SY 2024-2025 Charter Term Renewal Guidelines and Application for Renewal Term beginning July 1, 2025

NYS Board of Regents-Authorized Charter Schools ONLY

The Board of Regents of the University of the State of New York

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Introduction and Overview

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

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

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

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

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

1. The school's academic success and ability to operate in an educationally sound manner;
2. The school's organizational viability and its ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and adherence to applicable laws and regulations.

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

Charter Renewal Process Summary

Submission of Application for Charter Renewal

Schools requesting a charter renewal term beginning on July 1, 2025, must submit a completed application for charter renewal **no later than 11:59 PM EDT on September 4, 2024.**[2]

Renewal schools must list all revision requests in their renewal application (Section 4) AND must submit all revision requests to the NYSED CSO Online Portal: Revisions by the September 4, 2024 renewal application due date. The December 2, 2024 revision request submission due date is for non-renewal schools.

To determine a school's eligibility to submit an application, reference this list placed on the renewal application webpage: Charter schools whose charter terms expire at the end of the 2024-2025 school year.

Eligible school applicants will submit the complete renewal application solely through the NYSED CSO Online Portal**. The NYSED CSO will soon provide details about the renewal process, resources, and its NYSED CSO Online Portal. Details will also be posted on the NYSED CSO renewal application information page.**

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

Application Review

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

Renewal Site Visit

As delegated by NYSED's Commissioner, a NYSED CSO renewal site visit team conducts a detailed review of the school's performance. This NYSED CSO site visit team will prepare a renewal site visit report summarizing its findings. Your NYSED CSO liaison will work with you on scheduling and conducting a Fall 2024 renewal site visit. The NYSED CSO will provide details about the renewal site visit in its Renewal Site Visit Protocol and post this document on its website.

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

Opportunity for Response

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

Department Recommendation

The Department reviews data collected by the NYSED CSO through the renewal process. This data includes multiple sources of evidence throughout the charter term including, but not limited to, the school's application for charter renewal; site visit reports; annual reports; student achievement and enrollment data; and financial data. The Department, based on the aforementioned data, and in the context of the Board of Regents Renewal Policy, prepares a renewal recommendation and a final renewal site visit report for the Board of Regents.

Schools will be notified of the Department's renewal recommendation after it has been finalized and confirmed, which typically occurs one to three business days before the Regents meeting where the school's item will be considered. Schools should plan to have a brief call with the CSO to learn about that recommendation shortly before that Regents meeting, however, schools that are unable to participate in the calls will receive the recommendation information through an email, which will be sent to the school's board chair and school leader.

Board of Regents Vote

The Board of Regents votes to grant, modify, or deny the school's application for charter renewal. The Board of Regents also has the discretion to set forth terms and conditions for the school's charter renewal period. A school's renewal application is generally a summary of what the school has accomplished during the charter term and explains how the school has met the requirements of its charter. To the extent that the renewal application contains narrative or other items that conflict with the school's original or existing charter, and those items are not specifically approved by the Regents, they are deemed denied. In order for the school's revision requests to be considered for Regents' approval, the school must request these revisions to its charter using Section 4 of the renewal application in the NYSED CSO Online Portal: (submitted to the Revisions section and listed in the renewal application). These revision requests are reviewed by NYSED CSO and, in the case of material revision requests, reviewed by the Regents at the time the renewal action is taken. If a revision request is not specifically approved by the Board of Regents, the revision is deemed to be denied.

Application for Charter Renewal Submission Instructions

Submission Instructions and Deadlines:

A school must complete all prompts in all sections of the renewal application applicable to the Performance Framework it is currently under.

- To determine your school's designation, please reference this document posted on the CSO website: ***Charter schools whose charter terms expire at the end of the 2024-2025 school year***.
- You can also look at look at sections 2.5 and 6.2 of your current initial or renewal charter agreement. If it just says, "performance framework," the school is under the 2015 version. Otherwise, it will say "2019 performance framework."

For your convenience, the CSO hyperlinked several resource documents to its main CSO webpages. You may need to navigate through a page to find the referenced document. By doing so we hope to increase your chances of accessing the document, rather than finding broken links. However, if you encounter any problems, please email CharterSchools@nysed.gov.

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

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

Application for Charter Renewal Format:

- The completed Application for Charter Renewal may not exceed 45 pages, excluding cover letter, Section 4 revisions, Benchmark 1 narrative, optional supplemental documents, and attachments.
- Please use the application completion checklist, below, to ensure that all required components are included.
- The text and attachments must use standard one-inch margins, be paginated, and use a clearly readable font no smaller in type size than 11-point.
- The text and attachments must be grammatically correct and free of jargon, undefined terms, and unexplained references.
- Tables, graphs, and other data (including student achievement data) must be clearly presented and explained, and directly relevant to the text.
- Do not include individual student-level data; or photographs, pictures, graphics, or news clippings that are not directly relevant to the text.
- All attachments must be clearly labeled, as designated in these guidelines. In a situation where an attachment is not applicable to your school's situation (such as Attachment I), please mark the attachment template as "Not Applicable" and upload it to the NYSED CSO Online Portal.
- The cover letter (one page or less) submitted by the school's board chair must be signed, dated, and approved by the board. In addition, the application for charter renewal must be certified.
- You can hyperlink resources in your narrative. You do not have to submit every resource; however, every hyperlink needs to be functional.

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

Application for Charter Renewal Completion Checklist

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

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- ☐ Renewal Application School Information Page
- ☐ Cover Letter from School's Board of Trustees' Chair ***(must be signed and approved by the Chairperson of the Board of Trustees "Board Chair")***
- ☐ Application for Charter Renewal Certification ***(must be complete and signed by Board Chair)***

Section 1. **Academic Success**

- ☐ Benchmark 1: Student Performance
- ☐ Benchmark 2: Teaching and Learning
- ☐ Benchmark 3: Culture, Climate, and Family Engagement (and Student for 2019 Performance Framework "PF")

Section 2. **Organizational Soundness**

- ☐ Benchmark 4: Financial Condition
- ☐ Benchmark 5: Financial Management
- ☐ Benchmark 6: Board Oversight and Governance
- ☐ Benchmark 7: Organizational Capacity

