New York State Public Charter Schools

Academic Performance & Evaluation Handbook

Benchmark 1: Student Performance

The Regents of The University of the State of New York
New York State Education Department · Charter School Office
89 Washington Avenue · Albany, New York 12234
charterschools@mail.nysed.gov · 518-474-1762

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Introduction

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

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

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

The Regents and the Department evaluate these areas of charter school performance by quantitative and/or qualitative data and evidence, compiled over the course of the school's charter term. These three key areas are measured by corresponding performance benchmarks. Though each performance benchmark is important, the Regents and the Department will consider *increases in student academic achievement for all groups of students described in Section 1111(b)(2)(C)(v) of the ESEA as the most important factor when determining to renew or revoke a school's charter.*[2] Measures reflecting this priority are incorporated into Benchmark 1: Student Performance, which is the focus of this handbook. Student performance is held as a paramount indicator of a charter school's academic success because the nature of charter schools allows them to be procedurally untethered; they are afforded the opportunity to make strides toward innovative education practices that are beyond the threshold of what traditional public schools could realize. In exchange for this autonomy, charter schools are held to a higher degree of accountability and, ultimately, proof that this freedom promotes a rich academic environment that produces results surpassing other traditional educational paths.

This handbook is intended to assist charter school stakeholders in reflecting on and shaping their policies, determining how to best demonstrate students' academic success, developing goals that will challenge administrators, teachers, students and parents while setting the school apart from the masses, and planning for the future. If charter schools have questions about the information contained in this handbook or would like further guidance, they may find the Charter Schools Office website[3] useful or directly contact the Charter School Office for further assistance.

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[1] See http://www.regents.nysed.gov/meetings/2010Meetings/June2010/0610emscd1.htm.

[2] This is a required program assurance of the Department's $113 million 2011-2016 federal Charter Schools Program grant (PR/Award #U282A110005), awarded to the Department in July 2011 to support the expansion of high-quality public charter schools and disseminate the best practices of existing charter schools.

[3] See http://www.p12.nysed.gov/psc/

Benchmark 1 Overview

Benchmark 1: Student Performance is the capstone of the Performance Framework. The central question this metric attempts to answer: "Is the school an academic success and able to operate in an educationally sound manner?" This standard is designed as a universal yet individualized gauge to assess the success of a charter school's educational program as measured by the academic outcomes its students achieve (i.e. growth on New York State tests, student proficiency compared to the district of location and state averages, graduation rate, etc.). In addition to targets set by the Performance Framework, charter schools are also required to set their own student achievement goals and annually report to the Charter School Office their progress toward meeting such goals.[4] These charter-specific goals will be wrapped into the Performance Framework and will be evaluated at renewal. Charter schools will need to demonstrate that they have met or come close to meeting the targets outlined in the Performance Framework but also their charter-specific goals.

As with all Benchmarks of the Performance Framework, the final determination of whether a school's educational program is an academic success will be based on the preponderance of evidence gathered over the course of a charter term.

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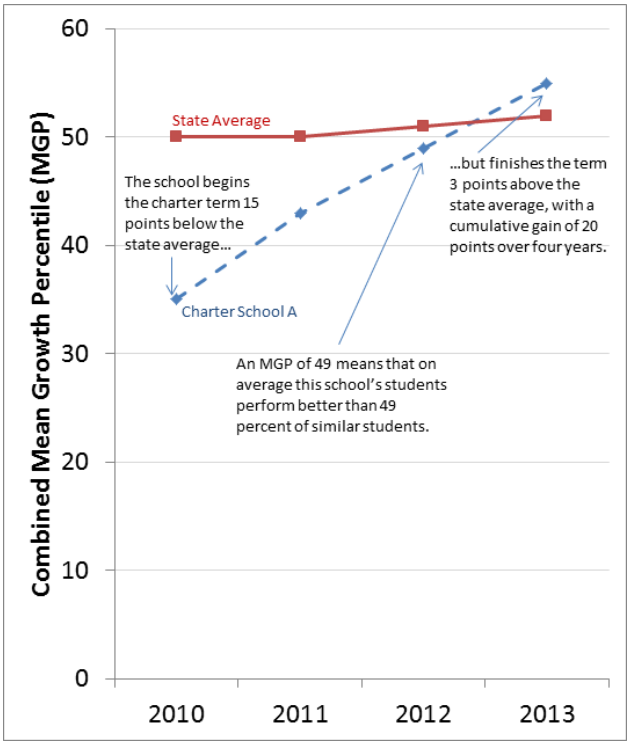
[4] New York State Charter Schools Act, NY Stat. § 2851 (2)(b) refers to charter schools establishing student performance goals in their application; New York State Charter Schools Act, NY Stat. § 2857 (2)(b) refers to charter schools reporting progress toward goals in the Annual Report.

