



New York State Charter Schools: Overview of the Charter School Performance Framework

**Board of Regents
November 13, 2017**

AGENDA

1. Brief Summary of the Board of Regents Charter School Performance Framework
2. Charter School Performance Framework Discussion
3. Questions?

Intent of Charter Schools Pursuant to State Law

- Education Law §2850(2):

The purpose of this article is to authorize a system of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- a. Improve student learning and achievement;
- b. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- c. Encourage the use of different and innovative teaching methods;
- d. Create new professional opportunities for teachers, school administrators, and other school personnel;
- e. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- f. Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.



**BOARD OF REGENTS
CHARTER SCHOOL
PERFORMANCE FRAMEWORK
OVERVIEW**

Board of Regents

Charter School Performance Framework

- There are 10 performance benchmarks in three key areas of charter school performance:
 - Educational Success
 - Organizational Soundness
 - Faithfulness to Charter and Law

Board of Regents

Charter School Performance Framework: Educational Success

Performance Framework: Educational Success

- **Benchmark 1- Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation.
- **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.
- **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.

Board of Regents Performance Framework: Organizational Soundness

Performance Framework: Organizational Soundness

- **Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
- **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.
- **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.
- **Benchmark 7: Organizational Capacity:** The school has established a well-functioning organizational structure, 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.

Board of Regents Performance Framework: Faithfulness to Charter and Law

Performance Framework – 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 included in its charter.
- **Benchmark 9: Enrollment, Recruitment, and Retention:** The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; **or** has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.
- **Benchmark 10: Legal Compliance:** The school complies with applicable laws, regulations, and the provisions of its charter.



PERFORMANCE FRAMEWORK DISCUSSION

Summary of October 2017 Performance Framework Discussion

- Proposals to Add to the Framework:
 - School Climate Survey
 - Chronic Absenteeism Rates
 - Race/Ethnicity Comparison to the District of Location
 - Student Retention and why students leave
 - Suspension Rates

For Further Discussion

- For-Profit Management Organizations - Academic Performance
- Comparative Academic Outcome Measures and Sub-group Performance
- Enrollment and Retention of Student Subgroups (Students with Disabilities, English Language Learners, Economically Disadvantaged)
- Standards for Full-term, Short-term or Non-renewal
- Quality of Teachers (e.g., Teacher Turnover, Professional Development)
- Other

Next Steps

Department staff will:

- Incorporate the feedback from the Board into the Charter School Performance Framework; and
- Bring the revised Performance Framework back to the Board in January for a vote of endorsement.