Section 3. **Faithfulness to Charter and Law**

- ☐ Benchmark 8: Mission and Key Design Elements
- ☐ Benchmark 9: Enrollment, Recruitment, and Retention
- ☐ Benchmark 10: Legal Compliance

Section 4. **Proposed Charter Revisions (All revision requests should be submitted in the NYSED CSO Online Portal in the revisions section AND listed in the renewal application by the September 4, 2024 deadline.)**

Section 5. **Attachments**

☐ Attachment A: School Calendar

☐ Attachment B: Master School Schedule

☐ Attachment C: Complaint Policy

☐ Attachment D: Student Discipline Policy / Code of Conduct, and DASA Policy

☐ Attachment E: Proposed Budget

☐ Attachment F: By-Laws and Code of Ethics

☐ Attachment G: Board of Trustees Information

☐ Attachment H: Organizational Chart

☐ Attachment I: Proposed Contract with Educational Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services[3]

☐ Attachment J: Enrollment and Admissions Policy

☐ Attachment K: Projected Enrollment Table

☐ Attachment L: Certificate of Occupancy and Fire Inspection Report

☐ Attachment M: Fiscal Impact Table

☐ Attachment N: Narrative Outlining Innovative Aspects of the Charter School

☐ **Optional Supplemental Materials**: For example:

- **Evidence of District/Charter and/or Charter/Charter Collaboration** (This can be any type of collaboration such as shared professional development, operational collaborations, or any other type of effective practice sharing.)
- **Community Engagement** (e.g., Letters of Support; Partnerships with Community Organizations).
- **Diversity, Equity, and Inclusion Plan** (strongly recommended).
- **Evidence and Considerations of Community-Based Authorizing** (strongly recommended). The Board of Regents is a community-based charter school authorizer with a commitment to diversity, equity, and inclusion. As such:
  - Define the community being served. Community is more than just the enrolled students, staff, and families the school serves. It also includes all the people and groups who are affected by your school activities and outcomes (including stakeholders in the area in which the school is located); those who have influence or power over the school's direction or have an interest in its successful or unsuccessful outcomes.
  - Describe the processes, practices, and policies by which community input and "voice" are to be included in school-level decision making and be represented on the school's board of trustees. Such processes, practices, and policies shall ensure a diverse set of voices are included in the operation of the school and adhere to the principles of diversity, equity, and inclusion.
  - Discuss how the school design, both academic and social-emotional, supports the needs of, and is responsive to, the community and how input to determine and respond to changing community need will be determined and implemented. This design should be from a strengths-based perspective where the school is aware of, and responsive to, leveraging the inherent strengths and assets of the community.

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

- If the school plans to partner with a community-based organization, applicants must describe how that partnership will bolster or deepen student learning, both academic and social-emotional.
- How will the school evaluate the effectiveness of community partnerships?

- Other supplemental information the school deems necessary such as, but not limited to, other academic data or analyses the school feels is important for consideration.

Renewal Application School Information

Please provide the following information:

Charter School Name	
School Location (City/Town/Borough if NYC)	
Charter School District of Location or Community School District if NYC	
District(s) Served or Community School Districts if NYC	
Date School Opened	
Charter School Term History (list initial and all renewal charter terms)	
Enrollment on June 30, 2024	
Charter Approved Maximum Enrollment	
Charter Approved Grade Span	
Grades Served on June 30, 2024	

Board of Trustees Cover Letter and Application for Charter Renewal Certification

Please provide the following information:

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

Certification Statement:

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

Signature of Chair of Board of Trustees (or designated signatory)

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

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

SECTION 1: ACADEMIC SUCCESS

Benchmark 1: Student Performance

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

2019 Charter School Performance Framework: *The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on all Grade 3-8 assessments. At the high school level, proficiency shall be defined as obtaining a Regents exam score of 65 or higher.*

Overview:

- The NYSED CSO will provide schools with a comprehensive set of data tables including various analyses of the New York State Testing Program (NYSTP) 3-8 Assessments, Regents Exams, and graduation rates. Comparisons will be provided for any sending school district where more than 40% of the school's enrolled students reside or for districts that the school has a mission to serve pursuant to its charter. A school's Benchmark 1 narrative should reference its academic performance through the penultimate year (second to last) of the current charter term.

- Attachment 1 contains preliminary tables based on the most recent available academic and enrollment measures. For information on the source of data used by the NYSED CSO, refer to the Application for Charter Renewal's Appendices 2A and 2B: Benchmark 1 Data Guide.

- All schools must complete the Benchmark 1 narrative based on the most recent data that has been provided by the NYSED CSO. Although the NYSED CSO primarily uses the metrics in Benchmark 1 for the evaluation of charter schools eligible for renewal, schools can provide supplemental relevant data in the Supplementary section of this application.

  Notes:
  - **Date is subject to change with written notice from the NYSED CSO.*
  - *These Attachment 1 data tables should be used to respond to B1 prompts for Charter School Performance Indicators 1, 2, and 3. The prompt asks you to provide a brief narrative to describe trends, strengths, weaknesses, a brief rationale for these data outcomes, and strategies the school is employing to improve outcomes.*

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

applicable to the 2015 Charter School Performance Framework. Appendix 1B lists indicators applicable to the 2019 Charter School Performance Framework.

- The indicators and measures presented in Appendix 1A and 1B are based on State assessments, metrics, and accountability requirements currently in use or planned. The Department reserves the right to revise these measures to accommodate changes in state assessments, metrics, or accountability requirements, including any new U.S. Department of Education requirements that may be enacted during the charter term.

  All schools are encouraged to refer to the Student Information Repository System (SIRS) Manual and the 2015 or 2019 Charter School Performance Framework for more information on the business rules for calculating these data points, particularly which students qualify to count as English language learners (ELL) or students with disabilities (SWD). NYSED CSO-specific business rules can be found in the 2015 and the 2019 Charter School Performance Frameworks in Appendix 1: Benchmark 1 Indicators, and in Appendix 2: Benchmark 1 Data Guide. Schools that identify errors in their NYS Report Cards **CANNOT** have the errors adjusted after the report card is published and should be following all applicable business rules, data reporting deadlines, and quality control procedures as set forth by the Department. Careful data submission and verification throughout the school's charter term and prior to the closing of the NYSED data warehouse is key to ensuring renewals are brought to the Regents in an accurate and timely manner. The Department will continue to ensure that deadlines for data submission and verification are communicated to schools.

