may speak in favor or opposition of what is before them. Following the renewal site visit, and upon receipt of the NYSED CSO's final draft renewal report, the school may choose to provide the NYSED CSO with factual corrections to that version of the report. Once finalized, the school then has an opportunity to provide evaluative comments that become part of the school record and are posted on the NYSED CSO website, along with the final renewal site visit report. Other interested parties and members of the public are given the opportunity to submit written comments to the NYSED CSO regarding renewal of the school's charter.

Department Recommendation	The Department reviews data collected by the NYSED CSO through the renewal process. This data includes multiple sources of evidence from throughout the charter term including, but not limited to, the school's application for charter renewal, site visit reports, annual reports, and student achievement, enrollment, and financial data. The Department, based on the aforementioned data, and in the context of the Board of Regents' Renewal Policy, prepares a renewal recommendation and a final renewal site visit report for the Board of Regents.
Board of Regents Vote	The Board of Regents votes to grant, modify, or deny the school's application for charter renewal. The Board of Regents also has the discretion to set forth terms and conditions for the school's charter renewal period. A school's renewal application is generally a summary of what the school has accomplished during the charter term and explains how the school has met the requirements of its charter. To the extent that the renewal application contains narrative or other items that conflict with the school's original or existing charter, and those items are not specifically approved by the Regents, they are deemed denied. In order for the school's revision requests to be considered for Regents' approval, the school must request these revisions to its charter using Section 4 of the renewal application. These revision requests will be reviewed by NYSED CSO and, in the case of material revision requests, reviewed by the Regents, at the time the renewal action is taken. If a revision request is not approved by the Board of Regents, the revision it is deemed to be denied.

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[2] In cases where a school's charter agreement indicates a different due date, these guidelines constitute CSO approval, on behalf of the Commissioner, for a non-material revision to the charter agreement to accommodate this new deadline.

[3] Deadline subject to change to a later date solely by the NYSED's CSO with advance notice.

[4] See http://www.p12.nysed.gov/psc/regentsoversightplan/SectionIIMonitoringPlan.html.

Application for Charter Renewal Submission Instructions

Submission Instructions and Deadlines:

All schools must complete all prompts in all sections of the application. If a prompt reads "2019 PF ONLY" this means that schools under the 2015 Performance Framework should NOT respond.

While schools may opt to include supplemental information that supports the school's renewal narrative, the Department and NYSED CSO are not required to consider this optional supplemental information.

Schools requesting a charter renewal term beginning on July 1, 2022 must submit a completed application for charter renewal, with the exception of the Benchmark 1 narrative, **no later than 5:00 PM EST on August 16, 2021.**[5] To determine your eligibility to submit an application, see the list posted on the NYSED CSO website.

The Benchmark 1 narrative based on that data, and other supplementary data that the school may choose to present, is to be submitted **no later than 5:00 PM EST on October 1, 2021.**[6] Prior to that date, the NYSED will provide Benchmark 1 data to the charter school, with the exception of the data required by the NYSED Local Assessment Plan[7] information, which the school will include in its Benchmark 1 narrative submission.

Eligible school applicants will submit the complete renewal application solely through the NYSED CSO online portal**. The NYSED CSO will soon provide details about the renewal process, resources, and its online portal, and post them on the NYSED [CSO renewal application information page](#).**

The submitted charter renewal application must be complete and align to the content and format guidelines set forth in this document.

Application for Charter Renewal Format:

- The completed Application for Charter Renewal may not exceed 45 pages, excluding cover letter, Section IV revisions, Benchmark 1 narrative, optional supplemental documents, and attachments.
- Please use the application completion checklist, below, to ensure that all required components are included.
- The text and attachments must use standard one-inch margins, be clearly paginated, and use a clearly readable font no smaller in type size than 11 point.
- The text and attachments must be grammatically correct and free of jargon, undefined terms, and unexplained references.
- Tables, graphs, and other data (including student achievement data) must be clearly presented and explained, and directly relevant to the text.
- Do not include individual student-level data; or photographs, pictures, graphics, or news clippings that are not directly relevant to the text.
- All attachments must be clearly labeled, as designated in these guidelines. If an attachment is not applicable, submit the attachment template with the text "Not Applicable."
- The cover letter (one page or less) submitted by the school's board chair must be signed, dated, and approved by the board. In addition, the application for charter renewal must be certified.

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[5] In cases where a school's charter agreement indicates a different due date, these guidelines constitute CSO approval, on behalf of the Commissioner, for a non-material revision to the charter agreement to accommodate this new deadline.

[6] Deadline subject to change to a later date solely by the NYSED's CSO with advance notice.

[7] See http://www.p12.nysed.gov/psc/regentsoversightplan/SectionIIMonitoringPlan.html.

Note: Education Law §2851(4)(c) requires the submission of copies of each of the annual reports of the charter school as part of the application for charter renewal. If the school has already submitted these annual reports to the NYSED CSO, the school is not required to resubmit them as part of this Application for Charter Renewal. Pursuant to the Education Law, all charter schools in their renewal term are also required to submit an Annual Report as directed by the Commissioner, and as would occur in any other year.

The Application for Charter Renewal must contain all of the information in this checklist, organized in accordance with the sections and subsections in this checklist. Review the instructions for each section to ensure that you submit exactly what is required.

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[8] See the NYSED policy on the definition of a Comprehensive Service Provider.