Growth

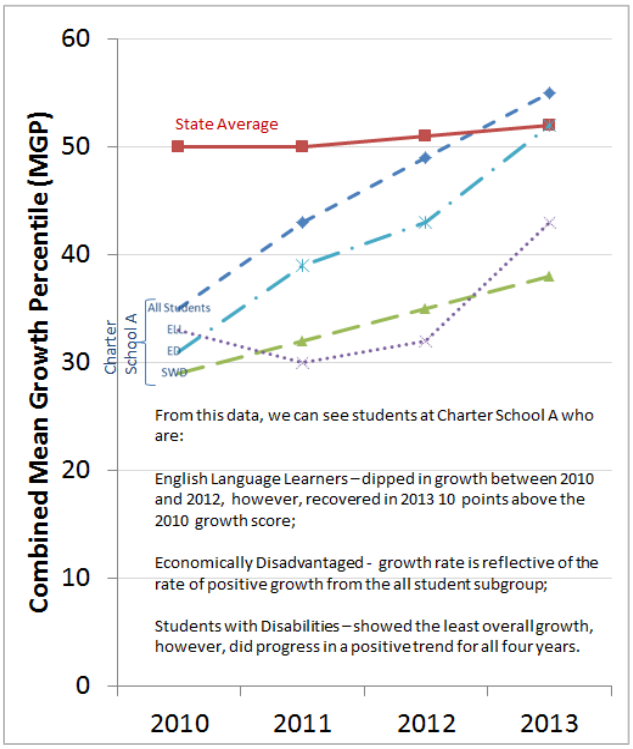
The Performance Framework accounts for student growth, in addition to traditional comparisons to district and state proficiency rates, to develop a more accurate picture of the academic health of the school over its charter term.

In some cases, evidence of academic success may not be easily seen in proficiency rates, but shown clearly in aggregate student growth. When schools enroll students who are performing below grade level, tracking student growth can illustrate the success of a school in providing interventions and academic supports in bringing students to grade level or beyond.

Student growth is measured by individual student achievement data from two or more points in time. The necessity of at least two years of data limits the tested grades and subjects to Grades 4–12 in the subjects of English language arts and mathematics.



In addition to examining the overall student growth at a school, the Performance Framework also notes the growth rate of student subgroups identified by the Office of Accountability as at-risk. Taking the growth of student subgroups into account allows a school to demonstrate the success of any academic interventions or supports put in place to enhance the learning capacity of students who may enter the school below grade level or have a learning disability. Since the baseline for progress of these students may be below the "proficient" level, student growth will allow for progress made with these at-risk groups to be shown in other ways.



Performance Index & AMO

Performance Indices

A performance index (PI) is a value from 0 to 200 assigned to an accountability group, indicating how that group performed on a required state test in ELA, math or science. PI is calculated by adding the percentage of students scoring in Levels 2-4 and the percentage of students scoring in Levels 3-4. A PI of 200 is achieved only when all students meet or exceed the standards (i.e., score in Levels 3-4).

Level 1 = Basic
Level 2 = Basic Proficient
Level 3 = Proficient
Level 4 = Advanced

The PI is measured against the Annual Measureable Objective (AMO). The performance index value signifies whether or not an accountability group is making satisfactory progress toward the goal of all students meeting or exceeding state learning standards by 2013-14. The AMO for each exam is recalibrated every year. While this is, in effect, a moving target numerically, the goal still remains the same: for the majority of students to score in Levels 3-4.

The PI and AMO are calculated by the Office of Accountability and are found on the school report card. PI estimates may also found in schools' SIRS reports by subject and accountability group.

Gr Lvl/Subject	PI Calculation*
El/Mid ELA/Math**	$\sum_{i=1}^{n} i = \left(\frac{[2(Lvl\ 1\ On\ Track + Lvl\ 2\ On\ Track + Lvl\ 3 + Lvl\ 4)] + Lvl\ 1\ \&\ 2\ NOT\ On\ Track}{n}\right)100$
El/Mid Science	$\sum_{i=1}^{n} i = \left(\frac{[2(Lvl\ 3 + Lvl\ 4) + Lvl\ 2]}{n}\right)100$
High Schl ELA/Math (Cohort based)	$\sum_{i=1}^{n} i = \left(\frac{[2(Lvl\ 3 + Lvl\ 4) + Lvl\ 2]}{n}\right)100$

* These calculations may be subject to change and are current as of Spring 2013. The formula for calculating PI for Grades 4 & 8 Science remains the same as in prior years and has not changed as a result of the ESEA Waiver.
** *n = # of continuously enrolled tested students, except for high school PI which uses cohort numbers.*

Sample PI Computation for Grades 3-8 ELA

Performance Level Standards	On Track to Proficiency?	Number of Students	Multiplier	Total Points
1 (Below)	No	30	0	0
1 (Below)	Yes	10	200	2,000
2 (Meeting Basic)	No	40	100	4,000
2 (Meeting Basic)	Yes	40	200	8,000
3 (Meeting Proficiency)	N/A	60	200	12,000
4 (Exceeding Proficiency)	N/A	20	200	4,000
Total		200		30,000
PI = 150 or 30,000/200				

AMO

The 2012–13 grades 3–8 State assessments are the first for New York State students to measure the Common Core Learning Standards that were adopted by the State Board of Regents in 2010. The percentage of students deemed proficient is significantly lower than in 2011–12. This change in scores — which has effectively created a new baseline of student learning — is largely the result of the shift in the assessments to measure the Common Core Standards, which more accurately reflect students' progress toward college and career readiness.