- The period of evaluation for the indicators and measures presented in Appendix 1 generally spans from the beginning of the charter term through the end of the penultimate year of the charter term. For example, if a school's charter term runs from July 1, 2020 through June 30, 2025, the data under consideration will end with the academic results through the end of the 2023-2024 school year. For renewal terms, the last year of the prior charter term will generally be considered as a baseline for the next renewal term. The Charter School Renewal Policy permits an examination of previous charter terms in making a renewal recommendation to the Regents.

- The general academic standards for a full-term renewal [4] are:
  - The school's outcomes on the NYSTP 3-8 math and ELA assessments meet or exceed the district and approach or meet the state overall proficiency rate for the same grades.
  - For schools that serve high school grades, cohort Regents examination pass rate outcomes are expected to meet or exceed the state average.
  - For high school graduation results, the cohort graduation rate should meet or exceed the state graduation rate.

Directions for Completing the Benchmark 1 narrative: Referencing Appendices 1 and 2, applicable to your 2015 or 2019 Charter School Performance Framework, complete the Benchmark 1 narrative section of the renewal application on the NYSED CSO Online Portal: Renewals by the September 4, 2024 due date. The narrative should be aligned to the standards in the Performance Framework, and respond to the following:

For All Students, and then also for all applicable grade levels served by your school (Elementary/Middle School Outcomes and/or High School Outcomes), please provide a brief narrative describing trends, strengths,

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

weaknesses; a brief rationale for these data outcomes; and strategies the school is employing to improve outcomes for all applicable benchmark standards.

Benchmark 2: Teaching and Learning

2015 Charter School Performance Framework: *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 regarding how the charter school addresses each of these indicators within each of these elements:

1. Curriculum:
    a. The school has a documented curriculum that is aligned to the CCLS.
    b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.
    c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
    d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
    e. The curriculum is systematically reviewed and revised.

2. Instruction:
    a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.
    b. Instructional delivery fosters engagement with all students.

3. Assessment and Program Evaluation:
    a. The school uses a balanced system of formative, diagnostic and summative assessments.
    b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
    c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.

4. Supports for Diverse Learners:
    a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.
    b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

2019 Charter School Performance Framework: *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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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 regarding how the charter school addresses each of these indicators within each of these elements:

1. Curriculum:

a. The school has a documented curriculum that is aligned to current New York State learning standards.
b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.
d. The curriculum is systematically reviewed and revised.

2. Instruction:
   a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.
   b. Instructional delivery fosters engagement with all students.
   c. The school differentiates instruction to ensure equity and access for all students.
   d. The school provides staff with professional development opportunities that promote best practices and improve all students' success, including sub-groups.

3. Assessment and Program Evaluation:
   a. The school uses a system of formative, diagnostic, and summative assessments.
   b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
   c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.
   d. The school uses multiple measures to assess student progress toward State learning standards.

4. Supports for Diverse Learners:
   a. The school follows the NYSED-approved identification process for students with disabilities and English language learners/multi-lingual learners.
   b. The school provides supports to meet the academic needs for all students including, but not limited to students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students.
   c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate, and Family Engagement

2015 Charter School Performance Framework: *The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress, social-emotional growth, and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

Please provide the following information regarding how the charter school addresses each of these indicators within each of these elements:

1. Behavior Management and Safety:
   a. The school has a clear approach to behavioral management, including a written discipline policy.
   b. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment.
   c. The school has systems in place to ensure that the environment is free from harassment and discrimination.
   d. Classroom environments are conducive to learning and generally free from disruption.

2. Family Engagement and Communication:
    a. The school communicates with and engages families with the school community.
    b. Teachers communicate with families to discuss students' strengths and needs.
    c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.
    d. The school has a systematic process for responding to family or community concerns.
    e. The school shares school-level academic data with the broader school community to promote transparency and accountability among families, students, and school constituents.

3. Social-Emotional Supports:
    a. The school has systems or programs in place to support the social-emotional needs of students.
    b. School leaders collect and use data to track the social-emotional needs of students.
    c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

2019 Charter School Performance Framework: *The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.*

<u>Please provide the following information regarding how the charter school addresses each of these indicators within each of these elements</u>:

1. Measures of Culture, Climate, and Student Engagement:
    a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that 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 they are mandated to serve, will also be compared to the next highest district where students reside.
    b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that 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 they are mandated to serve, will also be compared to the next highest district where students reside.
    c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.

2. Behavior Management and Safety:
    a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.

b. The school uses a tiered approach to behavioral interventions that supports student social-emotional development.
c. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment.
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 environments are conducive to learning and generally free from disruption.

3. Family Engagement and Communication:
   a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.
   b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.
   c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.
   d. The school has a systematic and transparent process for responding to family or community concerns.
   e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.
   f. The school shares its New York State exam participation rate compared to the district of location.

4. Social-Emotional Supports:
   a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.
   b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
   c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.
   d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
   e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

SECTION 2: ORGANIZATIONAL SOUNDNESS

Benchmark 4: Financial Condition

The NYSED CSO will provide a fiscal dashboard for each renewal school eligible applicant, outlining the fiscal metrics used by the NYSED CSO to evaluate the financial condition of the school, pursuant to 2015 or 2019 Charter School Performance Framework standards. It also includes past years' financial composite scores as well as short-term and long-term ratios, all of which provide evidence of your school's financial condition. When responding to the Benchmark 4 prompts on this page and writing a narrative about your school's financial condition over the entire current charter term, please reference the fiscal dashboard.

2015 and 2019 Charter School Performance Frameworks: *The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

Please provide the following information regarding how the charter school addresses each of these indicators:

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

Benchmark 5: Financial Management

2015 Charter School Performance Framework: *The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

Please provide the following information regarding how the charter school addresses each of these indicators:

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.

2019 Charter School Performance Framework: *The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with State law and generally accepted accounting practices.*

Please provide the following information regarding how the charter school addresses each of these indicators within each of these elements:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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.