❑ Attachment J: Staff Retention Information
❑ Attachment K: Enrollment and Admissions Policy
❑ Attachment L: Projected Enrollment Table
❑ Attachment M: Certificate of Occupancy and Fire Inspection
❑ Attachment N: Fiscal Impact Table
❑ Attachment O: Narrative Outlining Innovative Aspects of the Charter School

❑ **Optional Supplemental Materials**: For example:
- Community Engagement (e.g., Letters of Support).
- Diversity, Equity, and Inclusion Plan.
- Strategic Plan.
- Other supplemental information the school deems necessary such as, but not limited to, other academic data or analyses the school feels is important for consideration.
- Evidence and Considerations of Community-Based Authorizing. The Board of Regents is a community-based charter school authorizer with a commitment to diversity, equity, and inclusion. As such:
  o Define the community being served. Community is more than just the enrolled students, staff, and families the school serves. It also includes all the people and groups who are affected by your school activities and outcomes (including stakeholders in the area in which the school is located); those who have influence or power over the school's direction, or have an interest in its successful or unsuccessful outcomes;
  o Describe the processes, practices, and policies by which community input and "voice" are to be included in school-level decision making and be represented on the school's board of trustees. Such processes, practices, and policies shall ensure a diverse set of voices are included in the operation of the school and adhere to the principles of diversity, equity, and inclusion.
  o Discuss how the school design, both academic and social-emotional, supports the needs of, and is responsive to, the community and how input to determine and respond to changing community need will be determined and implemented. This design should be from a strengths-based perspective where the school is aware of, and responsive to, leveraging the inherent strengths and assets of the community.
  o If the school plans to partner with a community-based organization, applicants must describe how that partnership will bolster or deepen student learning, both academic and social-emotional.
  o How will the school evaluate community partnerships?

BoT Cover Letter and Application for Charter Renewal Certification

Please provide the following information:

1. Upload a cover letter from the school's board of trustees' chair (one page or less). The letter must be signed, dated, and approved by the board. The contents of the letter must demonstrate how the school has met the criteria for renewal as set forth in the Regent's Oversight Plan and in the standards set forth in the school's 2015 or 2019 Charter School Performance Framework.
2. Complete this Application for Charter Renewal Certification information:

Charter School Name	
School Location (City/Town/Borough if NYC)	
Charter District of Location or Community School District if NYC	
District(s) Served or Community School Districts if NYC	
Date School Opened	
Charter Term History (list initial and all renewal charter terms)	
Current Enrollment	
Charter Approved Maximum Enrollment	
Charter Approved Grade Span	
Current Grades Served	

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's board of trustees; and that, if awarded a renewal charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate against any student, employee or any other person on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall also not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, gender, religion, or ancestry. I also certify that the board of trustees has reviewed the 2015 or 2019 Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the 2015 or 2019 Charter School Performance Framework benchmarks during the next charter term.

*Electronic Signature of Chair of Board of Trustees (or designated signatory)	
Date	
Print/Type Name	
Title (if designated signatory)	

*Electronic Signature of Chair of Board of Trustees (or designated signatory)	
Date of Application Approval by Board of Trustees	

*NOTE: NYSED permits the use of electronic signatures to execute most documents. Unless the school is using a system in compliance with the United States Electronic Signatures in Global and National Commerce (ESIGN) Act and the Uniform Electronic Transactions Act compliant system to apply the electronic signature, schools wishing to make use of this option should sign documents by hand and then scan and send them to NYSED.

SECTION 1: ACADEMIC SUCCESS

Benchmark 1: Student Performance

2015 Charter School Performance Framework: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and for all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

2019 Charter School Performance Framework: 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.

Highlights of updates from 2015:
1. Updated language to reflect the New York State ESSA Plan;
2. Alignment of certain indicators with the New York State ESSA Plan; and
3. Grades 4 and 8 science exam outcome measures are included.

Overview:
- The NYSED CSO will send schools Attachment 1s that contain Benchmark 1 data tables. Attachment 1s also contain Benchmark 1 and 9 tables for any sending school district where more than 40% of the school's enrolled students reside or for districts that the school has a mission to serve pursuant to its charter. A school's Benchmark 1 narrative should reference its academic performance through the penultimate year (second to last) of the current charter term. State assessment data was not available for the 2019-2020 school year; and the State assessment program looked different in the 2020-2021 school year.

- All schools must complete the Benchmark 1 narrative based on the data available to them. If official data is not available from the NYSED Data Site or the Level 2 Reporting System (L2RPT), the school should report the most recent official State assessment or graduation data it has as provided by the NYSED CSO. Although the NYSED CSO primarily uses the metrics in Benchmark 1 for the evaluation of charter schools eligible for renewal, schools can provide supplemental relevant data in the Supplementary section of this application.

- **While the Department may consider other assessment data as supplementary evidence for a school's performance, this data will not supplant the mandatory Charter School Performance Framework indicators.** Charter schools may include supplementary information and data in their Benchmark 1 narrative. For example, charter high schools serving over-age/under-credited students may choose to include supplementary student engagement or attendance data, among other metrics. However, this information is only supplementary and does not supplant the mandatory 2015 or 2019 Charter School Performance Framework indicators. Only the indicators enumerated in the 2015 or 2019 Charter School Performance Framework will be used to determine benchmark ratings. Appendix 1A lists indicators applicable to the 2015 Charter School Performance Framework. Appendix 1B lists indicators applicable to the 2019 Charter School Performance Framework.

- The indicators and measures presented in Appendix 1A and 1B are based on State assessments, metrics, and accountability requirements currently in use or planned. The Department reserves the right to revise

these measures 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.

