



New York State Education Department

***Guidelines for Submitting an Application for Charter Renewal
for New York State Charter Schools
Authorized by the Board of Regents***

March 2016

The Regents of The University of the State of New York

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Introduction and Overview

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

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 adopted a [Charter School Renewal Policy](#), which guides the work of the CSO in overseeing the performance of Regents-authorized charter schools. These guidelines have been updated to reflect the [Charter School Performance Framework](#) which is used by the CSO to evaluate school performance, and by the Board of Regents to make renewal determinations.

The Charter School Performance Framework addresses three broad areas:

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.

By providing full and accurate information under each of these three areas, a school has the opportunity to make its best case for charter renewal. A school's renewal decision is supplemented by additional evidence collected throughout the entire charter term—such as annual reports, independent financial audits, state testing data, and all site visit reports—as well as additional information gathered during the charter renewal process. The CSO's website, <http://www.p12.nysed.gov/psc>, provides additional resources and information regarding charter renewal.

Charter Renewal Process Summary

Submission of Application for Charter Renewal	<p>For renewal in 2017, schools must submit a completed application for charter renewal no later than August 1, 2016.¹ Benchmark 1 Student Achievement self-assessment and narrative must be submitted not later than October 3.</p> <p>The complete renewal application will be comprised of Word and Excel files, to be submitted as a single zip file according to the instructions on page 5. The completed application for charter renewal must follow the content and format guidelines set forth in the following pages.</p>
Application Review	<p>The CSO reviews the submitted application to ensure that it is clear and complete. If it is unclear or incomplete, it may be returned to the school for revision or the CSO may request additional information.</p>
Renewal Site Visit	<p>As delegated by the Commissioner, a CSO site visit team conducts a detailed review of the school's performance at a renewal site visit. The team conducting the renewal site visit will prepare a renewal site visit report summarizing its findings.</p>
Opportunity for Response	<p>The school may choose to provide the CSO with a formal response to the final renewal site visit report; this response becomes part of the school record. Other interested parties and members of the public are given the opportunity to submit written comments to the CSO regarding renewal of the school's charter.</p>
Staff Recommendation	<p>The CSO reviews 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, student achievement, enrollment, and financial data. The CSO prepares a renewal recommendation report, which summarizes school performance over the charter term and includes the Department's renewal recommendation.</p>
Board of Regents Vote	<p>The Board of Regents votes to grant, modify, or deny the school's request for charter renewal. The Board of Regents also has the discretion to set forth terms and conditions of the school's charter renewal period. A charter revision request included in the Application for Charter Renewal will not automatically be approved in the Board of Regents' approval of the renewal. Requests to revise the charter at the time of renewal will be considered and specifically addressed by the CSO and, in the case of material revisions, the Board of Regents, at the time that the renewal action is taken.</p>

¹ 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.

Application for Charter Renewal Submission Instructions

The Renewal Application is due on August 1, with the exception of the Benchmark 1 self-assessment and narrative, which may be submitted as an addendum no later than October 3. This is to ensure that schools have the opportunity to provide complete information on academic performance over the entire charter term. It is anticipated 3-8 academic data for the 2016 testing year will be released in late summer 2016; high school data has historically been staggered and the 2015-2016 graduation rates and cohort data may not be published until December 2016/January 2017. All schools must report on data available to them by September 30, 2016 for the renewal application submission.

For this renewal cycle, the Charter School Office will be scheduling data reviews with all renewal schools between December 2016 and February 2017. The Charter School Office and the school will review the academic and graduation data that will be used to make a renewal decision.

The completed applications for charter renewal may not exceed 45 pages, excluding cover letter, cover page, and attachments. Please use the application completion checklist, beginning on the following page, 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 must be grammatically correct and free of jargon, undefined terms, and unexplained references.

Tables, graphs, and other data (including student achievement data) provided in the application for charter renewal must be clearly presented and explained, and directly relevant to the text. Student-level data must not be included. In addition, the application for charter renewal must not include any photographs, pictures, graphics, or news clippings that are not directly relevant to the text.

All schools are encouraged to visit the NYS Report Card website and check their academic and enrollment figures at data.nysed.gov. Schools that identify errors in their NYS Report Card cannot have the errors adjusted (this is Department policy) but the Charter School Office can footnote these discrepancies. Careful data submission and verification is key to ensuring renewals are brought to the Regents in a timely manner.

The application must include the required certification with original signature, (see Attachment S) or it will not be considered complete.

All attachments must be clearly labeled, as designated in these guidelines.

If an attachment is not applicable, submit the attachment with the text "Not Applicable."

