New York State Education Department

2020-2025 Charter Term Renewal Guidelines and Application

(Only for New York State Charter Schools Authorized by the Board of Regents)

The Regents of the University of the State of New York

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Introduction and Overview

*Please note: The school’s board of trustees is not required to submit an application for renewal of the charter. Before applying for renewal, the board should carefully consider whether the school has met the criteria for renewal as set forth in the Regent’s Oversight Plan, including but not limited to, the Charter School Renewal Policy and the standards set forth in the Charter School Performance Framework. 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.

All information requested in the renewal application is required. An application is not considered to be complete until a response to every item in every section is provided. However, when submitting the renewal application, schools may include additional information in the application that supports the school’s renewal narrative. Optional supplementary information does not supplant the requirement to provide the information requested by the New York State Education Department Charter School Office ("NYSED CSO" or “CSO”). Failure to provide all requested information/data may result in adverse renewal findings.

These guidelines provide information on submitting an application for charter renewal for charter schools authorized by the Board of Regents. The document includes an overview of the charter renewal process, as well as detailed requirements for preparing and submitting an application for charter renewal to the NYSED CSO and the New York State Board of Regents ("Board of Regents” or “Regents”).

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. These guidelines have been updated to reflect the Charter School Performance Framework ("Performance Framework"), which is used by the CSO to evaluate school performance and by the Board of Regents to make renewal determinations.

The Charter School Performance Framework addresses three broad areas:

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

By providing full and accurate information and evidence under each of these three areas, a school has the opportunity to make its best case for charter renewal. A school’s renewal decision is supplemented by additional evidence collected throughout the charter term—such as annual reports, independent financial audits, state testing data, and site visit reports—as well as the information gathered during the charter renewal process. The NYSED CSO’s website provides additional resources and information regarding charter renewal.
Charter Renewal Process Summary

Submission of Application for Charter Renewal

For a charter renewal term beginning in 2020, schools must submit a completed application for charter renewal, with the exception of the Benchmark 1 narrative, no later than 5 p.m. EST on August 15, 2019. The Benchmark 1 narrative is to be submitted no later than 5 p.m. EST on October 15, 2019.

The complete renewal application will be comprised of Word and Excel files to be submitted solely through FluidReview. Further instructions for the use of FluidReview will be soon be distributed and posted at: http://www.p12.nysed.gov/psc/regentoversightplan/otherdocuments/ApplicationforCharterRenewal.html

The completed charter renewal application must follow the content and format guidelines set forth in the following pages.

Application Review

Once received on FluidReview, NYSED CSO reviews the submitted application to ensure that it is complete and clear. If it is incomplete or sections unclear, it may be returned to the school for revision, or the NYSED CSO may request additional information.

Renewal Site Visit

As delegated by the NYSED Commissioner, a NYSED CSO site visit team conducts a detailed review of the school’s performance, culminating in the renewal site visit. The NYSED CSO team conducting the renewal site visit will prepare a renewal site visit report summarizing its findings.

Opportunity for Response

The school may choose to provide the NYSED CSO with a formal response to the final renewal site visit report; this response becomes part of the school record. Other interested parties and members of the public are given the opportunity to submit written comments to the NYSED CSO regarding renewal of the school’s charter.

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

2 Deadline subject to change to a later date solely by the NYSED CSO with advance notice.

Guidelines for Submitting an Application for Charter Renewal

May 2019
Department Recommendation

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

Board of Regents Vote

The Board of Regents vote 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 charter revision request included in the Application for Charter Renewal will not automatically be approved in the Regents’ approval of the renewal. If applicable, requests to revise the charter at the time of renewal must be included as part of Section 4 of this application and will be considered and specifically addressed by NYSED CSO and, in the case of material revisions, by the Regents, at the time that the renewal action is taken. If the revision request is not specifically approved by the NYSED CSO, and subsequently, the Board of Regents, the revision is deemed to be denied.
Application for Charter Renewal Submission Instructions

The renewal application is due on August 15th, except for the Benchmark 1 narrative, which is to be submitted no later than October 15th. The complete renewal application will be comprised of Word and Excel files to be submitted solely through FluidReview. Further instructions for the use of FluidReview will soon be distributed, and posted at: http://www.p12.nysed.gov/psc/regentoversightplan/otherdocuments/ApplicationforCharterRenewal.html.

As early as possible, the NYSED CSO will send schools Benchmark 1 data tables for review and the completion of the BM 1 narrative. This is to ensure that schools can provide complete information on academic performance through the penultimate year (second to last) of the charter term. It is anticipated that Grade 3-8 academic data for the 2019 testing year will be released in September of 2019; high school data has historically been staggered and the 2019 graduation rates and cohort data may not be published until December 2019/January 2020. All schools must report on data available to them by October 15, 2019 for the renewal application submission. If official data is not available from the NYSED Data Site or L2RPT, the school should report the most recent state assessment or graduation data they have. Although the NYSED CSO primarily uses the metrics in Benchmark 1 for the evaluation of charter schools up for renewal, schools can provide additional relevant data and narrative that may be considered at the discretion of the NYSED CSO.

The completed applications for charter renewal may not exceed 45 pages, excluding cover letter, cover page, and attachments. Please use the application completion checklist, beginning on the following page, to ensure that all required components are included.

The text and attachments must use standard one-inch margins, be clearly paginated, and use a clearly readable font no smaller in type size than 11 point.

The text must be grammatically correct and free of jargon, undefined terms, and unexplained references.