- All schools are encouraged to refer to the NYSED Data Site or L2RPT to review academic and enrollment figures as well as the Student Information Repository System (SIRS) Manual and the 2015 or 2019 Charter School Performance Framework for more information on the business rules for calculating these data points (particularly which students qualify to count as English language learners (ELLs) or students with disabilities (SWDs)). Schools that identify errors in their NYS Report Cards **CANNOT** have the errors adjusted after the report card is published and should follow all applicable business rules, data reporting deadlines, and quality control procedures as set forth by the Department. Careful data submission and verification throughout the school's charter term and prior to formal release of the NYS Report Card is key to ensuring renewals are brought to the Regents in an accurate and timely manner. The Department will continue to ensure that deadlines for data submission and verification are communicated to schools. Schools should also proactively work with their district of location to ensure that data being sent to that district, and then to the state through the district system, is submitted accurately and on time. NYSED CSO specific business rules can be found in the 2015 and the 2019 Charter School Performance Framework in Appendix 1: Benchmark 1 Indicators and in Appendix 2: Benchmark 1 Data Guide.

- The period of evaluation for the indicators and measures presented in Appendix 1 generally 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, 2017 through June 30, 2022, the data under consideration will end with the academic results through the end of the 2020-2021 school year. For renewal terms, the last year of the prior charter term will generally be considered as a baseline for the next renewal term. The Charter School Renewal Policy permits an examination of previous charter terms in making a renewal recommendation to the Regents.

- All Board of Regents academic performance targets are based on New York State assessments (elementary and middle school) or Regents examinations (high school) for all tested subjects at all grade levels and for all accountability subgroups, unless otherwise indicated. For logistical and data integrity reasons, the Department will rely primarily on measures based on state assessments to evaluate performance for this benchmark.

- The general academic standards for a full-term renewal are[9]:
  o The school's outcomes on the New York State 3-8 math and ELA assessments meet or exceed the district and approach or exceed the state average proficiency rate.
  o For schools that serve high school grades, cohort Regents examination pass rate outcomes are expected to meet or exceed the state average.
  o For high school graduation results, the cohort graduation rate should meet or exceed the state graduation rate.

Directions for Completing the Benchmark 1 narrative: Referencing Appendices 1 and 2, applicable to your 2015 or 2019 Charter School Performance Framework, complete the Benchmark 1 narrative section of the renewal application on the NYSED CSO online portal by October 1, 2021[10]. The narrative should be aligned to the standards in the Performance Framework, and respond to the following:

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[9] NYSED's renewal recommendation to the Board of Regents is based on the entirety of the 2015 or 2019 Charter School Performance Framework, the Board of Regents Renewal Policy, applicable laws and regulations, and other factors. This information is provided here as general guidance that may differ from school to school.

[10] This date is subject to being pushed back in the event that applicable state data is not released in a timely manner.

For All Students, and then also for all applicable grade levels served by your school (Elementary/Middle School Outcomes and/or High School Outcomes), please provide a brief narrative describing trends, strengths, weaknesses; a brief rationale for these data outcomes; and strategies the school is employing to improve outcomes for all applicable benchmark standards.

Benchmark 2: Teaching and Learning

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

Please provide the following information:
1. Curriculum:
   a. Describe the documented curriculum in place at the school, explain how/if it is aligned to the NYSLS, and describe how the curriculum is systematically reviewed and revised.
   b. Describe the process used to ensure the curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades.
   c. Explain how the curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.

2. Instruction:
   a. Describe the instructional strategies used to engage all students in high-quality, rigorous instruction.
   b. Describe the process used for creating, revising, and sharing feedback on unit and lesson plans.

3. Assessment and Program Evaluation:
   a. Describe the school's assessment system, including formative, diagnostic, and summative assessments.
   b. Explain how the school uses qualitative and quantitative data to inform instruction and improve student outcomes, evaluate the quality and effectiveness of the academic program, and modify the program accordingly.

4. Supports for Diverse Learners:
   a. Describe the supports in place to meet the academic needs of all students, including SWDs, ELLs, and ED students.
   b. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate, and Family Engagement

2015 Charter School Performance Framework: *The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress, 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.

2019 Charter School Performance Framework: *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.*

Highlights of updates from 2015:
1. Renamed Culture, Climate, and Student and Family Engagement;
2. Added standards to outline Department expectations for charter school policies and procedures pertaining to non-academic indicators of school quality; and
3. Added indicators to monitor charter school support of McKinney-Vento eligible students.

Please provide the following information:
1. (2019 Charter School Performance Framework ONLY): Culture, Climate and Student and Family Engagement:
    a. Describe the school's 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.
    b. Describe the school's 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.
    c. Describe the school's NYSED-approved process identified in its policies, procedures and charter that are in place to measure and evaluate school climate and culture.

2. Behavior Management and Safety:
    a. Describe the school's approach to behavior management.
    b. Describe the systems in place to ensure that the environment is free from harassment and discrimination and that a safe environment is maintained.

3. Family Engagement and Communication:
    a. Describe how the school communicates and engages with families and the school community.
    b. Describe how teachers communicate with families to discuss students' strengths and needs.
    c. Provide the strategies the school uses to assess family and student satisfaction and explain how those results weigh into schoolwide decision-making.
    d. Describe the systematic process used to respond to family or community concerns.
    e. Explain how school-level academic data is shared with the broader school community to promote transparency and accountability among families, students, and school constituents.
    f. (2019 CS PF ONLY): Describe how the school shares its New York State assessment participation rate compared to the district of location.

4. Social-Emotional Supports:
    a. Describe the systems or programs, and curriculum in place to support the social-emotional needs of students. (2019 PF add mental health systems.)
    b. Explain how school leaders collect and use data to track the social-emotional needs of students.
    c. Explain how school leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

d. (2019 CS PF ONLY): Describe how the school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.

e. (2019 CS PF ONLY): Describe the school's 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 programs.

f. (2019 CS PF ONLY): Identify the McKinney-Vento Coordinator and describe the process in place for the staff to identify this person.

g. Describe the health and food services provided to students attending the school.