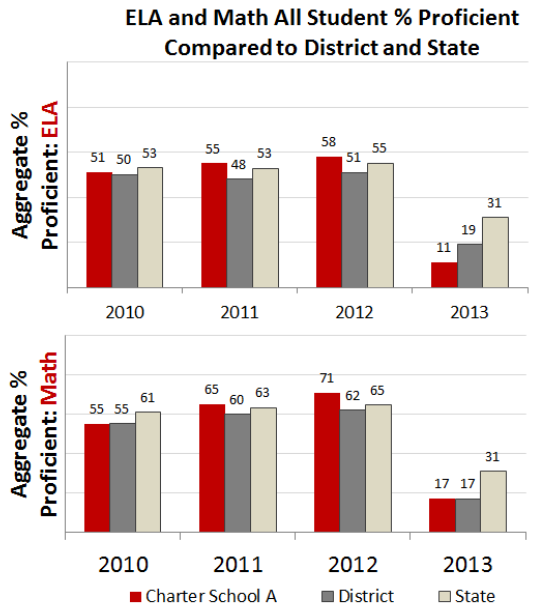
Consequently, the Annual Measurable Objectives (AMO) required to determine Adequate Yearly Progress (AYP) will be revised for the 2012–13 results and beyond.

Student Proficiency

All Student Subgroup

In addition to student accountability measures, the Performance Framework also analyzes a school's rate of proficiency in grades 3-8 and the high school as compared to the district and state averages on NYS exams. These comparisons are limited only to those grades and subjects in which the school tested at least 5 or more students, and are not necessarily compared across years due to potential changes in exam structure.

Charter schools must show aggregate proficiency in comparable grades and subjects tested which *at least* exceeds the district average. The ultimate goal is to meet or exceed the New York State average.



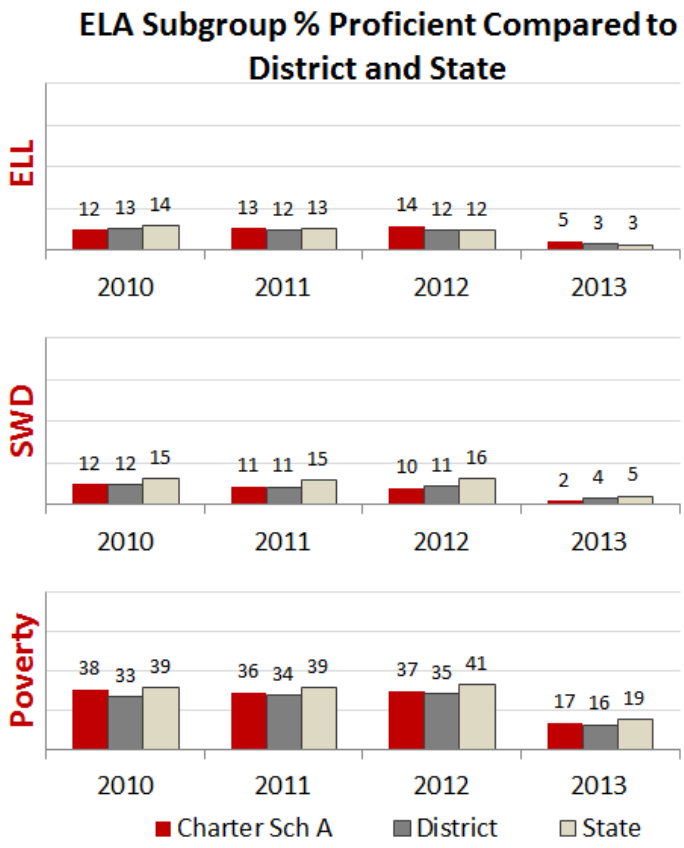
From this data, we can see that Charter School A had outperformed the district in ELA in all years except the Common Core testing year (2013). The same correlation to the district is evident in Math, too. Potential questions that may arise from this data could be whether or not the school's curriculum was Common Core aligned, or what programmatic changes did the school make in from 2010-2012 to show a linear trend of success.

The charter school even outperformed the state average for ELA and math in 2011 and 2012, further indicating that this upward trend may have been the result of intentional changes made within the school.