Benchmark 6: Board Oversight and Governance

2015 Charter School Performance Framework: *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 regarding how the charter school addresses each of these indicators within this element:

1. The board recruits and selects board members with skills and expertise that meet the needs of the school.
2. The board engages in strategic and continuous improvement planning by setting priorities and goals that
3. are aligned with the school's mission and educational philosophy.
4. The board demonstrates active oversight of the charter school management, fiscal operations and
5. progress toward meeting academic and other school goals.
6. The board regularly updates school policies.
7. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and
8. providers.
9. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

2019 Charter School Performance Framework: *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 regarding how the charter school addresses each of these indicators within this element:

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 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

2015 Charter School Performance Framework:
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 regarding how the charter school addresses each of these indicators within each of these elements:

1. School Leadership:
    a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.
    b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.
    c. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
    d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.

2. Professional Climate:
    a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.
    b. The school has established structures for frequent collaboration among teachers.
    c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.
    d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.
    e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.

3. Contractual Relationships (*If Applicable*):
    a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive management service provider.
    b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.
    c. The school monitors the efficacy of contracted service providers or partners.

2019 Charter School Performance Framework:

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 regarding how the charter school addresses each of these indicators within each of these elements:

1. School Leadership:
    a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.
    b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
    c. The school successfully recruits, hires, and retains key personnel that meet the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.
    d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

2. Professional Climate:
    a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.

b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.
c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
d. The school has established procedures for effective collaboration among teachers.
e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.
f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.

3. Contractual Relationships (*If Applicable*):
   a. Changes in the school's charter management or comprehensive management service provider contract comply with required charter amendment procedures.
   b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

SECTION 3: FAITHFULNESS TO CHARTER AND LAW

Benchmark 8: Mission and Key Design Elements

Please Note: *If the school seeks to change its mission and/or key design elements, it must request revisions and obtain approval, as per Section 4: Charter Revisions.*

2015 Charter School Performance Framework: *The school is faithful to its mission and has implemented the key design elements outlined in its charter.*

Please provide the following information regarding how the charter school addresses each of these indicators within this element:

1. State your current NYSED-approved mission statement.
2. List your current NYSED-approved key design elements.
3. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.
4. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

2019 Charter School Performance Framework: *The school is faithful to its mission and has implemented the key design elements outlined in its charter.*

Please provide the following information regarding how the charter school addresses each of these indicators within this element:

1. State your current NYSED-approved mission statement.
2. List your current NYSED-approved key design elements.
3. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials.
4. 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 NYSED CSO will provide to schools the data concerning the enrollment of subgroups and the retention of all students and subgroups as compared to the district of location. These will include up to five years of the school's and district's enrollment information. In addition, the CSO will provide data for any sending school district where more than 40% of the school's enrolled students reside, and for districts that the school has a mission to serve pursuant to its charter, and, if the district of location provides less than 25% of the school's enrollment, comparison data for the next highest sending district may be provided.

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

For charters previously renewed under the 2019 Charter School Performance Framework, the cohort-based persistence metric will be included here in Benchmark 9.

2015 Charter School Performance Framework: *The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets as defined by the NYSED CSO (grade level comparisons to the school's district of location) for students with disabilities (SWD), English language*

learners (ELL), and students who are eligible applicants for the free and reduced priced lunch program (ED); or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Please provide the following information regarding how the charter school addresses each of these indicators within each of these elements:

1. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.

If the targets are not met:

2. The school is making regular and significant annual progress towards meeting the targets.
3. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.
4. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

2019 Charter School Performance Framework: *The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.*

Please provide the following information regarding how the charter school addresses each of these indicators:

1. Discuss trends in enrollment of special populations over the current charter term.
2. If the school is not yet serving proportions of special student populations that are comparable to the district of location (or primary sending district), explain, in detail, the recruitment and retention strategies and program services that were implemented over the current charter term to attract and retain SWD, ELL, and ED students.[5]
3. Describe the process currently used to evaluate recruitment and retention outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.
4. Discuss how the above recruitment and retention efforts (identified in prompt #2) resulted in an increase in enrollment for SWD, ELL and ED students, using the data provided by the NYSED CSO.
5. Describe in detail the recruitment and retention strategies and program services that will be implemented in the renewal term to attract and retain SWD, ELL and ED students.

[5] Depending on the school's differentials to the district of location regarding its enrollment of all students, ELL, SWD, and/or ED students, the school may receive renewal conditions as its renewal recommendation is presented to the Board of Regents. A possible condition placed on the school might be that it shall devise and implement a weighted lottery in consultation with the NYSED CSO no later than the first year of its renewal charter term.

Note: At a minimum, schools should plan to maintain the following records for possible on-site review at renewal:

- All recruitment efforts specifically targeting SWD, ELL, or ED students;
- Academic supports made available to meet the needs of SWD, ELL, or ED students;
- Recruitment mailings and mailing lists;
- Distribution of recruitment fliers and the reasons those locations were selected;
- Meetings with community groups/potential applicants; and
- Percent of open seats that were awarded to siblings/number of siblings in the applicant pool.

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

Benchmark 10: Legal Compliance

2015 Charter School Performance Framework: *The school has complied with applicable laws, regulations, and the provisions of its charter.*

Please provide the following information regarding how the charter school addresses each of these indicators within this element:

1. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.
2. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.
3. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

2019 Charter School Performance Framework: *The school has complied with applicable laws, regulations, and the provisions of its charter.*

Please provide the following information regarding how the charter school addresses each of these indicators within this element:

1. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.
2. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.
3. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.
4. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.
5. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.

6. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Please note:

- If a revision request is necessary, the school always needs to submit the revision request, and receive specific approval by NYSED or Board of Regents, prior to implementation. Check the CSO Revision Guidelines for further details, and if necessary, submit a request as per Section 4 instructions of this application.
- When discussing all revision requests, list them.
- When discussing complaints, summarize any formal complaints filed over the course of the charter term. Describe where the complaint was filed (to the school, board, or NYSED CSO), and information on how the complaint was resolved. Do not include personally identifying information.
- When discussing the school's facilities, describe how the school assures, on an ongoing basis, that its facility meets applicable State and federal requirements, is safe and secure, and is programmatically accessible to all persons with disabilities.

SECTION 4: CHARTER REVISIONS

Renewal schools must list all revision requests in the renewal application AND submit all revision requests that the school is seeking in the NYSED CSO Online Portal by the September 4 renewal application due date. All requests must align to the Charter School Revision Guidelines. Once in the portal, you will be provided with specific instructions on submitting these requests. The December 2, 2024 revision request submission due date is for non-renewal schools. Schools that are unsure if a revision would be material or nonmaterial should consult with their CSO liaison. For additional information, please review the Charter School Office Revision Application Process.