SECTION 2: ORGANIZATIONAL SOUNDNESS

Benchmark 4: Financial Condition

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

The NYSED CSO will provide a fiscal dashboard for each renewal school eligible applicant, outlining the fiscal metrics used by the NYSED CSO to evaluate the financial condition of the school, pursuant to 2015 or 2019 Charter School Performance Framework standards.

Please provide the following information:
1. Summarize the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.
2. Describe how the board provides fiscal due diligence and financial stewardship of the school.
3. Provide several examples of how the board has provided long-term fiscal direction to the school.
4. Describe how the board monitors the school's financial condition on a monthly basis.
5. Provide several examples of the documents the board reviews as part of the process to monitor the school's financial condition.
6. Provide any additional information the school wishes to convey regarding its financial condition.

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.

Please provide the following information:
1. Describe several of the most challenging fiscal issues the school has encountered over the current charter term and how they were, or are, being resolved.
2. Describe several internal controls and procedures the school has changed over the current charter term. For each, include the reason for the change and the outcome, if applicable.
3. Complete Attachment E: Proposed Budget (see details in that section).
4. Discuss how the school incorporates the NYSED *Charter School Audit Guide* in the school's financial management and audit procedures[11].

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.

Please provide the following information:
1. Describe how the board recruits and selects board members with skills and expertise that meet the needs of the school; and describe the reason(s) for any board turnover which has occurred over the charter term.
2. Describe how the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.

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[11] Reference the NYSED Charter School Audit Guide.

3. Describe the ways in which the board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. School goals are set forth in the school's charter and progress towards these goals is reported each year by the charter school in the Entry 3 Progress Toward Goals section of the Annual Report.
4. Explain the processes and procedures for reviewing and updating school policies.
5. Describe the performance-based evaluation in place for the board to evaluate itself, the school, partners, and providers.
6. Describe how the board regularly and systematically assesses the performance of the school leader(s) against clearly defined goals and makes effective timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor school leadership.
7. Describe the process in place used by the board to maintain full awareness of its legal obligations to the school and stakeholders, including handling conflicts of interest.
8. Describe the process in place used by the board for conducting and publicizing monthly board of trustees' meetings at the charter school.
9. Describe the process in place followed by the board and/or school to promote parental and staff involvement in school governance.

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.

Please provide the following information:
1. School Leadership:
    a. Describe the school leadership team and explain how it obtains staff commitment to a clearly defined mission and set of goals, allowing for continuous improvement in student learning. School goals are set forth in the school's charter and progress toward these goals is reported each year by the charter school in the Entry 3 Progress Toward Goals section of the Annual Report.
    b. Define the roles and responsibilities for leaders, staff, management, and board members.
    c. Describe how school leaders communicate with all members of the school community, including staff, parents/families, students, and other stakeholders. The response should summarize how school leadership solicits feedback, how school leadership shares important information regarding individual student and school-wide performance, and how school leadership shares information about school initiatives and programs.
    d. Describe the process used to successfully recruit, hire, and retain key personnel, and make decisions – when warranted – to remove ineffective staff members.

2. Professional Climate:
    a. Describe how the school is fully staffed with high quality personnel to meet all educational and operational needs, including the areas of finance, human resources, and communication.
    b. Describe the structures in place for collaboration among teachers.
    c. Describe how the school ensures that staff has the requisite training, skills, expertise, and professional development necessary to meet students' needs, including how school leaders monitor the effectiveness of professional development initiatives.

    d.   Describe the systems in place to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward improving instructional practice.

    e.   Describe the mechanisms in place to solicit teacher feedback and gauge teacher satisfaction.

3.   Contractual Relationships (*If Applicable*):

    a.   Describe how the board of trustees and school leadership establish effective working relationships with the charter management organization or [comprehensive management service provider.](#)

    b.   Describe any changes in the school's charter management or comprehensive management service provider contract, and if they comply with required charter amendment procedures.

    c.   Describe how the school monitors the efficacy of contracted service providers or partners.

SECTION 3: FAITHFULNESS TO CHARTER AND LAW

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.

Please provide the following information:
1. Provide your current NYSED-approved mission statement.
2. List your current NYSED-approved Key Design Elements.
3. Describe how school stakeholders, including leadership, staff, the board of trustees, parents, and students, demonstrate a common and consistent understanding of the school's mission and key design elements outlined in the charter.
4. Describe how the school has fully implemented the mission and key design elements in the approved charter and in any subsequently approved revisions. ***Note: If the school seeks to change its mission and/or key design elements, it must seek approval of revision requests, as per Section 4: Charter Revisions.***

Benchmark 9: Enrollment, Recruitment, and Retention

2015 Charter School Performance Framework: *The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets as defined by the NYSED CSO (grade level comparisons to the school's district of location) for students with disabilities (SWDs), English language learners (ELLs), and students who are eligible applicants for the free and reduced priced lunch program (EDs); or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. For those schools previously renewed under the 2019 Performance Framework, the cohort-based persistence metric will be included here in Benchmark 9.*

2019 Charter School Performance Framework: *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.*

Highlights of updates from 2015:
1. Added specific language regarding the existing Department methodology to evaluate equity and access in charter school programs (See Appendices 1B and 2B.)

The Attachment 1s provided by the NYSED CSO will contain Benchmark 9 tables. Benchmark 9 tables will include up to five years of the school's and district's enrollment information. In addition, the Attachment 1 will contain a Benchmark 9 table for any sending school district where more than 40% of the school's enrolled students reside or for districts that the school has a mission to serve pursuant to its charter. Attachment 1s will also contain retention tables for both aggregate and subgroup enrollment.