Subgroup Proficiency

To gain deeper information about how a charter school is educating critical subgroups, the Performance Framework disaggregates student subgroups and compares them to the district of location and the state aggregate averages. The student subgroups of focus are English Language Learners (ELL), Students with Disabilities (SWD) and Economically Disadvantaged or Students in Poverty. These data are gathered from the SIRS Level 2 submissions. As with the analysis of proficiency across all grades and students served by the school, the subgroup proficiency analysis will only compare grades served by the charter school in that year, tested subjects, and subgroups of 5 of more students.

The Charter School Office will evaluate the aggregate proficiency of these subgroups and compare to the district average, with the goal of meeting or exceeding the New York State subgroup averages.

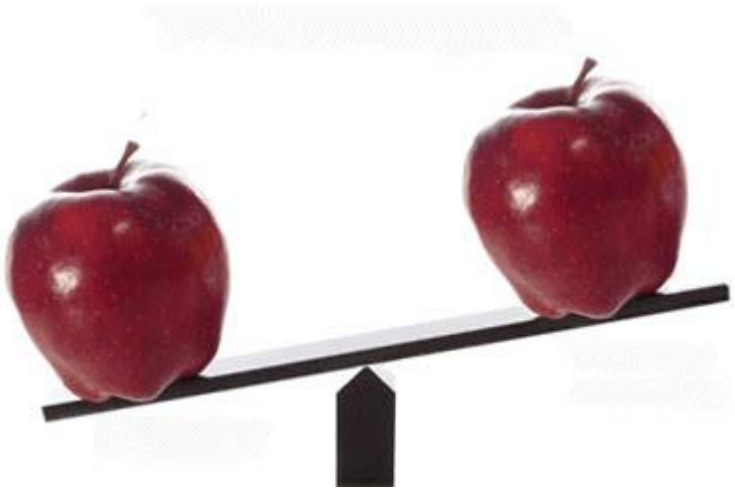


Similar Schools Comparison

The similar schools comparative analysis was designed to compare Regents-authorized charter school performance on NYS assessments to other schools in the District, and similar schools in the State. There are two goals of this analysis:

- To compare the **actual performance** of charter schools to schools of the same type in the district and state

- To compare the **controlled performance** of charter schools to schools of the same type in the district and state when controlling for the composition of students that attend



Analysis of Actual Performance

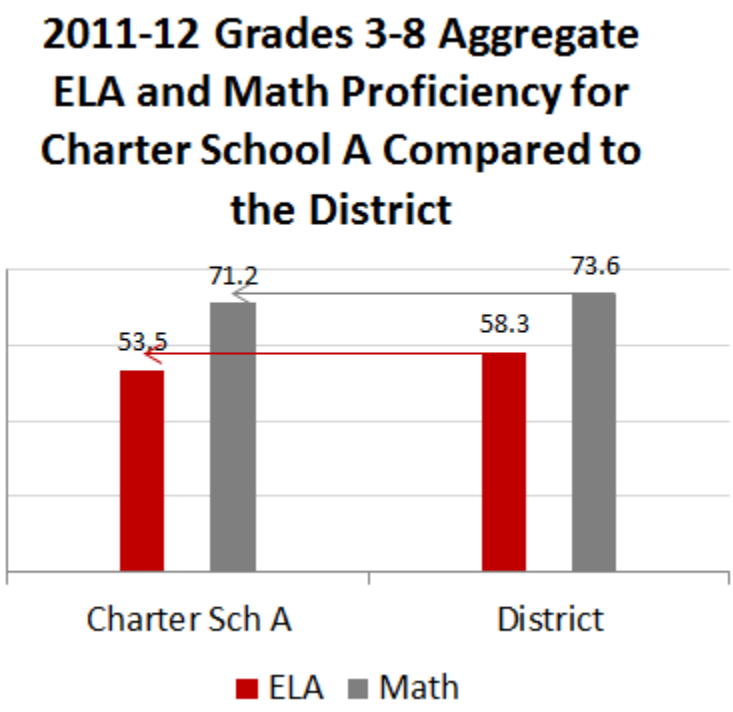
The analysis of actual performance is fairly straightforward. There are no controls on this analysis; schools are merely compared to the performance of the district of location by constraining the data to the following:

Grades 3-8 ELA and Math Exam Performance:

- Calculate by grade and year of test administration the percentage of students scoring at Level 3 and 4 on the state exam

High School ELA and Math Regents Exam Performance:

- Calculate by year of test administration the percentage of students in grade 9 or higher who received a scale scored 65 or higher.



Analysis of Controlled Performance
What is an Effect Size?

One of the methods statisticians employ to ensure they are fairly comparing “apples to apples” is a multivariate regression analysis. In our case, we are calling it the *effect size*.

