Overview

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

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

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

The Regents and NYSED evaluate these areas of charter school performance by analyzing quantitative and qualitative data and evidence compiled over the course of the school's charter term. Though each performance benchmark is important, the Regents and NYSED consider increases in student academic achievement (for all students in the aggregate, students with disabilities [SWDs], English language-2.9 (h)2.ec.81 (t)-3

Guiding Principles of the Charter School Performance Framework

- Focuses on performance over compliance. Each performance benchmark serves to highlight how a successful school should perform and operate in a key area. The Regents and NYSED recognize that compliance is a minimum expectation and, through the Performance Framework, place the focus on student performance. Charter schools enter into an autonomy for accountability, performance-based contract with the Board of Regents, and the Charter School Performance Framework establishes the Regents' expectations for high performance.

- Preserves operational autonomy. [illegible]

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

If a renewal application has been submitted, the renewal process includes a renewal site visit, as well as an analysis of all quantitative and qualitative evidence collected through NYSED's charter school performance oversight process over the course of the charter term. NYSED's recommendation to the Regents will be based on the guidelines outlined in the Regents' Charter School Renewal Policy[3] and Section 119.7 of the Regulations of the Commissioner. In addition, the Charter School Performance Framework provides the lens of inquiry for the renewal site visit and for subsequent NYSED analysis, a summary of key findings, and will include an assessment of whether the charter school meets, approaches, or falls far below each performance benchmark (see scale below).

Level	Description

Performance	Benchmark
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, toward proficiency, similar schools, college and career readiness, and high school graduation rate, as applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grades 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation.

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

- Students labeled as "ungraded" for both district and charter schools are included in the analysis as applicable.

- Charter high schools serving overage/undercredited students may develop alternative accountability metrics outside of those set forth in the Performance Framework, at their discretion, that can be submitted as supplementary evidence, in addition to all applicable Performance Framework metrics set forth, at the time of renewal. In collaboration with NYSED, NYSED and the Board of Regents will consider this supplementary information at their sole discretion. Charter schools that are held to the standards for overage/undercredited students are defined as having a key design element or language in their mission/charter that specifically references serving overage/undercredited students.

- Charter schools are held accountable to performance outcomes compared to their district of location. In New York City, the district of location is the community school district (CSD). Charter schools that have a mission or key de ou arotsp a spsed2.2 (e)-3 (5.9 (s)s)-1.3 tapertectnla

Benchmark 1 Indicators

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

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

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

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

Subgr .

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

2b.(iii) Aggregate Grade Level Proficiency – Math, ELA

TCsummaryL2RPT.pdf of NYS Report Card Data data.nysed.gov

3b.(ii) Subgroup Cohort Graduation Rate

L2RPT Report SIRS: Total Cohort Summary School Data
http://www.p12.nysed.gov/irs/level2reports/SIRS_201
TCsummaryL2RPT.pdf of NYS Report Card Data data.nysed.gov

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

d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.
e. Classroom

Benchmark 4: Financial Condition

Benchmark 6: Board Oversight and Governance

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

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

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

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff,

c. The school is fully staffed with personnel who are able to meet all

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

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

Indicator		Measure	Description	Minimum Expectations	Target Outcome
1. All Schools					
1a.	Enrollment				
All Students	(i)	Aggregate Enrollment	Comparison of a charter school 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 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[21]				
All Students	(i)	Aggregate Cohort Graduation Persistence Rate	The % of students who start in the 9th grade in the 4		

Subgroups

(ii) Subgroup Cohort Graduation Persistence Rate