For charters previously renewed under the 2019 Charter School Performance Framework, the school's reported enrollment will be compared to its contracted enrollment. Should your school exceed or fail to meet the contracted enrollment, you should discuss the situation in your application.

Please provide the following information:
1. Discuss trends in enrollment of special populations over the current charter term.
2. If the school is not yet serving proportions of special student populations that are comparable to the district of location (or primary sending district), explain, in detail, the recruitment strategies and program services that were implemented over the current charter term to attract and retain SWDs, ELLs, and ED students. Note that depending on the school's differentials to the district of location regarding its enrollment of all students, ELLs, SWDs, and/or ED students, the school may receive renewal conditions as its renewal recommendation is presented to the Board of Regents. The condition placed on the school is that it shall devise and implement a weighted lottery in consultation with the NYSED CSO no later than the first year of its renewal charter term.
3. Describe the process currently used to evaluate recruitment and outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.
4. Describe in detail the recruitment strategies and program services that will be implemented in the renewal term to attract and retain SWDs, ELLs and ED students.
5. Discuss how the above recruitment efforts resulted in an increase in enrollment for SWDs, ELLs and ED students, using data provided by the NYSED CSO concerning the district of location for your school when compared to the percentage of students who reside in the district.
6. Discuss trends observed over the current charter term, and describe efforts made by the school to retain special populations.

Note: At a minimum, schools should plan to maintain the following records for possible on-site review at renewal:
- All recruitment efforts specifically targeting SWDs, ELLs, or ED students;
- Academic supports made available to meet the needs of SWDs, ELLs, or ED students;
- Recruitment mailings and mailing lists;
- Distribution of recruitment fliers and the reasons those locations were selected;
- Meetings with community groups/potential applicants; and
- Percent of open seats that were awarded to siblings/number of siblings in the applicant pool.

Such records will assist the school in presenting data to document that it is effectively implementing recruitment strategies to attract, and programmatic services to retain, the identified target student populations. Further, such records will assist the school in developing a systematic process for reviewing outreach and recruitment practices and modifying those efforts as warranted.

Benchmark 10: Legal Compliance

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

Please provide the following information:

1. Describe how the school ensures substantial compliance with applicable state and federal laws and the provisions of its charter.
2. Describe any corrective action taken, when needed, for issues that have arisen, and the safeguards implemented to maintain compliance with all legal requirements.
3. Summarize any formal complaints filed over the course of the charter term. Describe where the complaint was filed (to the school, board, or NYSED CSO), and information on how the complaint was resolved. Do not include personally identifying information.
4. List material and non-material charter revisions that were requested by the school and approved by the authorizer over the current charter term.
5. Describe how the school assures, on an ongoing basis, that its facility meets applicable state and federal requirements, is safe and secure, and is programmatically accessible to all persons with disabilities.
6. Describe the school's plan to address outstanding teacher certification issues. If N/A please note.

SECTION 4: CHARTER REVISIONS

All revision requests provided in the renewal application must align to the [Charter Revision Guidance](#).

- **Material Charter Revisions:**

  Material revisions to a school's charter must be approved by the Board of Regents before they may be implemented by a school.[12] If the school is proposing one or more material revisions to its charter, the school **must** complete this section. This section does not count toward the 45-page limit. Proposed material charter revisions will be considered on the basis of NYSED CSO review of all required documentation, as per the Charter Revision Guidance. *The request for a material charter revision does not constitute automatic approval by the Board of Regents, as requests will be considered and approved on a case-by-case basis. Material revisions will be placed in the CSO notification letters sent to the school's district of location, along with the request for renewal. Material revision requests then being recommended by the Department will be included in the renewal item sent to the Board of Regents in the spring of 2022.* **If approved, material revisions submitted with renewal applications would go into effect in the 2022-2023 school year.**

- **Non-Material Charter Revisions:**

  Non-material revision requests to a school's charter must be approved by the NYSED CSO on behalf of the Commissioner before they are implemented by a school. If the school is proposing one or more non-material revisions to its charter, the school **must** complete this section. This section does not count toward the 45-page limit. *Including a non-material charter revision request in the application does not constitute automatic approval by the NYSED CSO, as requests will be considered on a case-by-case basis. The CSO will send the school an approval/denial email regarding each non-material revision request.*

Note: In some instances, upon NYSED CSO review, the school may be asked to submit a revision request should there be inconsistent information in the application, such as increasing enrollment in the budget and narrative but there is no material revision request submitted by the school.

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[12] Failure to specifically approve a revision request constitutes a denial.

SECTION 5: ATTACHMENTS

Provide the following documents, labeled with the attachment letters as shown. If an attachment is not applicable, submit the attachment template with the text "Not Applicable."   For each attachment (with the exception of the proposed budget for next year, Attachment E), include ONLY the school's **current NYSED-approved** document. ***Note: If changes are being considered for the next charter term, please also submit redlined versions of the proposed revisions in Section 4: Charter Revisions following all instructions found in the [NYSED CSO Charter Revision Guidance](#).***

Attachment A: School Calendar. Schools must provide a 2021-2022 school calendar in the 2020-2021 Annual Report to indicate the start and end date of the instructional year and the total number of instructional days that were scheduled. That calendar will be used during your renewal site visit. In this renewal application, provide a school calendar for the first year of the proposed renewal charter term (2022-2023) that clearly indicates the total number of instructional days to be scheduled for each grade for each year (if the calendar is different for different grades) AND the number of instructional hours and/or instructional days for each month.