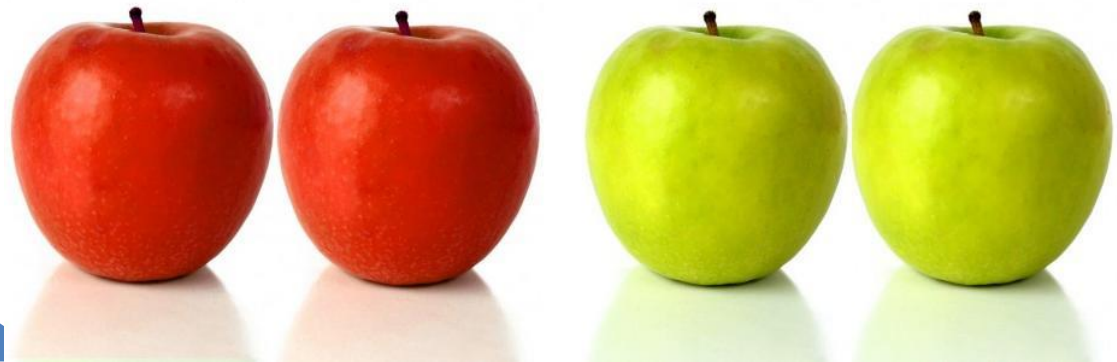
In an educational setting, effect size is a simple measure for quantifying the difference between a group of similar schools over time, on a common scale. We’re measuring the *effectiveness* of a particular school in educating its students while controlling for intrinsic variables that may confound our data.

An effect size is determined by dividing the difference between the predicted and actual level of performance by the standard deviation. A positive effect size indicates that the school is performing higher than would be predicted using the regression model and a negative effect size indicates that the school is performing lower than would be predicted using the regression model. As rule of thumb, an effect size of 0.2 to 0.3 is generally considered to have a small effect, with 0.5 having a medium effect, and 0.8 or above having a large effect.

Slicing the Data

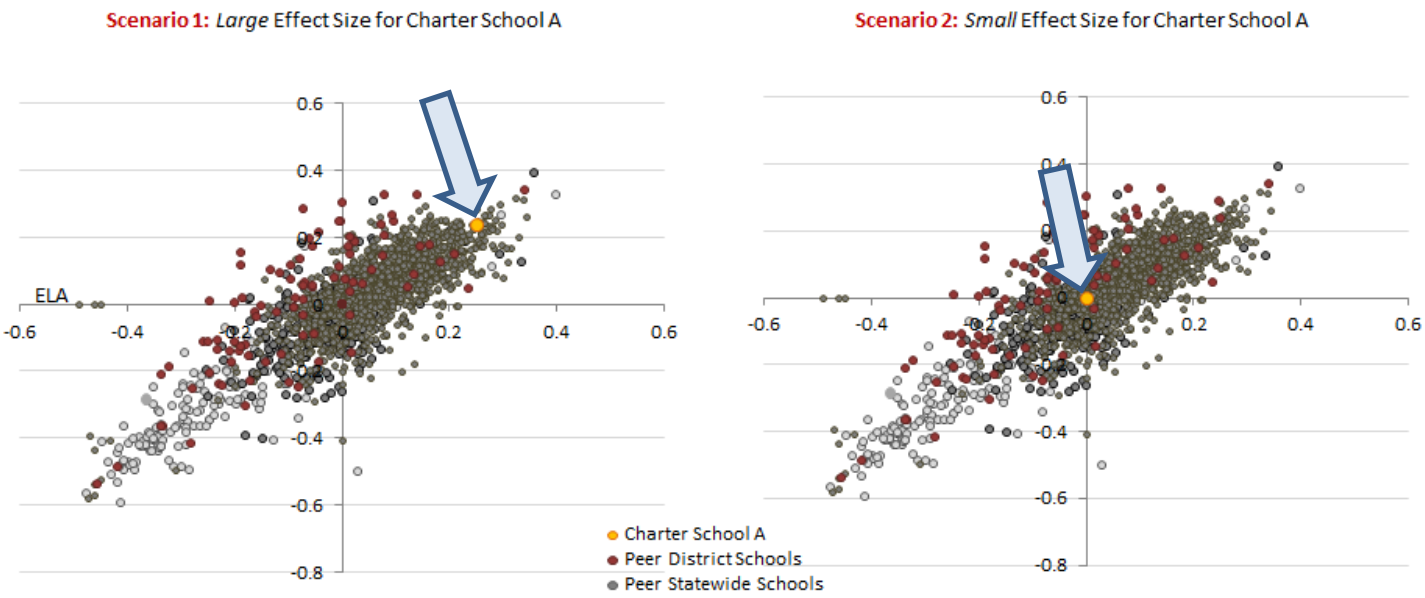
To figure out how to interpret how well or how poorly a school is performing, we level the playing field and compare schools to "peer schools" - schools that are very similar to Charter School A in student composition and grade span. We narrow the scope of peer schools by comparing only those who have similar populations of students by grade level who are classified as:

- *Economically Disadvantaged (ED)*
- *English Language Learners (ELL)*
- *Students with Disabilities (SWD)*



Analysis of Controlled Performance
Making Sense of the Data

Once we have developed a group of peer schools, we calculate the amount of variation in student academic outcomes between these similar schools.