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

All schools are encouraged to refer to the NYSED Data Site or L2RPT to review academic and enrollment figures as well as the Student Information Repository System (SIRS) Manual and the NYSED 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 (ELLS)/multi-lingual learners (MLLs) or students with disabilities (SWDs)). Schools that identify errors in their NYS Report Cards CANNOT have the errors adjusted after the report card is published and should follow 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 formal release of the NYS Report Card 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. Schools should also proactively work with their district of location to ensure that data being sent to that district, and then to the state through the district system, is submitted accurately and on time. NYSED CSO specific business rules can be found in the Performance Framework in Appendix 1: Benchmark 1 Indicators and in Appendix 2: Benchmark 1 Data Guide.

The Application for Charter Renewal must include the required certification with original signature, (see Attachment Q), or it will not be considered complete.

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3 Deadline subject to change to a later date solely by the NYSED CSO with advance notice.

Guidelines for Submitting an Application for Charter Renewal
May 2019
All attachments must be clearly labeled, as designated in these guidelines.

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

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 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 renewal application must contain all of the information in this checklist, organized in accordance with the sections and subsections in this checklist. Each section and subsection should be labeled as shown below. Include the completed checklist with the submission of the Application for Charter Renewal. Review the instructions for each section to ensure that you submit exactly what is required.

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

## Section 1. Academic Success
- A. Benchmark 1: Student Performance *(due 10/15/19, due date subject to change by NYSED)*
- B. Benchmark 2: Teaching and Learning
- C. Benchmark 3: Culture, Climate, and Family Engagement

## Section 2. Organizational Soundness
- A. Benchmark 4: Financial Condition
- B. Benchmark 5: Financial Management
- C. Benchmark 6: Board Oversight and Governance
- D. Benchmark 7: Organizational Capacity

## Section 3. Faithfulness to Charter and Law
- A. Benchmark 8: Mission and Key Design Elements
- B. Benchmark 9: Enrollment, Recruitment, and Retention
- C. Benchmark 10: Legal Compliance

## Section 4. Proposed Charter Revisions *(Revision Guidance is also provided.)*

## Section 5. Attachments *(Follow the specific instructions for each attachment.)*
- Attachment A: School Calendar
- Attachment B: School Schedule
- Attachment C: Complaint Policy
- Attachment D: Student Discipline Policy and Code of Conduct
- Attachment E: Proposed Budget
- Attachment F: By-Laws and Code of Ethics
- Attachment G: Board of Trustees Membership Table
- Attachment H: Organizational Chart
Attachment I: Proposed Contract with Educational Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services\(^4\)

Attachment J: Staff Retention Table

Attachment K: Enrollment and Admissions Policy

Attachment L: Projected Enrollment Table

Attachment M: Student Special Populations Enrollment and Retention Table

Attachment N: Certificate of Occupancy and Fire Inspection

Attachment O: Fiscal Impact Table

Attachment P: Narrative Outlining Innovative Aspects of the Charter School

Attachment Q: Application for Charter Renewal Certification

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SECTION 1: ACADEMIC SUCCESS

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and 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).

Overview:

- The period of evaluation for the indicators and measures presented in Appendix 1 generally spans from the beginning of the charter term through the end of the penultimate year of the charter term. For example, if a school's charter term runs from July 1, 2015 through June 30, 2020, the data under consideration will end with the academic results through the end of the 2018-2019 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.

- All Board of Regents academic performance targets are based on New York State assessments (elementary and middle school) or Regents examinations (high school) for all tested subjects at all grade levels and for all accountability subgroups, unless otherwise indicated. For logistical and data integrity reasons, the New York State Education Department (“the Department”) will rely primarily on measures based on state assessments to evaluate performance for this benchmark.

- The general academic standards for a full-term renewal are:
  - The school’s outcomes on the New York State 3-8 math and ELA assessments meet or exceed the district and approach or exceed the state average proficiency rate.
  - 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 target graduation rate.

- While the Department may consider other assessment data as supplementary evidence for a school’s performance, it will not supplant state assessment results. Charter schools may include supplementary information and data in their renewal application. 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 Performance Framework indicators. Only the indicators enumerated in the Performance Framework will be used to determine benchmark ratings.

- The indicators and measures presented in Appendix 1 are based on state assessments, metrics, and accountability requirements currently in use or planned. The Department reserves the right to revise these measures 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.

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5 NYSED’s renewal recommendation to the Board of Regents is based on the entirety of the 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.
To allow schools the opportunity to include a narrative that addresses the 2018-2019 state assessment results, the narrative for Benchmark 1 may be submitted no later than October 15, 2019, or a later date as specified by the NYSED CSO in writing. Prior to this, and as early as possible, the NYSED CSO will provide schools with the data to be used in the Benchmark 1 narrative. In addition, the CSO will provide Benchmark 1 tables 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.
Benchmark 1: Student Performance

**Directions:** Responses to Benchmark 1 are to be completed by October 15, 2019. Benchmark 1 narratives should be embedded in the body of the application. As early as possible, the CSO will provide Benchmark 1 data tables to all renewal schools. Therefore, there will be no need for the school to provide additional data unless the school is seeking to supplement the required Benchmark 1 analyses with additional information to be reviewed by the NYSED CSO at its sole discretion. For information on the source of data used by the CSO, refer to Appendix 2: Benchmark 1 Data Guide.

Please 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 for all benchmark standards below:

1. **All Schools**
   
   1a. Accountability
      
      ➢ ESEA Accountability Designation
      
      • Indicator 1.a.i. identifies the school’s accountability designation over the course of the charter term. If any identification has not been in good standing or reward status (or the comparable designation under ESEA), identify the areas not met according to documentation from the NYSED Office of Accountability. In the narrative, describe the school’s short- and long-term plans to maintain or improve the current accountability standing.