Attachment B: Master School Schedule. Provide the school's schedule for 2021-2022 (last year of the current charter term) and the schedule for 2022-2023 (first year of the proposed renewal charter term).

- Clearly detail the total hours of instruction to be provided and in which grade levels and/or courses. Where different grades have different schedules, all such schedules should be provided.
- Identify if the school's daily schedule differs from day to day (e.g., A, B, C days, or where special programs may be taught on Tuesdays and Thursdays only).
- Identify classrooms that include ELLs and SWDs.
- Identify the teacher(s) of each grade/course.
- If the school serves high school grades, submit a schedule that permits the NYSED CSO to determine if the high school has provided the number of instructional units each year as required by law and the NYSED Commissioner's Regulations, such that the school may award a terminal degree.

Attachment C: Complaint Policy. Provide ONLY the school's **current NYSED-approved** complaint policy.

Attachment D: Student Discipline Policy and Code of Conduct. Provide the school's **current NYSED-approved** student discipline policy and code of conduct. Provide a signed statement from the school's attorney that the policy follows all applicable federal and state laws.

Attachment E: Proposed Budget (Excel template). Use ONLY the budget template placed on the NYSED CSO online portal to submit the school's proposed budget for the renewal charter term. All assumptions or explanations should be identified in the far-right column. Ensure that the proposed budget aligns to all areas of the narrative as sufficient funding needs to be available in order to implement all aspects of the school's plan. ***Note: Currently, the school maintains a dissolution escrow amount of no less than $75,000. The school needs to maintain a dissolution escrow amount of no less than $100,000 by December 31st of the second year of the renewal charter term. The assumptions column of the budget must detail the current amount held in the dissolution escrow account and must clearly show the additional amounts to be added in the new charter term.***

Attachment F: By-laws and Code of Ethics. Provide the **current NYSED-approved** board of trustees' by-laws and code of ethics.

Attachment G: Board of Trustees Information. In addition to completing the table below, please provide a copy of the board's current strategic plan (if applicable).

Trustee Name and Email Address	Position on the Board (e.g., officers or constituent representatives)	Voting Member of the Board? (Y/N)	Committee Affiliation(s)	Areas of Expertise	Number of Terms Served including Duration of Each term (MM/DD/YY to MM/DD/YY)
Total members joining the board over the charter term:					
Total members leaving the board over the charter term:					
Total members at the beginning of the charter term:					
Total members at the end of the charter term:					

Attachment H: Organizational Chart. Provide an organizational chart for the last year of the current charter term (2021-2022) and for the first year of the proposed renewal charter term (2022-2023), including titles of key staff positions, and the school's reporting structure.

Attachment I: Proposed Contract with Comprehensive Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services. If there is no such contract, upload the Attachment 1 template and label it N/A. If applicable, provide the school's **current NYSED-approved** contract with the educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term. If the school plans to continue to contract with an educational service provider, charter management organization, or other entity that provides comprehensive management services during the next charter period, include the fully negotiated (but not executed) management contract, together with evidence that the school's attorney has reviewed the contract and the board has approved its execution subject to the Board of Regents' renewal approval. If the contract has yet to be negotiated, provide an explanation along with a timetable for that process to be completed. Such timetable should, in all instances, allow sufficient time for the NYSED CSO to review the completed contract prior to the time that the NYSED CSO must make its recommendation on the Application for Charter Renewal. If the school intends to begin or discontinue contracting with an educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term, the school must submit information on these plans in response to the instructions in Section 4: Charter Revisions. Information regarding whether a contract may be deemed a contract for comprehensive management services may be found at NYSED Definition of an Entity that Provides Comprehensive Charter Management Services. **Questions should be directed to the NYSED CSO** at CharterSchools@nysed.gov.

Attachment J: Staff Retention Information. NYSED receives teacher and administrator attrition information through data reporting that your school submits directly to the State. That information will be used during the renewal site visit. Please provide (1) a narrative describing the process by which all school leadership is evaluated, and (2) a narrative describing the process school leadership uses to evaluate teachers.

Attachment K: Enrollment and Admissions Policy. Provide ONLY the school's **current NYSED-approved** enrollment and admissions policy. Please discuss backfills, enrollment preferences, weighted lotteries and set asides.

Attachment L: Projected Enrollment Table. Using the table below, provide the projected student enrollment for each year of the proposed charter renewal term. The total number of students served must not exceed the maximum number of students approved in the school's current charter, and grades served must correspond with those approved in the current charter term. *Note: If the school is proposing an increase in maximum approved enrollment and/or a change in grades served, the school must request a material revision (see Section 4: Charter Revisions).*

Grade	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total					

Attachment M: Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). Except for schools in district space (co-locations), all schools must also provide a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021 *Note: Do not submit a copy of your fire sprinkler or alarm inspection results. See examples of required fire inspection reports required.*

Attachment N: Fiscal Impact Table. Please complete the table below for each of the five years represented. Charter schools located in NYC should use the entire NYCDOE to gauge fiscal impact. *Please footnote your sources and assumptions.*

Projected Fiscal Impact upon District of Location

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2022-2023 2023-2024 2024-2025 2025-2026 2026-2027	**Note:** Your Enrollment from the District	**Note:** Found at the 4th column at https://stateaid.nysed.gov/charter/html_docs/charter_1920_rates.htm	**Note:** Column B multiplied by Column C minus any additional aid received by the district from the state as enumerated in the last (6th) column at https://stateaid.nysed.gov/charter/html_docs/charter_1920_rates.htm multiplied by the students from the district.	**Note:** This amount can be found in the "Calculation of Public Excess Cost Aid Attributable to Parentally-Placed Nonresident and Charter School Students" excel tables found at the bottom of the page at https://stateaid.nysed.gov/charter/ or you can use the total special education funding amount that you received from the district this past academic year.	**Note:** This would be Column D plus Column E.	**Note:** This can be found on the school district's website.	**Note:** This would be Column F divided column G.