Interpretation:

In scenario 1, Charter School A is performing better than predicted when compared to similar schools.

In scenario 2, Charter School A is performing as well as would be predicted when compared to similar schools. This degree of variation is what we know as the *effect size*.

Accountability

All public schools in New York State are identified under the ESEA waiver by accountability status. To view your school's accountability status and supporting data (including PI and SGP), please login to

http://www.p12.nysed.gov/irs/irs-portal/

Public schools in New York State can be categorized in one of four potential identification designations: good standing, focus, priority or reward schools. In order for a Regents authorized charter school to be renewed, the school must have been at least in good standing for the duration of its charter term.

Designations applicable to charter schools:

In Good Standing – Meets statewide achievement averages or making adequate progress compared to other schools in the State

Priority Schools – lowest performing schools (bottom 5% statewide)

Focus Schools – lowest performing schools based on subgroup performance (bottom 10% statewide)

Reward Schools – highest achieving statewide or making the most progress compared to other schools in the State

College & Career Readiness

Graduation Rates

The Performance Framework requires that all charter high schools meet or exceed the state average graduation rate in the aggregate and by student subgroups. This rate is reported by student cohort, the year in which students entered the 9th grade. Charter schools must meet, at minimum, the state standard for graduation: 80%. This includes a 4-year and a 5-year graduation rate.

80%

Graduation Rate Cohort Definitions

Cohort is defined as a group of students who started ninth grade for the first time and are expected to graduate in four years. The federal definition includes in the cohort any student who has been enrolled one day or longer. The federal definition also requires that all students be counted in a cohort based upon the year in which they first entered a ninth grade program, regardless of disability.

Four-Year Cohort Graduation Rate is the percentage of first-time ninth graders who graduate within four years or less with a Regents or Advanced Regents diploma.

Five-Year Cohort Graduation Rate is the percentage of first-time ninth graders who may need additional time to complete graduation requirements and subsequently graduate within five years or less with a Regents or Advanced Regents diploma.

Transfer In refers to any student who enters the cohort on grade-level at *any* point during the four year period. It does not exclude students who arrive late in the twelfth grade (or any grade).

Transfer Out refers to any student who exits from the cohort for a reason such as transfer to another public school, transfer to a private school, and transfer to a school out of state or out of the country. Under New York's old cohort definition, students who are incarcerated are considered "transfers" and are not included in the cohort for graduation rate reporting purposes. The new federal cohort definition will count incarcerated youth as transfers only if the student attends a program offering courses that can result in the earning of credit toward a high school diploma. Incarcerated youth who do not attend these types of programs count as dropouts.

Charter Specific Goals

As part of New York State Charter School Law, charter schools are required to develop and maintain charter specific goals. These are typically additional student performance measures articulated in the current charter that use state or other assessment instruments. While goal setting is not just good practice, it may also be used by the Charter School Office as an additional data point when reviewing a school's performance over the charter term. Schools submit these data in the Progress Toward Goals within the Annual Report in addition to the Application for Charter Renewal.

It is important that a charter school carefully decide upon goals that are meaningful, reflect the mission and focus of the school, but are also within reach during the charter term. With any sound scientific practice, schools should treat their goals as a hypothesis – "If eighth graders have been enrolled continuously for two or more years, then those students will perform above the state average on the ELA and math state assessment because Charter School A implements X reading inventory and math skills assessment to swiftly place students requiring intervention in appropriate support services." If these goals are not met, don't change your hypothesis! Objectively evaluate what may be happening in your school that may keep your students from meeting these goals.

If a school's goals were set a long time ago and are outdated, changes in the school's goals can be made in the renewal application.

While the Charter School Office does account for the charter specific goals and the results submitted by schools, these goals do not supplant analysis of state assessment data.

Charter Specific Goals: Logic Model Template

***Goal #:** A statement – often general and qualitative – describing what you want to achieve (ex: a future condition, change or improvement)*

Objectives	Strategies/Activities	Indicators (A measure of how the strategy is progressing towards achieving the objective)						
				Intermediate Outcomes (Lead to end outcomes)			Outcomes	
		Input	Output	Short-Term Outcome	Medium-Term Outcome	Long-Term Outcome	End Outcome (Ultimate Objective)	Additional Outcomes (Apart from Objective)
Specify a measurable achievement to benchmark success for your goal. For each objective, identify *who* or *what* would need to change, by *how much* and *when*.	Determine your plan of action to accomplish your objective. Articulate who needs to do what and when in order to reach your objectives	Resources invested; what needs to go into the program in order to make it successful	By-product of resources invested or services delivered. Can be quantified. These may be numbers/percent of what is produced from activities, levels of participation and by whom in the strategies/activities.	Learning: awareness, knowledge, skills, motivations	Action: behavior, practice, decisions, policies	Consequences: social, economic, environmental, etc.	Same as "Impact." The resulting effect(s) of the outputs; ultimate effect sought by the strategy.	Additional outcomes that may not be related to the stated objective
	Notes: Any information to remind the reader that additional actions need to be taken for preparation, materials needed, etc.							