   1b. Similar Schools Comparison
      
      ➢ Comparative Proficiency
      
      • The NYSED CSO will provide performance analyses for charter renewal applicants in a timely manner using the most recently available state data. In this narrative for Indicator 1.b.i, address the CSO analysis for your school and provide any other information the school would like to provide pertaining to the similar schools’ performance analyses.

2. **Elementary/Middle School Outcomes**

   **Note:** For Indicators 2.a.i. through 2.b.ii. 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.

2a. Trending Toward Proficiency

   ➢ Aggregate Standards-Based Trend Toward Proficiency
   
   • Indicator 2.a.i. references the percent of all tested students who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; or c) remained proficient at level 3 or 4 even if the student moves between proficiency levels.

   ➢ Subgroup Standards-Based Trend Toward Proficiency
   
   • Indicator 2.a.ii. references the percent of all tested students who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; or c) remained proficient at level 3 or 4 even if the student moves between proficiency levels. The following subgroups are included: economically disadvantaged (ED), students with disabilities (SWD), and English language learners (ELLs)/multi-lingual learners (MLLs).

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6 This date is subject to being pushed back in the event that applicable state data is not released in a timely manner.
2b. Proficiency

➢ Aggregate School Level Proficiency
   • Indicator 2.b.i. references the percent of all tested students who scored a level 3 or 4 on the NYS assessments compared to the district and NYS averages.

➢ Subgroup School Level Proficiency
   • Indicator 2.b.ii. references the percent of all tested subgroups who scored a level 3 or 4 on the NYS assessments compared to the district and NYS averages.

➢ Grade Level Proficiency
   • Indicator 2.b.iii. references the percent of all tested students, by grade level, who scored a level 3 or 4 on the NYS assessments compared to the district and NYS averages.

3. High School Outcomes

   Note: For Indicators 3.a.i. through 3.b.vi. 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. See Graduation Outcomes 3.b.i. and 3.b.ii. below for additional details needed.

3a. Regents Testing Outcomes

➢ Aggregate Annual Regents Outcomes
   • Indicator 3.a.i. references the percent of all tested students, by reporting year, who scored a level 3 or higher (65% or higher) on the NYS Regents assessments as compared to the NYS average.

➢ Subgroup Annual Regents Outcomes
   • Indicator 3.a.ii. references the percent of all tested students, by reporting year and subgroup, who scored a level 3 or higher (65% or higher) on the NYS Regents assessments as compared to the NYS average for each respective subgroup.

➢ Aggregate Total Cohort Regents Outcomes
   • Indicator 3.a.iii. references the percent of students, by cohort, who scored a level 3 or higher (65% or higher) on the NYS Regents assessments in the required subject categories for graduation, compared to the NYS average. If a student was administered the same test multiple times in any period, the student’s highest score ever reported is used.

➢ Subgroup Total Cohort Regents Outcomes
   • Indicator 3.a.iv. references the percent of students, by cohort and subgroup, who scored a level 3 or higher (65% or higher) on the NYS Regents assessments in the required subject categories for graduation, compared to that NYS average for that cohort and subgroup. If a student was administered the same test multiple times in any period, the student’s highest score ever reported is used.

3b. Graduation Outcomes

➢ Aggregate Cohort Graduation Rate
   • Indicator 3.b.i. references the percent of students, by cohort, who graduated compared to the Charter School Performance Framework graduation rate target of 80% and the NYS cohort graduation rate. If applicable, the 4, 5, or 6-year graduation rates are included.\(^8\) August graduates will always be included in the graduation rate where possible as per NYSED data business rules.\(^9\) In the narrative, include additional detail and discussion of the number of diplomas awarded in each category (Regents Diploma, Regents Diploma with Advanced Designation, local diploma), by cohort, as compared to the NYS average.

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\(^8\) Six-year graduation rates should be reserved solely for transfer/over age, under credited school accountability.

➢ Subgroup Cohort Graduation Rate
  • Indicator 3.b.ii. references the percent of students, by cohort and subgroup, who graduated compared to the Charter School Performance Framework graduation rate target of 80% and the NYS cohort graduation rate. If applicable, the 4, 5, or 6-year graduation rates are included. Subgroup Cohort Graduation Rate
  • Indicator 3.b.ii. references the percent of students, by cohort and subgroup, who graduated compared to the Charter School Performance Framework graduation rate target of 80% and the NYS cohort graduation rate. If applicable, the 4, 5, or 6-year graduation rates are included. August graduates will always be included in the graduation rate where possible as per NYSED data business rules. In the narrative, include additional detail and discussion of the number of diplomas awarded in each category (Regents Diploma, Regents Diploma with Advanced Designation, local diploma), by cohort, as compared to the NYS average for each subgroup.

➢ Aggregate On-Track to Graduate Rate
  • Indicator 3.b.iii. references the percent of students, by cohort, who have passed at least 3 or more Regents exams by the end of their 3rd year in high school. For those charter schools considered to be transfer schools, data will also be presented to you showing the percent of students, by cohort, who have passed at least 3 or more Regents exams by the end of their 4th year in high school.

➢ Subgroup On-Track to Graduate Rate
  • Indicator 3.b.iv. references the percent of students, by cohort and subgroup, who have passed at least 3 or more Regents exams by the end of their 3rd year in high school. For those charter schools that exclusively serve over age/under credited students, data will also be presented to you showing the percent of students, by cohort by subgroup, who have passed at least 3 or more Regents exams by the end of their 4th year in high school.