Attachment O: Narrative Outlining Innovative Aspects of the Charter School. Referencing the charter and key design elements, describe what makes the academic program of this school innovative and different from other options currently available in the district of location. What sets this school apart from others? These may be academic or operational components of the charter school. ***Note: Limit this narrative to no more than one page.***

SECTION 6: APPENDICES

Appendix 1A: 2015 Performance Framework Benchmark 1 Indicators

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

Indicator		Measure	Description	Minimum Expectations[13]	Target Outcome
1. All Schools					
1a.		**Accountability**			
All Students & Subgroups	**(i)**	ESEA Accountability Designation	Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status	Good Standing	Reward
1b.		**Similar Schools Comparison**			
All Students & Subgroups	**(i)**	Comparative Proficiency	Comparison of the performance of all schools in NYS with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners. Performance is based on schools' aggregate proficiency compared to the NYS average on 3-8 ELA and mathematics assessments and/or high school cohort ELA and mathematics outcomes.	At least 1 standard deviation above the mean	Greater than 1 standard deviation above the mean

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[13] With limited exception, all schools are expected to meet the minimum expectations. Meeting minimum expectations does not guarantee renewal. Further, the failure to progress toward target outcomes may adversely affect the renewal recommendation.

Indicator		Measure	Description	Minimum Expectations	Target Outcome
2. Elementary/Middle School Outcomes					
2a.		**Trending Toward Proficiency**			
All Students	**(i)**	Aggregate Standards-Based Trend Toward Proficiency	% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each student's previous year's test scores.	Maintenance or increase in 75% of total tested students' proficiency levels	Maintenance or increase in 100% 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; c) remained at level 3; d) moved from level 3 → 4; or e) remained at level 4.					
Subgroups	**(ii)**	Subgroup Standards-Based Trend Toward Proficiency	% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of students in the school who are economically disadvantaged, students with disabilities, and English language learners, compared to each student's previous year's test scores.	Maintenance or increase in 75% of total tested subgroup proficiency levels	Maintenance or increase in 100% of total tested students' subgroup proficiency levels
Schools can track students' annual growth by determining the percent of each student subgroup who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; c) remained at level 3; d) moved from level 3 → 4; or e) remained at level 4.					
2b.		**Proficiency**			
All Students	**(i)**	Aggregate School Level Proficiency	% of students who score proficiently on 3-8 state assessments for all students at the school level.	District Average	State Average
Subgroups	**(ii)**	Subgroup School Level Proficiency	% of students who score proficiently on 3-8 state assessments by subgroup at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and English language learners.	District Average	State Average
All Students	**(iii)**	Grade Level Proficiency	% of students who score proficiently on 3-8 state assessments for all students by grade level.	District Average	State Average

Indicator		Measure	Description	Target
3. High School Outcomes				
3a.		**Regents Testing Outcomes**		
All Students	**(i)**	Aggregate Annual Regents Outcomes[14]	Annual Regents testing outcomes for every tested subject for all students	State Average
Subgroups	**(ii)**	Subgroup Annual Regents Outcomes	Annual Regents testing outcomes for every tested subject by subgroup	State Average
All Students	**(iii)**	Aggregate Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History for all students	State Average
Subgroups	**(iv)**	Subgroup Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History by subgroup	State Average
3b.		**Graduation Outcomes**		
All Students	**(i)**	Aggregate Cohort Graduation Rate	4-year and 5-year graduation rate for all students *(6-year graduation rate for transfer schools only)[15]*. Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%
Subgroups	**(ii)**	Subgroup Cohort Graduation Rate	4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and English language learners *(6-year graduation rate for transfer schools only)*. Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%
All Students	**(iii)**	Aggregate On-Track to Graduate	% of all students in a cohort that have passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school *(transfer school cohorts will be measured by their 4th year of high school in passing 3 out of 5 Regents exams)*	75%
Subgroups	**(iv)**	Subgroup On-Track to Graduate	% of cohort by subgroup that has passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school *(transfer school cohort subgroups will be measured by their 4th year of high school in passing 3 out of 5 Regents exams)*	75%

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[14] Students are included in the Annual Regents Testing Outcomes if during the school year being reported, they had a Regents assessment score and were enrolled at the time the assessment was administered. In circumstances when a student takes the same assessment more than once during the school year being reported, only the highest score for that school year is reported.

[15] The state accountability graduation target is always set at 80%.

All Students	**(v)**	Aggregate Student Persistence[16]	% of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program *(6-year rate for transfer schools only).* Includes the August rate (except for the 6-year rate as this is not collected data).	85%
Subgroups	**(vi)**	Subgroup Student Persistence	% of students identified as economically disadvantaged, students with disabilities, and English language learners in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program *(6-year rate for transfer schools only).* Includes the August rate (except for the 6-year rate as this is not collected data).	85%

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[16] Persistence is defined as any student who enters the cohort in the 9th grade and remains enrolled in the school until graduating from the high school program. This measure should be calculated as the number of students who dropped out plus the number of those with unknown outcomes divided by the cohort enrollment as of June of the academic reporting year.

Appendix 1B: 2019 Performance Framework Benchmark 1 Indicators

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

Indicator		Measure	Description	Minimum Expectations[17]	Target Outcome[18]
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

Indicator		Measure	Description	Minimum Expectations	Target Outcome
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

Indicator		Measure	Description	Minimum Expectations	Target Outcome
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.					