Example Goal 1: Increase student growth outcomes on NYS ELA assessment

Objectives	Strategies/Activities	Indicators						
				Intermediate Outcomes			Outcomes	
		Input	Output	Short-Term Outcome	Medium-Term Outcome	Long-Term Outcome	End Outcome (Ultimate Objective)	Additional Outcomes (Apart from Objective)
By the end of 36 weeks, 80% of students reading below one grade level or more will read at grade level as assessed by the Fountas and Pinnell assessment.	Identify all K-6 students who would score 1 or 2 on the statewide ELA exam → set Fountas and Pinnell assessment results below one grade level or more for intervention services. All students in grades K-6 will take the Fountas and Pinnell assessment in September, December, March and June. Students may be eligible for intervention at any time of the year.	ELA teachers receive PD for analyzing Fountas and Pinnell outcomes and matching to Common Core Lexile ranges.	Teachers identify 100% of new students and existing students reading below grade level.	Knowledge of which students are perpetually struggling.	Identified students remain in intervention until grade level equivalency in reading is obtained.	Identified students gain greater confidence in reading and are more likely to read for leisure.	All students reading below one grade level or more will be placed in daily pull-out reading intervention services.	Provides predictor for student-specific outcome on state ELA exam for grades 3-6.
	Notes: Arrange for PD on school calendar. Building schedule needs to be altered to accommodate pull-out services without overlapping core subjects. Performance on Fountas & Pinnell may be an indicator for reading impairment evaluation. Possible to create a trend to also determine which teachers may consistently struggle with implementing reading strategies. Perhaps host a parent-child Lock-In for reading? The student's skill level placement will serve as the baseline for improvement in the program.							
	By the 9th week of pull-out intervention, 80% of students identified for intervention will increase reading competency on Fountas and Pinnell. All students, regardless of intervention services, will use the Accelerated Reader program. Students needing intervention will also use SRA Reading Lab in pull-out services to start students at performance level reading, rather than grade-level equivalent.	Additional TAs hired to support implementation of pull-out reading program.	100% of struggling readers will receive SRA Reading Lab pull-out services.	Students will become motivated to move to the next skill level in SAR through earning "keys" to new levels.	Identified students remain in intervention until grade level equivalency in reading is obtained.	Students learn to work individually and in groups to reach skill level goals.	80% struggling readers will increase outcome on Fountas and Pinnell assessment by 9th week of intervention by: - Gr K-3 → 3 letter grades - Gr 4-6 → 1 letter grade	By the end of the school year, those students who have still not reached grade level will automatically be identified for summer school and, possibly, automatic scheduling for intervention.
	Notes: Pull-out should happen concurrently with AR in general education; specifically during AR independent skills so that pull-out students still receive AR guided reading instruction. Levels are color-coded by skill level; allows for discrete differentiation since most students will read at different skill levels and different color coded bands.							

	Retesting of students' lexile range via SAR and student outcomes in Fountas and Pinnell on a quarterly basis.	Quarterly assessment of all students' reading level via Fountas and Pinnell.	100% of struggling readers will receive SRA Reading Lab pull-out services.	Quarterly assessment of reading levels/skills show 10% overall increase in Fountas and Pinnell levels from previous quarter/baseline.	Students may enter, exit and re-enter the intervention program as needed.	By the end of 36 weeks, most students should be reading material at or above grade level.	Individual student growth on grades 4-6 ELA state assessment will show growth from the baseline.	
	Notes:							

Performance Framework: Benchmark 1

1. Student Progress Over Time (Growth)			
#	***Indicator***	***Measure***	***Meets Level***
1a.	*Aggregate growth*	*Unadjusted Mean Growth Percentile (MGP) for all students on NYS assessments.*	*State Average*
1b.	*Subgroup growth*	*Unadjusted Mean Growth Percentile (MGP) for all accountability subgroups.*	*State Average*
1c.	*Performance Index: Aggregate growth to proficiency*	*Performance Index (which accounts for the number of students who are proficient or those making growth sufficient to achieve proficiency within 3 years or by Grade 8).*	*Effective Annual Measurable Objective Target*
1d.	*NYC only*	*Progress Report Grade for Student Growth*	*B*