The Application for Charter Renewal text and attachments must be submitted electronically as Word and Excel files, as applicable. Files must be combined into a single zip file and emailed to charterschools@nysed.gov. The subject line of the email should read "Application for Charter Renewal: [insert name of charter school]." In addition, an electronic copy of the Application for Charter Renewal must be submitted to the school district of location. Please do not submit the application as a PDF document.

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 submitted these annual reports to the CSO, the school is not required to resubmit them as part of this Application for Charter Renewal.

Application for Charter Renewal Completion Checklist

The renewal application must contain all of the information in this checklist, organized in accordance with the sections and subsections in this checklist. Each section and subsection should be labeled as shown below. Include the completed checklist with the submission of the Application for Charter Renewal.

- Cover Letter from Chair of the School's Board of Trustees
- Table of Contents
- Application for Charter Renewal Content Requirements

Section 1. Academic Success

- A. Benchmark 1: Student Performance
- B. Benchmark 2: Teaching and Learning
- C. Benchmark 3: Culture, Climate, and Family Engagement

Section 2. Organizational Soundness

- A. Benchmark 4: Financial Condition
- B. Benchmark 5: Financial Management
- C. Benchmark 6: Board Oversight and Governance
- D. Benchmark 7: Organizational Capacity

Section 3. Faithfulness to Charter and Law

- A. Benchmark 8: Mission and Key Design Elements
- B. Benchmark 9: Enrollment, Recruitment, and Retention
- C. Benchmark 10: Legal Compliance

Section 4. Charter Revisions

Section 5. Attachments

- Attachment A: School Calendar
- Attachment B: School Schedule
- Attachment C: Complaint Policy
- Attachment D: Student Discipline Policy and/or Code of Conduct
- Attachment E: Proposed Budget
- Attachment F: Board of Trustees' By-Laws and Code of Ethics
- Attachment G: Board of Trustees Membership Table
- Attachment H: Organizational Chart
- Attachment I: Personnel Policy
- Attachment J: Proposed Contract with Educational Service Provider, Charter Management Organization, or other entity that provides comprehensive management services (if applicable)

- Attachment K: Staff Turnover Table
- Attachment L: Transportation Policy
- Attachment M: Detailed Explanation of Enrollment and Retention Targets
- Attachment N: Enrollment and Admissions Policy
- Attachment O: Projected Enrollment Table
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- Attachment Q: Student Retention Table
- Attachment R: Certificate of Occupancy
- Attachment S: Application for Charter Renewal Certification

SECTION 1: ACADEMIC SUCCESS

Benchmark 1: Student Performance

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).

Overview:

- 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 (second to last) of the charter term. For example, if a school's charter term runs from July 1, 2012 through June 30, 2017, the data 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. The Department's renewal policy permits an examination of previous charter terms in making a renewal recommendation to the Regents.
- 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 for all accountability subgroups, unless otherwise indicated. For logistical and data integrity reasons, the Department will rely primarily on these measures based on state assessments to evaluate performance for this benchmark.
- While the Department may consider other assessment data as supplementary evidence for a school's performance, it will not supplant state assessment results with other assessment results.
- The indicators and measures presented in Appendix 1 are based on state assessments, metrics, and accountability requirements currently in use or planned. The Department reserves the right to revise these measures in order to accommodate changes in state assessments, metrics, or accountability requirements, including any new U.S. Department of Education requirements that may be enacted during the charter term.
- To allow schools to include the 2015-2016 state assessment results in the renewal application, the data contained in Benchmark 1 may be submitted as an addendum no later than October 3, 2016.

Benchmark 1: Student Performance

Directions: All sections labeled “*data*” should be entered in the provided Excel workbook: Renewal Application Workbook, and returned with the Application for Renewal or the October 1 addendum. All sections labeled “*narrative*” should be embedded in the body of the application document. Refer to Appendix 2: Benchmark 1 Data Guide for assistance in locating district or state data comparatives.

Please provide the following information:

1. All Schools

- a. Accountability
 - i. ESEA Accountability Designation
 - *Data*: Complete Table 1.a.i. by identifying the school’s accountability designation over the course of the charter term (reward, good standing, local assistance plan, focus, or priority status). If any identification has not been in good standing or reward status, identify the areas not met according to documentation from the Office of Accountability.
 - *Narrative*: Describe the school’s short-term and long-term plans to maintain or improve the current accountability standing.
- b. Similar Schools Comparison
 - i. Comparative Proficiency
 - *Data*: Using the similar school matching (SSM) program² and data from the NYS Report Card³, complete Table 1.b.i. as applicable to the school’s grade configuration⁴.
 - *Narrative*: Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.