➢ Aggregate Student Persistence
  • Indicator 3.b.v. references the percent of students, by 4 and 5-year cohort who remain enrolled in the school until they graduate from the high school program.

➢ Subgroup Aggregate Student Persistence
  • Indicator 3.b.vi. references the percent of students, by 4 and 5-year cohort and subgroup who remain enrolled in the school until they graduate from the high school program.

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10 Six-year graduation rates should be reserved solely for transfer/over age, under credited school accountability.
12 For the purposes of this document, the terms “transfer school” and “over age, under credited school” are used interchangeably.
13 Six-year graduation rates are considered solely for transfer/over age, under credited school accountability.
14 Six-year graduation rates are considered solely for transfer/over age, under credited school accountability.
Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) 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 consistently high levels of engagement, thinking and achievement.*

Please provide the following information:

1. Curriculum:
   a. Describe the documented curriculum in place at the school, explain how/if it was aligned to the NYSLS, and describe how the curriculum is systematically reviewed and revised.
   b. Describe the process used to ensure the curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades.
   c. Explain how the curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.

2. Instruction:
   a. Describe the instructional strategies used to engage all students in high-quality, rigorous instruction.
   b. Describe the process used for creating, revising, and getting feedback on unit and lesson plans.

3. Assessment and Program Evaluation:
   a. Describe the school’s assessment system, including formative, diagnostic, and summative assessments.
   b. Explain how the school uses qualitative and quantitative data to inform instruction and improve student outcomes, evaluate the quality and effectiveness of the academic program, and modify the program accordingly.

4. Supports for Diverse Learners:
   a. Describe the supports in place to meet the academic needs of all students, including but not limited to: SWDs, ELLs/MLLs, and ED students.
   b. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.
Benchmark 3: Culture, Climate, and Family Engagement

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

Please provide the following information:

1. Behavior Management and Safety:
   a. Describe the school’s approach to behavior management.
   b. Describe the systems in place to ensure that the environment is free from harassment and discrimination and that a safe environment is maintained.

2. Family Engagement and Communication:
   a. Describe how the school communicates and engages with families and the school community.
   b. Describe how teachers communicate with families to discuss students’ strengths and needs.
   c. Provide the strategies the school uses to assess family and student satisfaction and explain how those results weigh into schoolwide decision-making.
   d. Describe the systematic process used to respond to family or community concerns.
   e. Explain how school-level academic data is shared with the broader school community to promote transparency and accountability among families, students and school constituents.

3. Social-Emotional Supports:
   a. Describe the systems or programs in place to support the social-emotional needs of students.
   b. Explain how school leaders collect and use data to track the social-emotional needs of students.
   c. Explain how school leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.
SECTION 2: ORGANIZATIONAL SOUNDNESS

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

A fiscal dashboard for each renewal school, outlining the fiscal metrics used by the CSO to evaluate the financial condition of the school, pursuant to Charter School Performance Framework standards, will be provided.

Please include the following information:
1. Summarize the school’s financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget.
2. Describe how the board 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

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

Please include the following information:
1. Describe several of the most challenging fiscal issues the school has encountered over the current charter term and how they were, or are being, resolved.
2. Describe several internal controls and procedures the school has changed over the current charter term. For each, include the reason for the change and the outcome, if applicable.
3. Use Fluid Review to complete the 5-year budget using the template provided at http://www.p12.nysed.gov/psc/RegentSoversightplan/OtherDocuments/ApplicationforCharterRenewal.html. 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: Currently, the school maintains a dissolution escrow amount of no less than $75,000. The school needs to maintain a dissolution escrow amount of no less than $100,000 by December 31st of the second year of the renewal charter term.
4. Discuss how the school incorporates the NYSED Charter School Audit Guide in the school’s financial management and audit procedures.

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15 This is required for all renewal applications regardless of the ultimate renewal outcome of the school.

Guidelines for Submitting an Application for Charter Renewal
May 2019
Benchmark 6: Board Oversight and Governance

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

Please provide the following information:
1. Describe how the board recruits and selects board members with skills and expertise that meet the needs of the school; and describe the reason(s) for any board turnover which has occurred over the charter term.
2. Describe how the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.
3. Describe the ways in which the board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.
4. Explain the processes and procedures for reviewing and updating school policies.
5. Describe the performance-based evaluation in place for the board to evaluate itself, the school, partners, and providers.
6. Describe how the board regularly and systematically assesses the performance of the school leader(s) against clearly defined goals and makes effective timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor school leadership.
7. Describe the process in place used by the board in order to maintain full awareness of its legal obligations to the school and stakeholders, including handling conflicts of interest.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Please provide the following information:
1. School Leadership:
   a. Describe the school leadership team and explain how it obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.
   b. Define the roles and responsibilities for leaders, staff, management, and board members.
   c. Describe how school leaders communicate with all members of the school community, including staff, parents/families, students, and other stakeholders. The response should summarize how school leadership solicits feedback, how school leadership shares important information regarding individual student and school-wide performance, and how school leadership shares information about school initiatives and programs.
   d. Describe the process used to successfully recruit, hire, and retain key personnel, and make decisions – when warranted – to remove ineffective staff members.