2. Student Achievement (Attainment)			
#	***Indicator***	***Measure***	***Meets Level***
2a.	*Aggregate Proficiency*	*% of students proficient on 3-8 state assessments for all students*	*State Average*
2b.	*Subgroup Proficiency*	*% of students proficient on 3-8 state assessments for all accountable subgroups*	*State Average*
2c.	*Similar Schools Comparison*	*Effect Size in Comparative Regression Analysis controlling for prior academic performance (when possible) and student characteristics*	*Statistically significant positive effect size*
2d.	*District Comparison*	*% of students proficient on 3-8 state assessments*	*Exceeds the district average*
2e.	*Subgroup Comparison*	*% of students proficient on 3-8 state assessments*	*Exceeds the district average*
2f.	*NYC only*	*Progress Report Grade for Student Attainment*	*B*

3. State and Federal Accountability System			
#	**Indicator**	**Measure**	**Meets Level**
3.	State Accountability Designation	Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status	Good Standing

4. College and Career Readiness - Growth and Attainment (for High Schools)			
#	**Indicator**	**Measure**	**Meets Level**
4a.	Aggregate 4- and 5-year graduation rate	4-year and 5-year graduation rate for all students	State Average
4b.	Subgroup 4- and 5-year graduation rate	4-year and 5-year graduation rate for all accountable subgroups	State Average
4c.	Performance Index	Performance Index (which will account for the number of students who have completed the Regents requirements for graduation within 4 years of their first entry into ninth grade)	Effective Annual Measurable Objective Target
4d.	Similar Schools Comparison	Effect Size in Comparative Regression Analysis controlling for 8th grade achievement (when possible) and comparing to similar student outcomes on the Integrated Algebra and English Composition Regents Exams.	Statistically significant positive effect size
4f.	NYC only	Progress Report Grades for Student Growth and Attainment	B

5. Charter-Specific Student Performance Goals			
#	**Indicator**	**Measure**	**Meets Level**
5a.	TBD by Charter School	Examples may include specific language proficiency levels or achievement on portfolio assessment instruments aligned with the school's charter and mission.	TBD
5b.	TBD by Charter School		TBD

Benchmark 1 Q&A

When will my school's academic achievement be evaluated?

The period of evaluation for the indicators and measures presented in the Performance Framework spans the beginning of the charter term through the end of the penultimate year of the charter term. For renewal terms, the last year of the prior charter term will be considered as a baseline for the next renewal term.

What type of assessments does the Department consider when evaluating a school's outcomes under Benchmark 1?

All growth and achievement goals in Benchmark 1 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 unless otherwise indicated. For logistical and data integrity reasons, the Department will rely primarily on these measures based on state assessments to evaluate performance on this benchmark. However, charter-specific goals created by the charter school can use any reasonable metric to measure their students' success.

What if a charter school's test scores do not reflect the ethos of the school or true academic accomplishments?

In the event that a school believes that the performance rating assigned for this benchmark is not fully representative of student performance at the school, the Department may consider requests to review additional valid and reliable data demonstrating the progress the school has made in meeting this benchmark, and will review such evidence on a case-by-case-basis. The most compelling cases will focus primarily on a strong body of evidence that points to consistent performance improvements over the charter term. In addition, while the Department will consider other assessment data as supplementary evidence for a school's performance, it will not supplant state assessment results with other assessment results.

How will the Performance Framework account for changes in testing?

The indicators and measures presented in the Performance Framework are based on state assessments, metrics, and accountability requirements currently in use or in development. The Department reserves the right to revise these measures in order to accommodate changes in state assessments, metrics, or accountability requirements, including any new U.S. Department of Education requirements that may be enacted during the charter term. One of the metrics the Department uses to account for shifts in testing structure yet evaluate student achievement is to assess growth over time. While this is only one metric in the Performance Framework, it can tell a very powerful story about a school when paired with years of proficiency data and graduation rates, where applicable.

How will the Department fairly evaluate student performance outcomes at a charter school if the school serves a high poverty student population?

The Department's interpretation of the data takes into account numerous contextual factors that affect conclusions drawn about student outcome data. For instance, in 2013 a K-6 charter school might

achieve 21% proficiency on the ELA assessment, but may draw its students from a high poverty district whose same grade band achieved 9% proficiency on the same assessment. While the school still has much room for continuous improvement, it is a comparative success. This should be taken into account for the school's renewal recommendation.

Other ways in which the Department uses the Performance Framework to evaluate schools fairly is:

- Measuring the school's success in academic outcomes on the same test from one year to the next;
- Comparing charter school proficiency to that of the district of location and the largest sending district;
- Comparing a charter school's academic outcomes to demographically similar schools in New York;
- Measuring the charter school's rate of growth annually for its students relative to comparable schools in New York, accounting for students in poverty, English Language Learners, and Students with Disabilities;
- The school's success in meeting state and federally-mandated academic performance targets.