2. Elementary/Middle School Outcomes

- a. Trending Toward Proficiency
 - i. Aggregate Standards-Based Trend Toward Proficiency
 - *Data*: Complete Table 2.a.i. showing the percent of all tested students who previously scored at performance level 3 or 4 and either maintained that score or improved their score. Students who declined from any level to a lower level should not be included in this calculation.
 - *Narrative*: Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
 - ii. Subgroup Standards-Based Trend Toward Proficiency
 - *Data*: Complete Table 2.a.ii. showing the percent of all tested students who previously scored at performance level 3 or 4 and either maintained that score or improved their score. Students who declined from any level to a lower level should not be included in this calculation. Include the following subgroups: economically disadvantaged (ED), students with disabilities (SWD), and English language learners (ELL).
 - *Narrative*: Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
- b. Proficiency
 - i. Aggregate School Level Proficiency
 - *Data*: Complete Table 2.b.i. showing the percent of all tested students who scored a level 3 or 4 on the NYS assessments compared to the district and NYS averages.

² Instructional video and similar schools matching (SSM) program in Excel located at <http://www.p12.nysed.gov/psc/SectionIIIPerformanceFramework.html>.

³ NYS Report Card is located at <http://data.nysed.gov>. For ease of analysis, entire statewide databases can be downloaded by visiting <http://data.nysed.gov/downloads.php>.

⁴ See similar schools matching (SSM) program for details regarding school matching methodology.

- *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
- ii. Subgroup School Level Proficiency
 - *Data:* Complete Table 2.b.ii. showing the percent of all tested subgroups who scored a level 3 or 4 on the NYS assessments compared to the district and NYS averages.
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
 - iii. Grade Level Proficiency
 - *Data:* Complete Table 2.b.iii. showing the percent of all tested students, by grade level, who scored a level 3 or 4 on the NYS assessments compared to the district and NYS averages.
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
3. High School Outcomes
- a. Regents Testing Outcomes
 - i. Aggregate Annual Regents Outcomes
 - *Data:* Complete Table 3.a.i. showing the percent of all tested students, by reporting year, who scored a level 3 or higher (or 65% or higher) on the NYS Regents assessments as compared to the NYS average. If a student was administered the same test multiple times in the same reporting year, use the student's highest score for that year only.
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
 - ii. Subgroup Annual Regents Outcomes
 - *Data:* Complete Table 3.a.ii. showing the percent of all tested students, by reporting year and subgroup, who scored a level 3 or higher (or 65% or higher) on the NYS Regents assessments as compared to the NYS average for each respective subgroup. If a student was administered the same test multiple times in the same reporting year, use the student's highest score for that year only.
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes
 - iii. Aggregate Total Cohort Regents Outcomes
 - *Data:* Complete Table 3.a.iii. showing the percent of students, by cohort, who scored a level 3 or higher (or 65% or higher) on the NYS Regents assessments in the required subject categories for graduation. If a student was administered the same test multiple times in any period, use the student's highest score ever reported.
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
 - iv. Subgroup Total Cohort Regents Outcomes
 - *Data:* Complete Table 3.a.iv. showing the percent of students, by cohort and subgroup, who scored a level 3 or higher (or 65% or higher) on the NYS Regents assessments in the required subject categories for graduation. If a student was administered the same test multiple times in any period, use the student's highest score ever reported.
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
 - b. Graduation Outcomes
 - i. Aggregate Cohort Graduation Rate

- *Data:* Complete Table 3.b.i. showing the percent of students, by cohort, who graduated compared to the NYS accountability cohort graduation rate. If applicable, include the 4, 5, or 6-year graduation rates.⁵
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
- ii. Subgroup Cohort Graduation Rate
- *Data:* Complete Table 3.b.ii. showing the percent of students, by cohort and subgroup, who graduated compared to the NYS accountability cohort graduation rate. If applicable, include the 4, 5, or 6-year graduation rates.⁶
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
- iii. Aggregate On-Track to Graduate Rate
- *Data:* Complete Table 3.b.iii. showing the percent of students, by cohort, who have passed at least 3 or more Regents exams by their 3rd year in high school. Transfer schools may also show the percent of students, by cohort, who have passed at least 3 or more Regents exams by their 4th year in high school.
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.
- iv. Subgroup On-Track to Graduate Rate
- *Data:* Complete Table 3.b.iv. showing the percent of students, by cohort and subgroup, who have passed at least 3 or more Regents exams by their 3rd year in high school. Transfer schools may also show the percent of students, by cohort by subgroup, who have passed at least 3 or more Regents exams by their 4th year in high school.
 - *Narrative:* Provide a brief narrative to describe trends, strengths, weaknesses, and a brief rationale for these data outcomes.

