Based	on th	is feedback	and	other	data,	charter	schools	should	be	able	to	make	adjustm	ents	to t	their
operat	ionsa	nd academi	c prog	grams	to imp	rove per	rformand	e.								

The Department

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

School leaders have systems in place designed to -being,

improved academic outcomes, and educational success. The school has rigorous and coherent

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## Important Notes:

- The period of evaluation for the indicators and measures presented below generally spans from the beginning of the charter term through the end of the <u>penultimate</u> year (second to last) of the charter
  - under consideration will end with the academic results through the end of the 2015-2016 school year (including Regents testing in August 2016, if available). For renewal terms, the last year of the prior charter term will generally be considered as a baseline for the next renewal term. T renewal policy permits an examination of previous charter terms in making a renewal recommendation to the Regents, since multiple short-term renewals are generally discouraged.
- All goals are based on New York State assessments (elementary and middle school) or Regents examinations (high school) for all tested subjects at all grade levels and all accountability subgroups,0.00000912

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

1. All Schools		

ESEA Accountability Designation

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High Scho	ool Outcomes		
	Aggregate Annual Regents Outcomes <sup>5</sup>	Annual Regents testing outcomes for every tested subject for all students	State Average
	Subgroup Annual Regents Outcomes	Annual Regents testing outcomes for every tested subject by subgroup	State Average
	Aggregate Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for BLA, mathematics, science, Global History and USHistory for all students	State Average
	Subgroup Total Cohort Regents Testing Outcomes	Cohort Regents testing outcomes for ELA, mathematics, science, Global History and USHistory by subgroup	State Average
	,	,	
	Aggregate Cohort Graduation Rate	4-year and 5-year graduation rate for all students (6-year graduation rate for transfer schools only) <sup>6</sup> . Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%
	Subgroup Cohort Graduation Rate	4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and English language learners (6-year graduation rate for transfer schools only). Includes August graduation rates (except for the 6-year rate as this is not collected data).	80%

Aggregate On-Track to Graduate

Aggregate Student Persistence <sup>7</sup>	% of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program (6-year rate for transfer schools only). Includes the August rate (except for the 6-year rate as this is not collected data).	85%
Subgroup Student Persistence	% of students identified as economically disadvantaged, students with disabilities, and English language learners in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program (6-year rate for transfer schools only). Includes the August rate (except for the 6-year rate as this is not collected data).	85%

<sup>7</sup> Persistence is defined as any student who enters the cohort in the 9<sup>th</sup> grade and remains enrolled in the school until graduating from the high school program. This measure should be calculated as the number of students who dropped out plus the number of those with unknown outcomes divided by the cohort enrollment as of June of the academic reporting year.

L2RPT Report SIRS-309: Annual Regents Report <a href="http://www.p12.nysed.gov/irs/level2reports/SIRS-309-AnnualRegentsReport.pdf">http://www.p12.nysed.gov/irs/level2reports/SIRS-309-AnnualRegentsReport.pdf</a>

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-

1. N	1. Near-Term Indicators:					
1a.	Current Ratio					
1b.	Unrestricted Days Cash					
1c.	Enrollment Variance					
1d.	Composite Score					
2. St	ustainability Indicators:					
2a.	Total Margin					
2b.	Debt to Asset Ratio					
2c.	Debt Service Coverage Ratio					

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

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

- 1. The school has an accurate and functional accounting system that includes monthly budgets.
- 2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
- 3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
- 4. The school has and follows a written set of fiscal policies.
- 5. The school has complied with state and federal financial reporting requirements.
- 6. The school has and is maintaining appropriate internal controls and procedures.
- 7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

The school is faithful to its mission and has implemented the key design elements outlined in its charter.

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

1.

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