| Based | on th | nis feedback | and | other | data, | charter | schools | should | be | able | to | make | adjustm | nents | to | their |
|--------|-------|--------------|-------|-------|--------|----------|----------|--------|----|------|----|------|---------|-------|----|-------|
| operat | ionsa | ınd academi | c pro | grams | to imp | rove per | rformand | æ. | | | | | | | | |

The Department

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 (CCLS) 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 well-being.

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 Scho | ools | | | |
|-------------|---------------------------------|--|--|--|
| | | | | |
| | 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 BLA and mathematics assessments and/or high school cohort BLA and mathematics outcomes. | At least 1 standard deviation above the mean | Greater than 1 standard deviation above the mean |

⁴ 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.

| 11! -: l- C 1 | | | |
|---------------|--|---|------------------|
| High Scho | ool Outcomes | | |
| | | | |
| | Aggregate Annual Regents Outcomes ⁵ | Annual Regents testing outcomes for every tested subject for all students | State Average |
| | Subgroup Annual Regents Outcomes | Annual Regents testing outcomes for every tested subject by subgroup | State Average |
| | Aggregate Total Cohort Regents Testing Outcomes | Cohort Regents testing outcomes for BLA, mathematics, science, Global History and USHistory for all students | State Average |
| | Subgroup Total Cohort Regents Testing Outcomes | Cohort Regents testing outcomes for ELA, mathematics, science, Global History and USHistory by subgroup | State Average |
| | , | , | |
| | Aggregate Cohort Graduation Rate | 4-year and 5-year graduation rate for all students (6-year graduation rate for transfer schools only) ⁶ . 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% |

Aggregate On-Track to Graduate

| Aggregate Student Persistence ⁷ | % 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% |

⁷ 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.

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. N | 1. Near-Term Indicators: | | | | | |
|-------|-----------------------------|--|--|--|--|--|
| 1a. | Current Ratio | | | | | |
| 1b. | Unrestricted Days Cash | | | | | |
| 1c. | Enrollment Variance | | | | | |
| 1d. | Composite Score | | | | | |
| 2. St | ustainability 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:

1.

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