Material Charter Revisions:

Material revisions to a school's charter must be approved by the Board of Regents before they may be implemented by a school.[6] If the school is proposing one or more material revisions to its charter, the school **must** list each revision request in the renewal application and **must** submit each revision request to the NYSED CSO Online Portal: Revisions. Proposed material charter revisions will be considered on the basis of NYSED CSO review of all required documentation, as per the Charter Revision Guidelines.

Including a material charter revision request in the application does not constitute automatic approval by the Board of Regents, as requests will be considered and specifically approved on a case-by-case basis. Material revisions will be placed in the CSO notification letter sent to the school's district of location, along with the request for renewal. Material revision requests then being recommended by the Department will be included in the renewal item sent to the Board of Regents in the Spring of 2025.

If approved, material revisions submitted with renewal applications would go into effect in the 2025-2026 school year. If a material revision request does not appear in the Board of Regents (BOR) item for renewal/revisions, the request has not been forwarded to the BOR, and is therefore NOT approved. For a material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section. Any items not specifically approved by the Regents are deemed denied.

Non-Material Charter Revisions:

Non-material revision requests to a school's charter must be specifically approved by the NYSED CSO on behalf of the Commissioner before they are implemented by a school. If the school is proposing one or more non-material revisions to its charter, the school **must** list each revision request in the renewal application and **must** submit each revision request to the NYSED CSO Online Portal: Revisions. **In order for a non-material revision request to be considered, it is important that you clearly request the revision and submit every required document in this section.**

Including a non-material charter revision request in the application does not constitute automatic approval by the NYSED CSO, as requests will be considered on a case-by-case basis. The CSO will send the school an approval/denial email regarding each non-material revision request ***no later than when it informs the school leader/Board Chair of the BOR vote on the renewal recommendation. Revision requests that have not been specifically approved in writing are deemed denied, even if no denial notice has been received.***

All schools are asked to review their original charter and request a revision for any changes not specifically approved in writing by the Regents or the Commissioner.

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

Note: In some instances, upon NYSED CSO review, while the school did not submit a revision request, the liaison may ask the school to submit a revision request should there be inconsistent information in the application, such as increasing enrollment in the budget and narrative, a different mission, a different organizational chart, different key design elements, etc. but the school did not submit a revision request.

SECTION 5: ATTACHMENTS

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

Attachment A: School Calendar. Schools must provide a 2024-2025 school calendar in the 2023-2024 Annual Report to indicate the start and end date of the instructional year and the total number of instructional days that were scheduled. That calendar will be used during your renewal site visit. In this renewal application, provide a school calendar for the first year of the proposed renewal charter term (2025-2026) that clearly indicates the total number of instructional days to be scheduled for each grade for each year (if the calendar is different for different grades) AND the number of instructional hours and instructional days for each month. **The calendar must be in grid format. Please note:** If the school is proposing a material or nonmaterial revision to its calendar in Section 4 of the renewal application, please *also* provide a proposed school calendar that reflects the revision request, and clearly label the calendars to differentiate them.

Attachment B: Master School Schedule. Provide the school's schedule for 2024-2025 (last year of the current charter term) and the schedule for 2025-2026 (first year of the proposed renewal charter term).

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

Please note: If the school is proposing a material or nonmaterial revision to its school schedule in Section 4 of the renewal application, please *also* provide a proposed school schedule that reflects the revision request, and clearly label each schedule provided to differentiate them.

Attachment C: Complaint Policy. Provide ONLY the school's **current NYSED-approved** complaint policy unless the school is proposing revisions to the policy as part of Section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each complaint policy to differentiate them. *Include the year (e.g., 2024) of the policy version in the file name of the uploaded document(s)*. **Please note**: NYSED requires that all complaint policies include contact information for the school's board of trustees. The complaint policy must clearly state that persons with formal complaints alleging a violation of the law or the school's charter may initiate complaints directly with the school's board of trustees,

without going to school staff or leadership as a first step and may not include a deadline for filing complaints with the board of trustees.

Attachment D: Student Discipline Policy/ Code of Conduct and DASA Policy. Provide the school's **current NYSED-approved** student discipline policy and code of conduct unless the school is proposing revisions to the policy as part of section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each discipline policy to differentiate them. *Include the year (e.g., 2024) of the policy version in the file name of the uploaded document(s)*. Provide a signed statement from the school's attorney that the policy follows all applicable federal and state laws. If the school's DASA policy is not incorporated into the discipline policy / code of conduct, it must be submitted separately. The discipline complaint policy must clearly state that in the event a manifestation determination review (MDR) determines that the conduct of a student with a disability is attributable to that disability, the student must immediately be permitted to return to the school, in lieu of beginning or completing the period of suspension.

Attachment E: Proposed Budget (Excel template). Use ONLY the 2025-2030 5-YR Renewal Budget Template to submit the school's proposed budget for the renewal charter term. The school's budget may not include student enrollment that exceeds what has been approved by the Board of Regents. However, to budget conservatively, the school may project enrollment that is no greater than 15% below authorized enrollment. Label this budget as "Attachment E Proposed Budget." All assumptions or explanations should be identified in the far-right column. Ensure that the proposed budget aligns to all areas of the narrative as sufficient funding needs to be available in order to implement all aspects of the school's plan. ***Note: Each school must have $100,000 in escrow for legal and audit expenses associated with possible dissolution. In the Assumptions column of the budget, add a note describing the status of the education corporation's escrow account.***

Please Note: If the school is proposing material or nonmaterial revisions that affect the school's budget, then the revision request needs to be listed in the renewal application and submitted to the NYSED CSO Online Portal: Revisions, as noted in Section 4 of the renewal application. Along with all other required documents for this revision, you will need to provide an additional budget that reflects the proposed revision(s).