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[17] 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.

[18] Failure to progress toward target outcomes may adversely affect the renewal outcome.

Subgroups	**(ii)**	Subgroup Standards-Based Trend Toward Proficiency – Math and ELA	The % of students with disabilities, English language learners/multi-lingual learners, and economically 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.	Maintenance or increase in 60% of total tested subgroup proficiency levels	Maintenance or increase in 80% of total tested 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. [19]	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.[20]	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	State Passing Rate

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

			for students.[21] Passing shall be defined as obtaining a Regents exam score of 65 or higher.	
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.[22] 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.[23] 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.[24]	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.[25] 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.[26]	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 3rd year of high school (overage/under-credited school cohorts will be measured by their 4th year of high school in passing 3 out of 5 Regents exams by August of that year).	State Graduation Rate Percent

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[21] 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.

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

[23] 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.

[24] Based on College and Career Readiness metrics of the City University of New York.

[25] 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.

[26] Based on College and Career Readiness metrics of the City University of New York.

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 3rd year of high school (overage/under-credited school cohort subgroups will be measured by their 4th year of high school in passing 3 out of 5 Regents exams).	State Graduation Rate Percent

2019 Performance Framework Benchmark 9: Enrollment, Recruitment, and Retention

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 Persistence**[27]				
All Students	**(i)**	Aggregate Cohort Graduation Persistence Rate	The % of students who start in the 9th 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%	

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[27] 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 9th 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%

Appendix 2A: 2015 Performance Framework 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 and 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 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	*School Data &*
	NYS Report Card Data	
		Similar Schools

2a.(i)	Aggregate Standards-Based Trend Toward Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)	*School Data*

2a.(ii)	Subgroup Standards-Based Trend Toward Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)	*School Data*

2b.(i)	Aggregate School Level Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*
	NYS Report Card Data or *NYS 3-8 Data Release*	*District/State Data*

2b.(ii)	Subgroup School Level Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*
	NYS Report Card Data or *NYS 3-8 Data Release*	*District/State Data*

2b.(iii)	Grade Level Proficiency	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*

	NYS Report Card Data or *NYS 3-8 Data Release*	*District/State Data*

3a.(i)   Aggregate Annual Regents Outcomes
              L2RPT Report SIRS-309: Annual Regents Report   *School Data*

              NYS Report Card Data   *State Data*

3a.(ii)   Subgroup Annual Regents Outcomes
              L2RPT Report SIRS-309: Annual Regents Report   *School Data*

              NYS Report Card Data   *State Data*

3a.(iii)   Aggregate Total Cohort Regents Testing Outcomes
              L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*

              NYS Report Card Data   *State Data*

3a.(iv)   Aggregate Total Cohort Regents Testing Outcomes
              L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*

              NYS Report Card Data   *State Data*

3b.(i)   Aggregate Cohort Graduation Rate
              L2RPT Report SIRS-201: Total Cohort – Summary or   *School Data*
              NYS Report Card Data

3b.(ii)   Subgroup Cohort Graduation Rate
              L2RPT Report SIRS-201: Total Cohort – Summary or   *School Data*
              NYS Report Card Data

3b.(iii)   Aggregate On-Track to Graduate
              L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*
              (Student Level)

3b.(iv)   Subgroup On-Track to Graduate
              L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*
              (Student Level)

3b.(v)   Aggregate Student Persistence
        L2RPT Report SIRS-201: Total Cohort – Summary   *School Data*

3b.(vi)   Subgroup Student Persistence
        L2RPT Report SIRS-201: Total Cohort – Summary   *School Data*

Appendix 2B: 2019 Performance Framework 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   *School Data &*
  NYS Report Card Data   *Similar Schools*

2a.(i)   Aggregate Standards-Based Trend Toward Proficiency – Math and ELA
  L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*
  (Student Level)

2a.(ii)   Subgroup Standards-Based Trend Toward Proficiency – Math and ELA
  L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*
  (Student Level)

2b.(i)   Aggregate School Level Proficiency – Math, ELA, and Science
  L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*

  NYS Report Card Data or   *District/State*
  NYS 3-8 Data Release   *Data*

2b.(ii)   Subgroup School Level Proficiency – Math, ELA, and Science
  L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*

  NYS Report Card Data or   *District/State*
  NYS 3-8 Data Release   *Data*

2b.(iii)   Aggregate Grade Level Proficiency – Math, ELA, and Science
  L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*

NYS Report Card Data or   *District/State*
NYS 3-8 Data Release   *Data*

2b.(iv)   Subgroup Grade Level Proficiency – Math, ELA, and Science

           L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report   *School Data*

           NYS Report Card Data or   *District/State*
           NYS 3-8 Data Release   *Data*

3a.(i)   Aggregate Total Cohort Regents Exam Outcomes

           L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*

           NYS Report Card Data   *State Data*

3a.(ii)   Aggregate Total Cohort Regents Exam Outcomes

           L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*

           NYS Report Card Data   *State Data*

3a.(iii)   College and Career Readiness

           L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*

           NYS Report Card Data   *State Data*

3a.(iv)   College and Career Readiness

           L2RPT Report SIRS-202: Total Cohort – Assessment Summary   *School Data*

           NYS Report Card Data   *State Data*

3b.(i)   Aggregate Cohort Graduation Rate

           L2RPT Report SIRS-201: Total Cohort – Summary or   *School Data*
           NYS Report Card Data

3b.(ii)   Subgroup Cohort Graduation Rate

           L2RPT Report SIRS-201: Total Cohort – Summary or   *School Data*
           NYS Report Card Data

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

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

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

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