⁵ Six-year graduation rates should be reserved solely for transfer school accountability.

⁶ Six-year graduation rates should be reserved solely for transfer school accountability.

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 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.

Please provide the following information:

1. Curriculum:
 - a. Describe the documented curriculum in place at the school, explain how/if it was aligned to the CCLS, 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 getting 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 but not limited to: students with disabilities, English language learners, and economically disadvantaged 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

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.

Please provide the following information:

1. 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.

2. 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.

3. Social-Emotional Supports:
 - a. Describe the systems or programs in place to support the social-emotional needs of students.
 - 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.

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.

Please include 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 is structured and operates to conduct due diligence in its role as fiscal steward 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.

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 include the following information:

1. Describe three of the most challenging fiscal issues the school has encountered over the past five years and how they were, or are being, resolved.
2. Describe a minimum of three internal controls and procedures the school has changed over the past five years. For each, include the reason for the change and the outcome.
3. Complete the 5-year budget using the template provided at <http://www.p12.nysed.gov/psc/ApplicationforCharterRenewal.html>. All assumptions or explanations should be identified in the far right column.

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 board turnover which has occurred over the 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.
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.
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 in order to maintain full awareness of its legal obligations to the school and stakeholders, including handling conflicts of interest.

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 continual improvement in student learning.
 - 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 company or comprehensive service provider.
 - b. Describe any changes in the school’s charter management or comprehensive 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. 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.
2. Describe how the school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Important Notes:

- The methodology for setting the enrollment and retention targets required by the 2010 amendments to the Charter Schools Act (Education Law §2851(4)(e) and §2852(9-b)) was approved by the Board of Regents at their July 2012 meeting. See <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>
- All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set forth for each individual school. In September 2015, the Department updated the data used to establish the enrollment and retention targets. See <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>. Schools chartered, opened, or renewed by the Board of Regents after the finalization of the new calculator in September 2015 must meet the targets prescribed therein.

1. Enrollment Targets	
1a.	Eligible for Free and Reduced Price Lunch (FRPL) Enrollment Target (Economically Disadvantaged)
1b.	English Language Learner (ELL) Enrollment Target
1c.	Students with Disabilities (SWD) Enrollment Target
2. Retention Targets	
2a.	Eligible for Free and Reduced Price Lunch (FRPL) Retention Target (Economically Disadvantaged)
2b.	English Language Learner (ELL) Retention Target
2c.	Students with Disabilities (SWD) Retention Target

Please provide the following information:

1. Include the table below in the school’s application for renewal. Use the school’s current enrollment information and data from the Enrollment and Retention Target Calculator to complete the table (see website <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>)

Charter School Enrollment and Retention Targets for Future Charter Terms

Subgroups	Enrollment Targets		Retention Targets	
	Current Enrollment Percentage at Charter School	Comparable District Percentages for Relevant Grade Level(s)	Current Retention Percentage at Charter School	Comparable District Percentages for Relevant Grade Level(s)
Economically Disadvantaged				
English Language Learners				
Students with Disabilities				

2. Explain, in detail, how the school plans to meet the enrollment and retention targets in the table above in the next charter term. These targets will not be effective for the school until renewed.
3. Describe how the school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
4. Describe the recruitment strategies and program services implemented to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.
5. 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.

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 CSO), and information on how the complaint was resolved. Do not include personally identifying information.
4. Provide evidence that Board of Regents and/or Charter School Office approval has been sought in a timely manner for significant revisions.
5. Describe the school’s facility and how the facility meets applicable state and federal requirements.

SECTION 4: CHARTER REVISIONS

Material Charter Revisions

Material revisions to a school's charter must be approved by the Board of Regents before they are implemented by a school. If the school is proposing one or more material revisions to its charter, the school must complete this section. Proposed material charter revisions will be considered on the basis of all relevant information, including, but not limited to: evidence of the success of the school's academic program, viability of the school as an organization, faithfulness of the school to the terms of its charter, and the school's capacity to successfully implement the proposed charter revision. *Including a material charter revision request does not constitute automatic approval by the Board of Regents, as requests will be considered on a case-by-case basis.*

Examples of material charter revisions include:

- Revisions that fundamentally affect a school's mission or educational philosophy
- Significant changes in the organizational or leadership structure of the school (e.g., adding a new layer of administrative reporting)
- Changes in the school design and/or educational program that are inconsistent with those in the approved charter
- Relocation of the school to a different school district
- Contracting with or discontinuing a contract with a management company
- Changing the name of the school
- Increases or decreases in the *maximum* approved enrollment
- Adding or removing grades

If the school is proposing one or more material revisions for the next charter term, the school must provide the following information:

- A. Provide a statement, signed by the chair of the board of trustees, indicating that the board has authorized the proposed material charter revision(s)
- B. For each proposed material charter revision, provide the following information:
 - A description of the charter revision being requested and an explanation of the reasons for the requested revision
 - A copy of the board of trustees' resolution approving the proposed charter revision
 - Evidence that the timeline for implementation of the proposed material charter revision is realistic
- C. If the school is proposing to increase the current approved *maximum* enrollment and/or grade span, provide the following information:
 - Evidence of the demand for additional seats and/or grades at the school
 - Whether and how the increased enrollment and/or grade span would affect the distribution of students in the school
 - Curriculum-related information for any new grades being proposed
 - Evidence that the school's budget and facilities are sufficient to support the proposed expansion
- D. If the school is proposing to enter into a new contract with a management company, provide the following information:
 - Evidence of a clearly defined, performance-based relationship between the board and the proposed management company
 - Evidence that the proposed management company has a demonstrated track record of positive academic results and responsible fiscal management
- E. If the school is proposing to discontinue contracting with a management company and move to self-management, provide the following information:
 - Evidence that the school has the capacity to operate independent of its management company

- An explanation of how and by whom each primary management function was handled in the current charter term and how and by whom the same function will be handled during the next charter term
- F. Provide any other information that the school deems relevant to the proposed material charter revision(s)

Non-Material Charter Revisions

Non-material revisions to a school's charter must be approved by the 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. *Including a non-material charter revision request does not constitute automatic approval by the CSO, as requests will be considered on a case-by-case basis.*

Examples of non-material charter revisions include:

- Changes or corrections to the school's mission or vision statement or other sections of the charter that do not fundamentally depart from the original school design
- Minor corrections/clarifications to the school's organizational structure or charter
- Changes in the school's bylaws, code of conduct, discipline policy, personnel policy, complaint policy, student/family handbook, or teacher/staff handbook
- Changes in the school's admissions policy or enrollment process
- Changes in the school's schedule (e.g., length of school year, school week or school day)

If the school is proposing one or more non-material revisions for the next charter term, the school must provide the following information:

- A. A description of the non-material charter revision being requested and an explanation of the reasons for the requested revision
- B. A copy of the board of trustees' resolution approving the proposed non-material charter revision
- C. Evidence that the timeline for implementation of the proposed non-material charter revision is realistic

SECTION 5: ATTACHMENTS

Provide the following documents, labeled with the attachment letters as shown. If an attachment is not applicable, submit the attachment with the text “Not Applicable.” For each attachment (with the exception of the proposed budget for next year, Attachment E), include the school’s current document. If changes are being considered for the next term, please submit the proposed revisions in Section 4: Charter Revisions.

Attachment A: School Calendar. Provide a school calendar for the current charter term and the first year of the proposed charter term that clearly indicate the number of days of instruction that were and will be provided each year for each grade (if the calendar is different for different grades).

Attachment B: School Schedule. Provide the school’s schedule for the current charter term and the first year of the proposed charter term, clearly detailing the total hours of instruction provided and in which content areas. Where different grades have different schedules, all such schedules should be provided. Where the school’s daily schedule differs from day to day (e.g., special programs taught on Tuesdays and Thursdays only), a schedule for a sufficient number of days should be provided to allow the CSO to fully understand the schedule in its entirety. If the school provides any high school grades, the school must submit a schedule that permits the CSO to determine if the high school has provided the number of instructional units each year as required by law and the New York State Education Department Commissioner’s Regulations such that the school may award a terminal degree.

Attachment C: Complaint Policy. Provide the school’s current complaint policy. If the school is proposing a revised complaint policy as part of this Application for Charter Renewal, provide, in Section 4: Charter Revisions, the proposed policy with evidence that the board has voted to approve the revised complaint policy for the next charter period and explain the reasons for the changes.

Attachment D: Student Discipline Policy and/or Code of Conduct. Provide the school’s current student discipline policy and/or code of conduct. Provide a statement from the school’s attorney that the policy is in compliance with all applicable federal and state laws. If the school is proposing a revised student discipline policy and/or code of conduct as part of this Application for Charter Renewal, provide, in Section 4: Charter Revisions, evidence that the board voted to approve the revised student discipline policy and/or code of conduct for the next charter period and explain the reasons for the changes. Please provide evidence that the Discipline Policy includes disciplinary procedures for students with disabilities to address IDEA requirements, and is in compliance with the New York State Dignity for All Students Act.

