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Based on this feedback and other data, charter schools should be able to make adjustments to their operations and academic programs to improve performance.

The Department

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The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and 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).

School leaders have systems in place designed to -being,

improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (COLS) 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.

The school has systems in place to

support stu

learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and wellbeing.

leadership and management of the school.

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

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and 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).

## Important Notes:

The period of evaluation for the indicators and measures presented below generally spans from the beginning of the charter term through the end of the <u>penultimate</u> year (second to last) of the charter

under consideration will end with the academic results through the end of the 2015-2016 school year (including Regents testing in August 2016, 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. T renewal policy permits an examination of previous charter terms in making a renewal recommendation to the Regents, since multiple short-term renewals are generally discouraged.

All goals 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 all accountability subgroups,0.00000912 (

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

				[]			
1. All Schools							
			-				
	ESEA Accountability Designation	Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status	Good Standing	Reward			
	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. Performa 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			

<sup>&</sup>lt;sup>4</sup> 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.

Jutcomes	<u> </u>	
Jucomes		
Aggregate Annual Regents Outcomes <sup>5</sup>	Annual Regents testing outcomes for every tested subject for all students	State Averag
Subgroup Annual Regents Outcomes	Annual Regents testing outcomes for every tested subject by subgroup	State Averag
Aggregate Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and USHistory for all students	State Averag
Subgroup Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and USHistory by subgroup	State Averag
Aggregate Cohort Graduation Rate	4-year and 5-year graduation rate for all students (6-year graduation rate for transfer schools only) <sup>6</sup> . Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%
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%
	Outcomes <sup>5</sup> Subgroup Annual Regents   Outcomes   Aggregate Total Cohort   Regents Testing Outcomes   Subgroup Total Cohort   Regents Testing Outcomes   Aggregate Cohort Graduation   Rate   Subgroup Cohort Graduation	Aggregate Annual Regents Outcomes5Annual Regents testing outcomes for every tested subject for all studentsSubgroup Annual Regents OutcomesAnnual Regents testing outcomes for every tested subject by subgroupAggregate Total Cohort Regents Testing OutcomesCohort Regents testing outcomes for ELA, mathematics, science, Global History and USHistory for all studentsSubgroup Total Cohort Regents Testing OutcomesCohort Regents testing outcomes for ELA, mathematics, science, Global History and USHistory for all studentsAggregate Cohort Graduation Rate4-year and 5-year graduation rate for all students (6-year graduation rate for transfer schools only) <sup>6</sup> . Includes August graduation rates (except for the 6-year rate as this is not collected data).Subgroup Cohort Graduation Rate4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and Engish language learners (6-year graduation rate for transfer schools only). Includes August graduation rate for the for transfer schools only). Includes August graduation rate for transfer schools only).

Aggregate On-Track to Graduate

Aggregate Student Persistence <sup>7</sup>	% 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%
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%

<sup>&</sup>lt;sup>7</sup> Persistence is defined as any student who enters the cohort in the 9<sup>th</sup> 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.

L2RPT Report SIRS-309: Annual Regents Report http://www.p12.nysed.gov/irs/level2reports/SIRS-309-AnnualRegentsReport.pdf

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 Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-

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		

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 an accurate and functional accounting system that includes monthly budgets.
- 2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
- 3. 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.
- 4. The school has and follows a written set of fiscal policies.
- 5. The school has complied with state and federal financial reporting requirements.
- 6. The school has and is maintaining appropriate internal controls and procedures.
- 7. 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.

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:

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The Department would like to acknowledge the financial assistance of the Tiger Foundation and the National Association of Charter School Authorizers in supporting the development of this Framework. Additionally, the Department would like to acknowledge and thank the following organizations and individuals for sharing their exemplar materials and for their thoughtful partnership: Regents Research Fund, State University of New York Charter Schools Institute, New York City Department of Education, SchoolWorks, Colorado Department of Education, Massachusetts Department of Elementary and Secondary Education, Baltimore Public Schools, National Association of Charter School Authorizers, National Consensus Panels on Charter School Academic and Operational Quality, Institute for Strategic Leadership and Learning, Jm Ford, Margaret Lin, and Richard

NYSED Charter School Performance Framework