Attachment F: By-laws and Code of Ethics. Provide the **current NYSED-approved** board of trustees' by-laws and code of ethics unless the school is proposing revisions to the by-laws/code of ethics as part of Section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed by-laws, and clearly label each document to differentiate them. *Include the year (e.g., 2024) of the by-laws/code of ethics version in the file name of the uploaded document(s).*

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

Trustee Name and Email Address	**Position on the Board (e.g., officers or constituent representatives)**	**Voting Member of the Board? (Y/N)**	**Committee Affiliation(s)**	**Areas of Expertise**	**Number of Terms Served including Duration of Each term (MM/DD/YY to MM/DD/YY)**

Total members joining the board over the charter term:					
Total members leaving the board over the charter term:					
Total members at the beginning of the charter term:					
Total members at the end of the charter term:					

Attachment H: Organizational Chart. Provide an organizational chart for the last year of the current charter term (2024-2025) and for the first year of the proposed renewal charter term (2025-2026), including titles of key staff positions, and the school's reporting structure. The submission must be in chart format and cannot be a list of roles and supervisors. **Please note**: Changes in the organizational/leadership structure of the school require the submission of a revision request. Organizational changes, including those in which the school has added or removed reporting lines at the school leader level or above since the organizational chart was last approved, are now non-material revisions. If the school is proposing revisions to the organizational chart as part of Section 4 of the renewal application, please *also* provide a redlined version of the proposed organizational chart, and clearly label each document to differentiate them. *Include the year (e.g., 2024) of the organizational chart version in the file name of the uploaded document(s).*

Attachment I: Proposed Contract with Comprehensive Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services. If there is no such contract, upload the Attachment I template and label it N/A. If applicable, provide the school's **current NYSED-approved** contract with the educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term. If the school plans to continue to contract with an educational service provider, charter management organization, or other entity that provides comprehensive management services during the next charter period, include the fully negotiated (but not executed) management contract, together with evidence that the school's attorney has reviewed the contract and the board has approved its execution subject to the Board of Regents' renewal approval. If the contract has yet to be negotiated, provide an explanation along with a timetable for that process to be completed. Such timetable should, in all instances, allow sufficient time for the NYSED CSO to review the completed contract prior to the time that the NYSED CSO must make its recommendation on the Application for Charter Renewal. If the school intends to begin or discontinue contracting with an educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term, the school must submit information on these plans in response to the instructions in Section 4: Charter Revisions. Information regarding whether a contract may be deemed a contract for comprehensive management services may be found at NYSED Definition of an Entity that Provides Comprehensive Management Services. **Questions should be directed to the NYSED CSO** at CharterSchools@nysed.gov. **Please note:** If the school's contract does not contain all of the terms and information required in Exhibit C of the charter agreement, the school must *also submit* a redlined version of the contract as part of Section 4 of the renewal application and must clearly label each document to differentiate them. *Include the year (e.g., 2024) of the contract version in the file name of the uploaded document(s).*

Attachment J: Enrollment and Admissions Policy. Provide ONLY the school's **current NYSED-approved** enrollment and admissions policy unless the school is proposing revisions to the policy as part of Section 4 of the renewal application. If a revision is proposed, please *also* provide a redlined version of the proposed policy, and clearly label each enrollment policy to differentiate them. *Include the year (e.g., 2024) of the policy version in the file name of the uploaded document(s)*. Please ensure the policy includes the full non-discrimination statement set forth in the Uniform Application Form, along with information related to enrollment criteria,

backfills, when and how to apply, enrollment preferences, weighted lotteries and set asides. The policy must clearly state that notice of the date, time, and place of the lottery will be provided in accordance with Public Officers Law section 104, and the lottery will be held in accordance with section 119.5 of the Commissioner's Regulations.

Attachment K: Proposed Enrollment Table. Using the table below, provide the proposed student enrollment for each year of the proposed charter renewal term. The total number of students served must not exceed the maximum number of students approved in the school's current charter, and grades served must correspond with those approved in the current charter term. ***Note: If the school is proposing an increase in maximum approved enrollment of 15% or 200 students, whichever is lesser, and/or a change in grades served, the school must request a material revision (see Section 4: Charter Revisions). An increase in enrollment of less than 15% or 200 students above the currently authorized enrollment may be requested as a non-material revision.***

Grade	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
Ungraded					
Total					

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

Attachment M: Fiscal Impact Table.

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

Projected Fiscal Impact upon District of Location

Column A	Column B	Column C	Column D	Column E	Column F	Column G	Column H
Year	**Number of Enrolled Students**	**Charter School Basic Per Pupil Tuition Rate**	**Total Charter School Per Pupil Cost to District**	**Estimated Additional Costs to District (e.g., SPED funds)**	**Total Projected Funding from District**	**Total District General Fund Budget**	**Projected Percentage Impact on District Budget**
2025-2026	**Note:** Estimated number of students residing in the school district.	**Note:** See https://stateaid.nysed.gov/charter/.	**Note:** Column B multiplied by Column C.	**Note:** Use the total amount of special education funding received from the district this past academic year.	**Note:** Column D plus Column E.	**Note:** See school district's website.	**Note:** Column F divided by column G.
2026-2027							
2027-2028							
2028-2029							
2029-2030							

Attachment N: Narrative Outlining Innovative Aspects of the Charter School. Referencing the charter and key design elements, describe what makes the academic program of this school innovative and different from other options currently available in the district of location. What sets this school apart from others? These may be academic or operational components of the charter school. ***Note: Limit this narrative to one page.***

SECTION 6: APPENDICES

Appendix 1A: 2015 Performance Framework Benchmark 1 Indicators

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

Indicator		Measure	Description	Minimum Expectations[7]	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

[7] 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 à 2, 3 or 4; b) moved from level 2 à 3 or 4; c) remained at level 3; d) moved from level 3 à 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 à 2, 3 or 4; b) moved from level 2 à 3 or 4; c) remained at level 3; d) moved from level 3 à 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[8]	Annual Regents testing outcomes for every tested subject for all students	State Average
Subgroups	**(ii)**	Subgroup Annual Regents Outcomes	Annual Regents testing outcomes for every tested subject by subgroup	State Average
All Students	**(iii)**	Aggregate Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History for all students	State Average
Subgroups	**(iv)**	Subgroup Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History by subgroup	State Average
3b.	**Graduation Outcomes**			
All Students	**(i)**	Aggregate Cohort Graduation Rate	4-year and 5-year graduation rate for all students *(6-year graduation rate for transfer schools only)*[9]. Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%
Subgroups	**(ii)**	Subgroup Cohort Graduation Rate	4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and English language learners *(6-year graduation rate for transfer schools only)*. Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%
All Students	**(iii)**	Aggregate On-Track to Graduate	% of all students in a cohort that have passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school *(transfer school cohorts will be measured by their 4th year of high school in passing 3 out of 5 Regents exams)*	75%
Subgroups	**(iv)**	Subgroup On-Track to Graduate	% of cohort by subgroup that has passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school *(transfer school cohort subgroups will be measured by their 4th year of high school in passing 3 out of 5 Regents exams)*	75%

[8] 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.