Attachment E: Proposed Budget. Submit the school’s proposed budget for the next charter term using the budget template available at <http://www.p12.nysed.gov/psc/ApplicationforCharterRenewal.html>.

Attachment F: Board of Trustees’ Bylaws and Code of Ethics. Provide the current board of trustees’ bylaws and code of ethics.

Attachment G: Board of Trustees Membership Table. List the current board members and the number of board members joining and leaving the board in each school year of the current charter term.

Current Board Members				
Trustee Name and Email Address	Position on the Board (e.g., officers or constituent representatives)	Committee Affiliation(s)	Area of Expertise	Number of Terms Served and Duration of Each Term (include term's starting and ending date formatted MM/YYYY)
Total members joining the board over the charter term				
Total members leaving the board over the charter term				
Total members at beginning of charter term				
Total members at end of charter term				

Attachment H: Organizational Chart. Provide a current organizational chart, including names and titles of key school leaders. Include a staffing plan that identifies key educational staff positions for each year of the proposed charter term.

Attachment I: Personnel Policy. Provide the school's current personnel policy. If the school is proposing a revised personnel policy as part of this Application for Charter Renewal, provide, in Section 4: Charter Revisions, the proposed policy with evidence that the board has voted to approve the revised personnel policy for the next charter period and explain the reasons for the changes.

Attachment J: Proposed Contract with Educational Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services. If applicable, provide the school's current 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 CSO to review the completed contract prior to the time that the 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. Questions regarding whether a contract may be deemed a contract for comprehensive management services should be directed to the CSO.

Attachment K: Staff Turnover Table. List the following information for each year of the current charter term: number of administrators, teachers, and other staff (actual number and FTEs) and number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator, teacher, and staff departures.

	School Year			
	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
Administrators				
Number and FTEs				
Departures during school year				
Departures at end of school year				
Explanation:				
Teachers				
Number and FTEs				
Departures during school year				
Departures at end of school year				
Explanation:				
Other Staff				
Number and FTEs				
Departures during school year				
Departures at end of school year				
Explanation:				

Attachment L: Transportation Policy. Provide the school’s current transportation policy. If the school is proposing a revised transportation policy as part of this Application for Charter Renewal, provide, in Section 4: Charter Revisions, evidence that the board has approved the revised transportation policy for the next charter period and explain the reasons for the changes. Charter schools are required to meet the transportation needs of students not otherwise eligible for transportation pursuant to Education Law §3635 and §2853(4)(b).

Attachment M: Detailed Explanation of Enrollment and Retention Targets.

Background

The Charter Schools Act requires that charter schools enroll and retain high-needs students in proportions that are comparable to their local district public schools. High-needs students are defined as students with disabilities (SWD), English language learners (ELL), and students eligible for the federal free and reduced price lunch program (FRPL)⁷. The Act charged the Board of Regents and the Board of Trustees of the State University

⁷ Students who are eligible for Free and Reduced Price Lunch are also identified as Economically Disadvantaged in SIRS. This does not automatically include students who are enrolled in a districtwide lunch program, such as the Universal Schools Meals Program or Community Eligibility Option Programs, which automatically include all students in the school for Free Lunch designation.

of New York to set enrollment and retention targets. All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set forth for each individual school and to show efforts toward meeting those targets. Schools were notified by letter what their targets are and when they are expected to reach their targets.

Enrollment and retention target calculators were created by the Regents⁸ and SUNY to address specific numeric targets tailored to each individual charter school. The intent was to ratio the number of at-risk students in a district to those at a charter school, ultimately representing the student population within a district which the charter school serves. Each charter school's enrollment and retention targets are set against its local school district average of SWD, ELL and FRPL (poverty) students at the corresponding grade levels. New York City charters are compared to their local Community School District, except at the high school level and for students with disabilities⁹, which are compared to the district as a whole. The projected enrollment data schools provide on their initial charter application, renewal or approved revision¹⁰ will serve as the data to be input on the enrollment and retention target calculators.