2. Professional Climate:
   a. Describe how the school is fully staffed with high quality personnel to meet all educational and operational needs, including the areas of finance, human resources, and communication.
   b. Describe the structures in place for collaboration among teachers.
c. Describe how the school ensures that staff has the requisite training, skills, expertise, and professional development necessary to meet students’ needs, including how school leaders monitor the effectiveness of professional development initiatives.

d. Describe the systems in place to monitor and maintain organizational and instructional quality, including a formal process for teacher evaluation geared toward improving instructional practice.

e. Describe the mechanisms in place to solicit teacher feedback and gauge teacher satisfaction.

3. Contractual Relationships (If Applicable):
   a. Describe how the board of trustees and school leadership establish effective working relationships with the charter management organization or comprehensive service provider.
   b. Describe any changes in the school’s charter management or comprehensive service provider contract, and if they comply with required charter amendment procedures.
   c. Describe how the school monitors the efficacy of contracted service providers or partners.
SECTION 3: FAITHFULNESS TO CHARTER AND LAW

Benchmark 8: Mission and Key Design Elements

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

Please provide the following information:

1. Describe how school stakeholders, including leadership, staff, the board of trustees, parents, and students, demonstrate a common and consistent understanding of the school’s mission and key design elements outlined in the charter.

2. Describe how the school has fully implemented the mission and key design elements in the approved charter and in any subsequently approved revisions. Please include the mission and key design elements as written in the initial or most recent renewal charter. Note: Significant changes in the mission and key design elements must be approved as material revisions to the charter. See details in Section 4: Charter Revisions.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets as defined by the NYSED CSO (grade level comparisons to the school’s district of location) for students with disabilities (SWDs), English language learners (ELLs)/multi-lingual learners (MLLs), 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.

As early as possible, the CSO will provide Benchmark 9 tables to renewal schools. Benchmark 9 tables will include the school’s 2016-2017, 2017-2018 and 2018-2019 school and district enrollment information. In addition, the CSO will provide a Benchmark 9 table 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.

Schools should:

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 strategies and program services that were implemented over the current charter term to attract and retain SWDs, ELLs/MLLs, and ED students.

3. Describe the process currently used to evaluate recruitment and outreach strategies and program services for each of the three categories of students, and what strategic improvements will be made in the next charter term.

4. Describe in detail the recruitment strategies and program services that will be implemented in the renewal term to attract and retain SWDs, ELLs/MLLs, and ED students.

5. Using data from L2RPT, list the district(s) of residence for your students and the percentage of students enrolled in the 2019-2020 school year who reside in these districts.

Subject to data availability, NYSED reserves the right to not require the use of 2018-2019 Benchmark 9 data for the schools’ renewal application submissions. Subsequent to 2018-2019 data becoming available, NYSED may use this data for evaluative purposes at that time.
6. Complete the tables in Attachment M and discuss trends observed over the current charter term and describe efforts made by the school to retain special populations.

**Note: At a minimum, schools should plan to maintain the following records for possible on-site review at renewal:**
- All recruitment efforts specifically targeting SWDs, ELLs/MLLs, or ED students;
- Academic supports made available to meet the needs of SWDs, ELLs/MLLs, 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 practices and modifying those efforts as warranted.

**Benchmark 10: Legal Compliance**

*The school has complied with applicable laws, regulations, and the provisions of its charter.*

Please provide the following information:

1. Describe how the school ensures substantial compliance with applicable state and federal laws and the provisions of its charter.
2. Describe any corrective action taken, when needed, for issues that have arisen, and the safeguards implemented to maintain compliance with all legal requirements.
3. Summarize any formal complaints filed over the course of the charter term. Describe where the complaint was filed (to the school, board, or CSO), and information on how the complaint was resolved. Do not include personally identifying information.
4. Briefly list material and non-material charter revisions that were sought by the school from the Board of Regents and/or the NYSED CSO over the charter term.
5. 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 physically handicapped individuals.
6. Describe the school’s plan to address teacher certification issues, if applicable.
SECTION 4: CHARTER REVISIONS

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

Examples of material charter revisions include:

- Revisions that fundamentally alter a school’s mission, vision, or educational philosophy
- Revisions that significantly change a school’s key design elements
- Significant changes in the organizational or leadership structure of the school (e.g., adding a new layer of administrative reporting)
- Changes in the school design and/or educational program that are inconsistent with those in the approved charter
- Relocation of the school or acquisition of a new facility or building
- Contracting with or discontinuing a contract with an entity that provides comprehensive educational management services. See Definition of an Entity that Provides Comprehensive Management Services.
- Changing the name of the school
- Increases or decreases to the maximum approved enrollment and/or grade span

All revision requests in the renewal application should follow the guidelines at http://www.p12.nysed.gov/psc/regentoversightplan/policy/charrevguide.html. If a material revision is being requested, all documents required in the renewal guidelines are required to be included in the renewal application. If approved, revisions submitted with renewal applications would go into effect in the 2020-2021 school year.

Non-Material Charter Revisions

Non-material revisions to a school’s charter must be approved by the CSO on behalf of the Commissioner before they are implemented by a school. If the school is proposing one or more non-material revisions to its charter, the school must complete this section. Including a non-material charter revision request does not constitute automatic approval by the CSO, as requests will be considered on a case-by-case basis.