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

All Students	**(v)**	Aggregate Student Persistence[10]	% of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program *(6-year rate for transfer schools only).* Includes the August rate (except for the 6-year rate as this is not collected data).	85%
Subgroups	**(vi)**	Subgroup Student Persistence	% of students identified as economically disadvantaged, students with disabilities, and English language learners in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program *(6-year rate for transfer schools only).* Includes the August rate (except for the 6-year rate as this is not collected data).	85%

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

Appendix 1B: 2019 Performance Framework Benchmark 1 Indicators

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

Indicator		Measure	Description	Minimum Expectations[11]	Target Outcome[12]
1. All Schools					
1a.	**Accountability**				
All Students & Subgroups	**(i)**	ESEA Accountability Designation	Recognition, Good Standing, Targeted Support and Improvement, and Comprehensive Support and Improvement Schools.	Good Standing	Recognition

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 students' annual growth by determining the percent of the total student population who: a) moved from level 1 à 2, 3 or 4; b) moved from level 2 à 3 or 4; or c) remained proficient at either a level 3 or 4.					

[11] With limited exception, all Board of Regents-authorized charter schools are expected to meet the minimum expectations as set forth in this document. Failure to do so may adversely affect the renewal outcome up to and including non-renewal. Meeting minimum expectations is not a guarantee of renewal.

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

Subgroups	**(ii)**	Subgroup Standards-Based Trend Toward Proficiency – Math and ELA	The % of students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students in the school maintaining a proficient testing level (3 or 4) or trending toward proficiency from one year's test administration to the next.	Maintenance or increase in 60% of total tested subgroup proficiency levels	Maintenance or increase in 80% of total tested students' subgroup proficiency levels
Schools can track students' annual growth by determining the percent of the total student population who: a) moved from level 1 à 2, 3 or 4; b) moved from level 2 à 3 or 4; or c) remained proficient at either a level 3 or 4.					

2b.	**Proficiency**				
All Students	**(i)**	Aggregate School Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for all students at the school level.	District Proficiency Rate	State Proficiency Rate
Subgroups	**(ii)**	Subgroup School Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments by subgroup at the school level compared to the subgroup. Includes students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students.	District Proficiency Rate	State Proficiency Rate
All Students	**(iii)**	Aggregate Grade Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for all students by grade level. [13]	District Proficiency Rate	State Proficiency Rate
Subgroups	**(iv)**	Subgroup Grade Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for each subgroup by grade level.[14]	District Proficiency Rate	State Proficiency Rate

Indicator	**Measure**	**Description**	**Target**
3. High School Outcomes			
3a.	**Regents Exam Outcomes**		
All Students	**(i)**	Aggregate Total Cohort Regents Testing Outcomes	4-year, 5-year, and 6-year cohort Regents testing outcomes for ELA, Mathematics, Science, Global History and Geography, and US History and Government, or a NYSED approved equivalent, for all students with an emphasis on the final testing outcome	State Passing Rate

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

			for students.[15] Passing shall be defined as obtaining a Regents exam score of 65 or higher.	
Subgroups	**(ii)**	Subgroup Total Cohort Regents Testing Outcomes	4-year, 5-year, and 6-year cohort Regents testing outcomes for ELA, Mathematics, Science, Global History and Geography, and US History and Government, or a NYSED approved equivalent, by subgroup with an emphasis on the final testing outcome for students.[16] Passing shall be defined as obtaining a Regents exam score of 65 or higher.	State Passing Rate
All Students	**(iii)**	Aggregate College and Career Readiness	4-year cohort Regents testing outcomes for ELA and Mathematics, or a NYSED approved equivalent, for graduating students.[17] College and career readiness shall be defined as obtaining a Regents exam score of 75 or higher on the ELA Regents test and 80 or higher on any Regents Math test.	State College and Career Readiness Rate
Subgroups	**(iv)**	Subgroup College and Career Readiness	4-year cohort Regents testing outcomes for ELA and Mathematics, or a NYSED approved equivalent, for graduating student subgroups.[18] College and career readiness shall be defined as obtaining a Regents exam score of 75 or higher on the ELA Regents test and 80 or higher on any Regents Math test.	State College and Career Readiness Rate

3b.	**Graduation Outcomes**			
All Students	**(i)**	Aggregate Cohort Graduation Rate	4-year (August), 5-year (August), and 6-year (June) graduation rate for all students with an emphasis on the final graduation outcome for students.	State Graduation Rate
Subgroups	**(ii)**	Subgroup Cohort Graduation Rate	4-year (August), 5-year (August), and 6-year (June) graduation rate for students identified as students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students with an emphasis on the final graduation outcome for students.	State Graduation Rate
All Students	**(iii)**	Aggregate On-Track to Graduate	% of all students in a cohort who have passed 3 out of 5 Regents exams, or a NYSED approved equivalent, required for graduation by August of the end of the student's 3rd year of high school (overage/under-credited school cohorts will be measured by their 4th year of high school in passing 3 out of 5 Regents exams by August of that year).	State Graduation Rate Percent

[15] Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.
[16] Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available.
[17] Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.
[18] Annual Regents exam outcomes will be substituted for Subgroup Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

Subgroups	**(iv)**	Subgroup On-Track to Graduate	% of cohort by subgroup that has passed 3 out of 5 Regents exams, or a NYSED approved equivalent, required for graduation by the end of the student's 3rd year of high school (overage/under-credited school cohort subgroups will be measured by their 4th year of high school in passing 3 out of 5 Regents exams).	State Graduation Rate Percent

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

Indicator		Measure	Description	Minimum Expectations	Target Outcome
1.All Schools					
1a.	**Enrollment**				
All Students	**(i)**	Aggregate Enrollment	Comparison of a charter school's reported enrollment vs. their contracted enrollment for that year.	At least 85% and no more than 100% of contracted enrollment	100% of contracted enrollment
Subgroups	**(ii)**	Subgroup Enrollment	Comparison of a charter school's enrollment of students with disabilities, ELL/MLLs, and economically disadvantaged students with the district of location's enrollment of the same subgroups.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
1b.	**Retention**				
All Students	**(i)**	Aggregate Retention	Percentage of students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
Subgroups	**(ii)**	Subgroup Retention	Percentage of students with disabilities, ELL/MLLs and economically disadvantaged students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
1c.	**High School Persistence[19]**				
All Students	**(i)**	Aggregate Cohort Graduation Persistence Rate	The % of students who start in the 9th grade in the 4-year (August), 5-year (August), and 6-year (June) graduation cohort and remain enrolled in the school until they graduate from the high school program.	85%	

[19] Persistence is defined as any students who enters the cohort in the 9th grade and remains enrolled in the school until graduating from the high school program.