Definition of FRPL and Poverty

Due to the nuanced nature of lunch programs in New York, which categorizes students in need of lunch assistance but is not necessarily an accurate indicator of poverty, the enrollment and retention targets will proxy poverty status by using *economically disadvantaged*¹¹, whereas these students are:

- Considered to be in the economically disadvantaged subgroup for accountability reporting if they have this poverty code assigned to them at any time during the school year (July 1 through June 30);
- Eligible to be economically disadvantaged if the student or the student's family participates in economic assistance programs such as:
 - the free or reduced-price lunch programs¹²;
 - Social Security Insurance (SSI);
 - Food Stamps;
 - Foster Care;
 - Refugee Assistance (cash or medical assistance);
 - Earned Income Tax Credit (EITC);
 - Home Energy Assistance Program (HEAP);
 - Safety Net Assistance (SNA);
 - Bureau of Indian Affairs (BIA); or
 - Family Assistance: Temporary Assistance for Needy Families (TANF).

If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income, thus capturing a wider scope of students who are truly at or below the poverty level.

Efforts to Meet Targets

⁸ Methodology and target calculators available on the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

⁹ NYC high school grade level targets are compared to the district as a whole due to citywide high school choice. Additionally, targets for students with disabilities are also compared citywide since placement into special education programs is conducted at a citywide level.

¹⁰ Please note that if the school formally revises its terms of operation to change enrollment, district of location or grades served, new targets will be calculated and put in place.

¹¹ Definition of economically disadvantaged sourced from the SIRS Manual (v.4.2.1).

¹² Students are not required to be reported as receiving free- or reduced-priced lunch, though this is *one* of several poverty indicators.

The CSO may ask a school to describe its efforts towards meeting these specific enrollment and retention targets in annual reports and/or site visits. Schools should describe outreach and recruitment efforts designed and tailored to meet the enrollment and retention targets. **All charter schools should maintain documentation of specific efforts to recruit and retain at-risk student populations.**¹³

At minimum, schools should seek to maintain the following records for review at renewal:

- All recruitment efforts targeted specifically at SWDs, ELLs or FRPL-eligible students;
- Academic supports made available to meet the needs of SWDs, ELLs or FRPL-eligible students;
- Recruitment mailings and mailing lists;
- Distributions 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.

The Department will assess the school's performance against the targets at the end of each school's charter term and report its findings to the Board of Regents.

Attachment N: Enrollment and Admissions Policy. Provide the school's current enrollment and admissions policy. If the school is proposing a revised enrollment and admissions policy as part of this Application for Charter Renewal, provide, in Section 4: Charter Revisions, the proposed policy and evidence that the board voted to approve the revised enrollment and admissions policy for the next charter period and explain the reasons for the changes.

Attachment O: Projected Enrollment Table. Using the table below, provide the projected student enrollment for each year of the proposed charter renewal period. The total number of students served must not exceed the maximum number of students approved in the school's charter. If the school is proposing an increase in maximum enrollment, the school must propose a material revision (see Section 5).

¹³ To ensure schools are not "penalized" for exiting students from academic support programs, former ELL, and SWD students may be counted toward target categories provided they were exited from those academic support programs within the last three years and are still enrolled at the school.

Grade	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__	Year 5 20__
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Total					

Attachment P: Student Enrollment and Retention Targets Plan. Describe the school’s current achievement toward meeting or exceeding 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.¹⁴

Attachment Q: Student Retention Table. For each year of the current charter term and for each designated student population, list the number of students enrolled at the beginning of the year, the number of students who left during the school year, and the number of students who did not re-enroll the next school year and had not completed the highest grade at the school. Then, using the formula provided, calculate the percentage of students retained.

¹⁴ Students who are identified in SIRS as economically disadvantaged.

ALL STUDENTS

Row	Description	School Year			
		Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
A	Total number of students enrolled at beginning of year				
B	Total number of students who left during the school year				
C	Total number of students who did not re-enroll the next school year and had not completed the highest grade at the school				
	Percent retained	$((A - (B+C))/A) * 100$			

ECONOMICALLY DISADVANTAGED STUDENTS (ED)

Row	Description	School Year			
		Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
D	Total number of ED students enrolled at beginning of year				
E	Total number of ED students who left during the school year				
F	Total number of ED students who did not re-enroll the next school year and had not completed the highest grade at the school				
	Percent retained	$((D - (E+F))/D) * 100$			

STUDENTS WITH DISABILITIES (SWD)

Row	Description	School Year			
		Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
G	Total number of SWD students enrolled at beginning of year				
H	Total number of SWD students who left during the school year				
I	Total number of SWD students who did not re-enroll the next school year and had not completed the highest grade at the school				
	Percent retained	$((G - (H+I))/G)*100$			

ENGLISH LANGUAGE LEARNERS (ELL)

Row	Description	School Year			
		Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
J	Total number of ELL students enrolled at beginning of year				
K	Total number of ELL students who left during the school year				
L	Total number of ELL students who did not re-enroll the next school year and had not completed the highest grade at the school				
	Percent retained	$((J - (K+L))/J)*100$			

Attachment R: Certificate of Occupancy. Provide a copy of a current certificate of occupancy.