Examples of non-material charter revisions include:

- Changes or corrections to the school’s mission or vision statement or other sections of the charter that do not fundamentally alter a school’s mission, vision, or educational philosophy
- Minor corrections/clarifications to the school’s organizational structure or charter
- Changes in the school’s by-laws, code of conduct, discipline policy, personnel policy, complaint policy, student/family handbook, or teacher/staff handbook
- Changes in the school’s admissions policy or enrollment process
- Minor changes in the school’s schedule that are consistent with the charter (e.g., length of school year, school week or school day)

Failure to specifically approve a revision request constitutes a denial.
- Adding a board of trustees member to an existing charter school

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

A. A description of the non-material charter revision being requested and an explanation of the reasons for the requested revision;

B. A copy of the board of trustees’ resolution approving the proposed non-material charter revision; and

C. Evidence that the timeline for implementation of the proposed non-material charter revision is realistic.

All revision requests in the renewal application should follow the guidelines at [http://www.p12.nysed.gov/psc/regentsoversightplan/policy/charrevguide.html](http://www.p12.nysed.gov/psc/regentsoversightplan/policy/charrevguide.html). If a non-material revision is being requested, all documents required in the renewal guidelines are required to be included in the application for charter renewal.
SECTION 5: ATTACHMENTS

Provide the following documents, labeled with the attachment letters as shown. If an attachment is not applicable, submit the attachment with the text “Not Applicable.” For each attachment (with the exception of the proposed budget for next year, Attachment E), include the school’s current NYSED-approved document. If changes are being considered for the next charter term, please submit the proposed revisions in Section 4: Charter Revisions following all instructions found at http://www.p12.nysed.gov/psc/regentoversightplan/policy/charrevguide.html.

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

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

Attachment C: Complaint Policy. Provide the school’s current NYSED-approved complaint policy.

Attachment D: Student Discipline Policy and Code of Conduct. Provide the school’s current NYSED-approved student discipline policy and code of conduct. You should also provide a statement from the school’s attorney that the policy follows all applicable federal and state laws.

Attachment E: Proposed Budget. Use FluidReview to submit the school’s proposed budget for the next charter term using the budget template available at http://www.p12.nysed.gov/psc/regentoversightplan/otherdocuments/ApplicationforCharterRenewal.html. 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: Currently, the school maintains a dissolution escrow amount of no less than $75,000. The school needs to maintain a dissolution escrow amount of no less than $100,000 by December 31st of the second year of the renewal charter term.

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

<table>
<thead>
<tr>
<th>Trustee Name and Email Address</th>
<th>Position on the Board (e.g., officers or constituent representatives)</th>
<th>Committee Affiliation(s)</th>
<th>Area(s) of Expertise</th>
<th>Number of Terms Served and Duration of Each Term (include term’s starting and ending dates formatted MM/YYYY)</th>
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<tbody>
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<tr>
<td>Total members joining the board over the charter term</td>
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<tr>
<td>Total members leaving the board over the charter term</td>
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<tr>
<td>Total members at beginning of charter term</td>
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<tr>
<td>Total members at end of charter term</td>
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</table>

Attachment H: Organizational Chart. Provide an organizational chart for the first year of the proposed renewal charter term, including titles of key school leaders.

Attachment I: Proposed Contract with Comprehensive Service Provider, Charter Management Organization, or Other Entity that Provides Comprehensive Management Services. 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 CSO to review the completed contract prior to the time that the CSO must make its recommendation on the Application for Charter Renewal. If the school intends to begin or discontinue contracting with an educational service provider, charter management organization, or other entity that provides comprehensive management services for the next charter term, the school must submit information on these plans in response to the instructions in Section 4: Charter Revisions. 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 Charter Management Services. Questions should be directed to the CSO.
**Attachment J: Staff Retention Table.** List the following information for each year of the current charter term: number of administrators, teachers, and other staff (FTEs) and number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator, teacher, and staff departures.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Year 1 20xx-20xx</th>
<th>Year 2 20xx-20xx</th>
<th>Year 3 20xx-20xx</th>
<th>Year 4 20xx-20xx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td></td>
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<tr>
<td>Number of Positions (Total FTEs)</td>
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<tr>
<td>Departures during school year</td>
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<td>Departures at end of school year</td>
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<tr>
<td>Explanation:</td>
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<tr>
<td>Teachers (*includes certified and uncertified staff who directly support instruction)</td>
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<tr>
<td>Number of Positions (Total FTEs)</td>
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<td>Departures during school year</td>
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<td>Departures at end of school year</td>
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<tr>
<td>Explanation:</td>
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<tr>
<td>Other Staff</td>
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<tr>
<td>Number of Positions (Total FTEs)</td>
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<td>Departures during school year</td>
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<td>Departures at end of school year</td>
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<td>Explanation:</td>
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</table>

**Attachment K: Enrollment and Admissions Policy.** Provide the school’s current **NYSED-approved** enrollment and admissions policy.
**Attachment L: Projected Enrollment Table.** Using the table below, provide the projected 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 charter. *Note: If the school is proposing an increase in maximum approved enrollment, the school must propose a material revision (see Section 4: Charter Revisions).*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1 2020-2021</th>
<th>Year 2 2021-2022</th>
<th>Year 3 2022-2023</th>
<th>Year 4 2023-2024</th>
<th>Year 5 2024-2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td></td>
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<tr>
<td>1</td>
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<td>Total</td>
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</table>
Attachment M: Student Special Population Enrollment and Retention Table. For each year of the current charter term and for each designated student population, list the number of students enrolled at the beginning of the year, the number of students who left during the school year, and the number of students who did not re-enroll the next school year and had not completed the highest grade at the school. Then, using the formula provided, calculate the percentage of students retained.