Subgroups	**(ii)**	Subgroup Cohort Graduation Persistence Rate	The % of students in sub-groups who start in the 9th grade in the 4-year (August), 5-year (August), and 6-year (June) graduation cohort and remain enrolled in the school until they graduate from the high school program.	85%

Appendix 2A: 2015 Performance Framework Benchmark 1 Data Guide

Academic information is most useful to schools when they can track, compare, and predict their own data. Benchmark 1 is designed and intended to be a tool that schools can use to make programmatic decisions as well as track their academic standing each year of the charter term leading to renewal. Below is a guide for accessing these data indicators. While a school may be able to access school-level data reports, district and statewide data needed for comparisons may not be available until a later date. Schools should closely monitor public data release dates from the Office of Information and Reporting Services (IRS) 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.nysed.gov/accountability/essa-accountability-designations*	*School Data*
1b.(i)	Comparative Proficiency *http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html* *NYS Report Card Data*	*School Data &* *Similar Schools*
2a.(i)	Aggregate Standards-Based Trend Toward Proficiency *L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)*	*School Data*
2a.(ii)	Subgroup Standards-Based Trend Toward Proficiency *L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)*	*School Data*
2b.(i)	Aggregate School Level Proficiency *L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report*	*School Data*
	NYS Report Card Data or *NYS 3-8 Data Release*	*District/State Data*
2b.(ii)	Subgroup School Level Proficiency *L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report*	*School Data*
	NYS Report Card Data or *NYS 3-8 Data Release*	*District/State Data*
2b.(iii)	Grade Level Proficiency *L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report*	*School Data*

	NYS Report Card Data or *NYS 3-8 Data Release*	*District/State Data*
3a.(i)	Aggregate Annual Regents Outcomes	
	L2RPT Report SIRS-309: Annual Regents Report	*School Data*
	NYS Report Card Data	*State Data*
3a.(ii)	Subgroup Annual Regents Outcomes	
	L2RPT Report SIRS-309: Annual Regents Report	*School Data*
	NYS Report Card Data	*State Data*
3a.(iii)	Aggregate Total Cohort Regents Testing Outcomes	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*
3a.(iv)	Aggregate Total Cohort Regents Testing Outcomes	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*
3b.(i)	Aggregate Cohort Graduation Rate	
	L2RPT Report SIRS-201: Total Cohort – Summary or *NYS Report Card Data*	*School Data*
3b.(ii)	Subgroup Cohort Graduation Rate	
	L2RPT Report SIRS-201: Total Cohort – Summary or *NYS Report Card Data*	*School Data*
3b.(iii)	Aggregate On-Track to Graduate	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary (Student Level)	*School Data*
3b.(iv)	Subgroup On-Track to Graduate	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary (Student Level)	*School Data*
3b.(v)	Aggregate Student Persistence	

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

3b.(vi) Subgroup Student Persistence

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

Appendix 2B: 2019 Performance Framework Benchmark 1 Data Guide

Academic information is most useful to schools when they can track, compare, and predict their own data. Benchmark 1 is designed with this in mind and is intended to be a tool that schools can use to make programmatic decisions as well as track their academic standing each year of the charter term leading to renewal. Below is a guide for accessing these data indicators. While a school may be able to access school-level data reports, district and statewide data needed for comparisons may not be available until a later date. Schools should closely monitor public data release dates from the Office of Information and Reporting Services and the IRS Portal announcements as this will determine when comparative data can be accessed. The NYSED Charter School Office may update these links periodically as data reporting information changes.

1a.(i)	ESEA Accountability Designation	
	http://www.nysed.gov/accountability/essa-accountability-designations	*School Data*
1b.(i)	Comparative Proficiency	
	http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html	*School Data &*
	NYS Report Card Data	*Similar Schools*
2a.(i)	Aggregate Standards-Based Trend Toward Proficiency – Math and ELA	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)	*School Data*
2a.(ii)	Subgroup Standards-Based Trend Toward Proficiency – Math and ELA	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)	*School Data*
2b.(i)	Aggregate School Level Proficiency – Math, ELA, and Science	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*
	NYS Report Card Data or	*District/State*
	NYS 3-8 Data Release	*Data*
2b.(ii)	Subgroup School Level Proficiency – Math, ELA, and Science	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*
	NYS Report Card Data or	*District/State*
	NYS 3-8 Data Release	*Data*
2b.(iii)	Aggregate Grade Level Proficiency – Math, ELA, and Science	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*

	NYS Report Card Data or *NYS 3-8 Data Release*	*District/State Data*
2b.(iv)	Subgroup Grade Level Proficiency – Math, ELA, and Science	
	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report	*School Data*
	NYS Report Card Data or *NYS 3-8 Data Release*	*District/State Data*
3a.(i)	Aggregate Total Cohort Regents Exam Outcomes	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*
3a.(ii)	Aggregate Total Cohort Regents Exam Outcomes	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*
3a.(iii)	College and Career Readiness	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*
3a.(iv)	College and Career Readiness	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*
	NYS Report Card Data	*State Data*
3b.(i)	Aggregate Cohort Graduation Rate	
	L2RPT Report SIRS-201: Total Cohort – Summary or *NYS Report Card Data*	*School Data*
3b.(ii)	Subgroup Cohort Graduation Rate	
	L2RPT Report SIRS-201: Total Cohort – Summary or *NYS Report Card Data*	*School Data*
3b.(iii)	Aggregate On-Track to Graduate	
	L2RPT Report SIRS-202: Total Cohort – Assessment Summary	*School Data*

(Student Level)

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

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