Attachment S: Application for Charter Renewal Certification.

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 terms of initial and all renewal charters)	
Current Enrollment	
Charter Approved Maximum Enrollment	
Charter 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 not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. I also certify that the board of trustees has reviewed the Charter School Performance Framework and understands that the school will be evaluated on the basis of and held accountable for meeting the Charter School Performance Framework benchmarks during the next charter term.

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

SECTION 6: APPENDICES

Appendix 1: Benchmark 1 Indicators

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

Indicator	Measure	Description	Minimum Expectations ¹⁵	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

¹⁵ 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 ¹⁶	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 (<i>6-year graduation rate for transfer schools only</i>) ¹⁷ . 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 (<i>6-year graduation rate for transfer schools only</i>). 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 3 rd year of high school (<i>transfer school cohorts will be measured by their 4th year of high school in passing 3 out of 5 Regents exams</i>)	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 3 rd year of high school (<i>transfer school cohort subgroups will be measured by their 4th year of high school in passing 3 out of 5 Regents exams</i>)	75%

¹⁶ 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.

¹⁷ The state accountability graduation target is always set at 80%.

All Students	(v)	Aggregate Student Persistence ¹⁸	% of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program (<i>6-year rate for transfer schools only</i>). 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 (<i>6-year rate for transfer schools only</i>). Includes the August rate (except for the 6-year rate as this is not collected data).	85%

⁶ 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 2: 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 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	<i>School Data</i>
1b.(i) Comparative Proficiency	http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html NYS Report Card Data data.nysed.gov	<i>School Data & Similar Schools</i>
2a.(i) Aggregate Standards-Based Trend Toward Proficiency	<i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf	<i>School Data</i>
2a.(ii) Subgroup Standards-Based Trend Toward Proficiency	<i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf	<i>School Data</i>
2b.(i) Aggregate School Level Proficiency	<i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf <i>NYS Report Card Data data.nysed.gov or NYS 3-8 Data Release http://www.p12.nysed.gov/irs/ela-math/</i>	<i>School Data</i> <i>District/State Data</i>
2b.(ii) Subgroup School Level Proficiency	<i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf <i>NYS Report Card Data data.nysed.gov or NYS 3-8 Data Release http://www.p12.nysed.gov/irs/ela-math/</i>	<i>School Data</i> <i>District/State Data</i>
2b.(iii) Grade Level Proficiency	<i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf	<i>School Data</i>

NYS Report Card Data data.nysed.gov or District/State
NYS 3-8 Data Release <http://www.p12.nysed.gov/irs/ela-math/> Data

3a.(i) Aggregate Annual Regents Outcomes

L2RPT Report SIRS-309: Annual Regents Report School Data

<http://www.p12.nysed.gov/irs/level2reports/SIRS-309-AnnualRegentsReport.pdf>

NYS Report Card Data data.nysed.gov State Data

3a.(ii) Subgroup Annual Regents Outcomes

L2RPT Report SIRS-309: Annual Regents Report School Data

<http://www.p12.nysed.gov/irs/level2reports/SIRS-309-AnnualRegentsReport.pdf>

NYS Report Card Data data.nysed.gov State Data

3a.(iii) Aggregate Total Cohort Regents Testing Outcomes

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

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

NYS Report Card Data data.nysed.gov State Data

3a.(iv) Aggregate Total Cohort Regents Testing Outcomes

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

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

NYS Report Card Data data.nysed.gov State Data

3b.(i) Aggregate Cohort Graduation Rate

L2RPT Report SIRS-201: Total Cohort –Summary School Data

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

3b.(ii) Subgroup Cohort Graduation Rate

L2RPT Report SIRS-201: Total Cohort –Summary School Data

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

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

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

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

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

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

Level)

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

3b.(v) Aggregate Student Persistence

L2RPT Report SIRS-201: Total Cohort –Summary

School Data

http://www.p12.nysed.gov/irs/level2reports/SIRS_201-TCsummaryL2RPT.pdf

3b.(vi) Subgroup Student Persistence

L2RPT Report SIRS-201: Total Cohort –Summary

School Data

http://www.p12.nysed.gov/irs/level2reports/SIRS_201-TCsummaryL2RPT.pdf