### ALL STUDENTS

<table>
<thead>
<tr>
<th>Row</th>
<th>Description</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Total number of students enrolled at beginning of year</td>
<td></td>
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<tr>
<td>B</td>
<td>Total number of students who left during the school year</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Total number of students who did not re-enroll the next school year and had not completed the highest grade at the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percent retained</td>
<td>(((A-(B+C))/A)*100)</td>
</tr>
</tbody>
</table>

### STUDENTS WITH DISABILITIES

<table>
<thead>
<tr>
<th>Row</th>
<th>Description</th>
<th>School Year</th>
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</thead>
<tbody>
<tr>
<td>D</td>
<td>Total number of SWD students enrolled at beginning of year</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Total number of SWD students who left during the school year</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Total number of SWD students who did not re-enroll the next school year and had not completed the highest grade at the school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Percent retained</td>
<td>(((D-(E+F))/D)*100)</td>
</tr>
</tbody>
</table>
### ENGLISH LANGUAGE LEARNERS/MULTI-LINGUAL LEARNERS

<table>
<thead>
<tr>
<th>Row</th>
<th>Description</th>
<th>School Year</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year 1 20xx-20xx</td>
</tr>
<tr>
<td>G</td>
<td>Total number of ELL/MLL students enrolled at beginning of year</td>
<td></td>
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<tr>
<td>H</td>
<td>Total number of ELL/MLL students who left during the school year</td>
<td></td>
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<tr>
<td>I</td>
<td>Total number of ELL/MLL students who did not re-enroll the next school year and had not completed the highest grade at the school</td>
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<tr>
<td></td>
<td>Percent retained</td>
<td>$((G-(H+I))/G)*100$</td>
</tr>
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</table>

### ECONOMICALLY DISADVANTAGED

<table>
<thead>
<tr>
<th>Row</th>
<th>Description</th>
<th>School Year</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Year 1 20xx-20xx</td>
</tr>
<tr>
<td>J</td>
<td>Total number of ED students enrolled at beginning of year</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Total number of ED students who left during the school year</td>
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<tr>
<td>L</td>
<td>Total number of ED students who did not re-enroll the next school year and had not completed the highest grade at the school</td>
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<tr>
<td></td>
<td>Percent retained</td>
<td>$((J-(K+L))/J)*100$</td>
</tr>
</tbody>
</table>

**Attachment N: Certificate of Occupancy and Fire Inspection.** Provide a copy of a current certificate of occupancy (if outside NYC or in private space in NYC). Except for schools in district space (co-locations), all schools need to also provide a copy of the current annual fire inspection results.
Attachment O: Fiscal Impact Table. Please complete the table below. Charter schools in NYC should use the entire NYCDOE to gauge fiscal impact. Please footnote your sources and assumptions.

Projected Fiscal Impact upon District of Location

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Enrolled Students</th>
<th>Charter School Basic Per Pupil Tuition Rate</th>
<th>Total Charter School Per Pupil Cost to District</th>
<th>Estimated Additional Costs to District (e.g. SPED funds)</th>
<th>Total Projected Funding From District</th>
<th>Total District General Fund Budget</th>
<th>Projected Impact on District Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td></td>
<td></td>
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<td>2021-2022</td>
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<td>2024-2025</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Attachment P: Narrative Outlining Innovative Aspects of the Charter School. Referencing the charter, 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 no more than one page.

Attachment Q: Application for Charter Renewal Certification.

<table>
<thead>
<tr>
<th>Charter School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Location (City/Town/Borough if NYC)</td>
</tr>
<tr>
<td>Charter District of Location or Community School District if NYC</td>
</tr>
<tr>
<td>District(s) Served or Community School Districts if NYC</td>
</tr>
<tr>
<td>Date School Opened</td>
</tr>
<tr>
<td>Charter Term History (list terms of initial and all renewal charters)</td>
</tr>
<tr>
<td>Current Enrollment</td>
</tr>
<tr>
<td>Charter Approved Maximum Enrollment</td>
</tr>
<tr>
<td>Current Grade Span</td>
</tr>
<tr>
<td>Current Grades Served</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Electronic Signature of Chair of Board of Trustees (or designated signatory)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>Print/Type Name</td>
<td></td>
</tr>
<tr>
<td>Title (if designated signatory)</td>
<td></td>
</tr>
<tr>
<td>Date of Approval by Board of Trustees</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 1: Benchmark 1 Indicators

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

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
<th>Description</th>
<th>Minimum Expectations</th>
<th>Target Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All Schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a.</td>
<td>Accountability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students &amp; Subgroups (i)</td>
<td>ESEA Accountability Designation</td>
<td>Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status</td>
<td>Good Standing</td>
<td>Reward</td>
</tr>
<tr>
<td>1b.</td>
<td>Similar Schools Comparison</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students &amp; Subgroups (i)</td>
<td>Comparative Proficiency</td>
<td>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.</td>
<td>At least 1 standard deviation above the mean</td>
<td>Greater than 1 standard deviation above the mean</td>
</tr>
</tbody>
</table>

---

19 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.
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
<th>Description</th>
<th>Minimum Expectations</th>
<th>Target Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Elementary/Middle School Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a.</td>
<td>Trending Toward Proficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>(i) Aggregate Standards-Based Trend Toward Proficiency</td>
<td>% 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.</td>
<td>Maintenance or increase in 75% of total tested students’ proficiency levels</td>
<td>Maintenance or increase in 100% of total tested students’ proficiency levels</td>
</tr>
<tr>
<td>Schools can track students’ annual growth by determining the percent of the total student population who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; c) remained at level 3; d) moved from level 3 → 4; or e) remained at level 4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subgroups</td>
<td>(ii) Subgroup Standards-Based Trend Toward Proficiency</td>
<td>% 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.</td>
<td>Maintenance or increase in 75% of total tested subgroup proficiency levels</td>
<td>Maintenance or increase in 100% of total tested students’ subgroup proficiency levels</td>
</tr>
<tr>
<td>Schools can track students’ annual growth by determining the percent of each student subgroup who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; c) remained at level 3; d) moved from level 3 → 4; or e) remained at level 4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b.</td>
<td>Proficiency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>(i) Aggregate School Level Proficiency</td>
<td>% of students who score proficiently on 3-8 state assessments for all students at the school level.</td>
<td>District Average</td>
<td>State Average</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subgroups</td>
<td>(ii) Subgroup School Level Proficiency</td>
<td>% 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.</td>
<td>District Average</td>
<td>State Average</td>
</tr>
<tr>
<td>All Students</td>
<td>(iii) Grade Level Proficiency</td>
<td>% of students who score proficiently on 3-8 state assessments for all students by grade level.</td>
<td>District Average</td>
<td>State Average</td>
</tr>
</tbody>
</table>
### 3. High School Outcomes

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Measure</th>
<th>Description</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a.</td>
<td>Regents Testing Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>(i) Aggregate Annual Regents Outcomes (^{20})</td>
<td>Annual Regents testing outcomes for every tested subject for all students</td>
<td>State Average</td>
</tr>
<tr>
<td>Subgroups</td>
<td>(ii) Subgroup Annual Regents Outcomes</td>
<td>Annual Regents testing outcomes for every tested subject by subgroup</td>
<td>State Average</td>
</tr>
<tr>
<td>All Students</td>
<td>(iii) Aggregate Total Cohort Regents Testing Outcomes</td>
<td>Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History for all students</td>
<td>State Average</td>
</tr>
<tr>
<td>Subgroups</td>
<td>(iv) Subgroup Total Cohort Regents Testing Outcomes</td>
<td>Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History by subgroup</td>
<td>State Average</td>
</tr>
<tr>
<td>3b.</td>
<td>Graduation Outcomes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>(i) Aggregate Cohort Graduation Rate</td>
<td>4-year and 5-year graduation rate for all students (6-year graduation rate for transfer schools only)(^{21}). Includes August graduation rates (except for the 6-year rate as this is not collected data).</td>
<td>80%</td>
</tr>
<tr>
<td>Subgroups</td>
<td>(ii) Subgroup Cohort Graduation Rate</td>
<td>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).</td>
<td>80%</td>
</tr>
<tr>
<td>All Students</td>
<td>(iii) Aggregate On-Track to Graduate</td>
<td>% of all students in a cohort that have passed 3 out of 5 Regents exams required for graduation by their 3(^{rd}) year of high school (transfer school cohorts will be measured by their 4(^{th}) year of high school in passing 3 out of 5 Regents exams)</td>
<td>75%</td>
</tr>
<tr>
<td>Subgroups</td>
<td>(iv) Subgroup On-Track to Graduate</td>
<td>% of cohort by subgroup that has passed 3 out of 5 Regents exams required for graduation by their 3(^{rd}) year of high school (transfer school cohort subgroups will be measured by their 4(^{th}) year of high school in passing 3 out of 5 Regents exams)</td>
<td>75%</td>
</tr>
</tbody>
</table>

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\(^{20}\) 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.

\(^{21}\) The state accountability graduation target is always set at 80%.
| 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% |
| All Students | (v) | Aggregate Student Persistence\(^{22}\) | % 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% |

\(^{22}\) Persistence is defined as any student who enters the cohort in the 9\(^{th}\) grade and remains enrolled in the school until graduating from the high school program. This measure should be calculated as the number of students who dropped out plus the number of those with unknown outcomes divided by the cohort enrollment as of June of the academic reporting year.
Appendix 2: Benchmark 1 Data Guide

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

1a.(i) ESEA Accountability Designation
School Data

1b.(i) Comparative Proficiency
School Data & NYS Report Card Data data.nysed.gov

2a.(i) Aggregate Standards-Based Trend Toward Proficiency
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)

2a.(ii) Subgroup Standards-Based Trend Toward Proficiency
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level)

2b.(i) Aggregate School Level Proficiency
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report

NYS Report Card Data data.nysed.gov or
District/State Data

2b.(ii) Subgroup School Level Proficiency
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report

NYS Report Card Data data.nysed.gov or
District/State Data

2b.(iii) Grade Level Proficiency
L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report

School Data
3a.(i) **Aggregate Annual Regents Outcomes**

*L2RPT Report SIRS-309: Annual Regents Report*

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

NYS Report Card Data data.nysed.gov

3a.(ii) **Subgroup Annual Regents Outcomes**

*L2RPT Report SIRS-309: Annual Regents Report*

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

NYS Report Card Data data.nysed.gov

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

*L2RPT Report SIRS-202: Total Cohort – Assessment Summary*

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

NYS Report Card Data data.nysed.gov

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

*L2RPT Report SIRS-202: Total Cohort – Assessment Summary*

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

NYS Report Card Data data.nysed.gov

3b.(i) **Aggregate Cohort Graduation Rate**

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

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

3b.(ii) **Subgroup Cohort Graduation Rate**

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

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

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

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

http://www.p12.nysed.gov/irs/level2reports/SIRS_202-
TCAssessmentSummaryL2RPT.pdf
3b.(iv) Subgroup On-Track to Graduate

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


3b.(v) Aggregate Student Persistence

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


3b.(vi) Subgroup Student Persistence

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