

DISCOVERY CHARTER SCHOOL BOARD OF TRUSTEES MEETING AGENDA

September 26, 2025, 8:00-10:00 a.m.

Location for Public Meeting: 133 Hoover Drive, Rochester NY 14615

Remote Attendance for Public Meeting Option: Zoom Link

The meeting information was included in the Public Notice as well as on the school's website:

Topic: **Discovery Charter School- Board of Trustees Meeting
9.26.25**

8:00 AM Eastern Time (US and Canada)

Zoom link:

<https://us06web.zoom.us/j/86450663136?pwd=RkdPU3dTRGJmNkFzKy9CULc2Nys0QT09>

Meeting ID: 864 5066 3136

Passcode: Discovery

1. **Call to Order**
2. **Proof of Public Notice of Meeting**
3. **Conflict of Interest Reminder**
4. **Public Comment**
5. **Consent Agenda (*Action Required*):**
 - a. Approve Minutes for Meeting from 9.5.25
 - b. Resolution 556: Contract with Empreinte
 - c. Resolution 557: Purchase Offer for 133 Hoover Drive
 - d. Resolution 558: Non-Routine Checks over \$5,000 for August 2025
6. **Committee Reports:**
 - A. Audit & Finance Committee Report
 - B. Governance Committee Report
 - C. Building Committee Report
 - D. Executive Committee Report
 - E. Academic Excellence Committee
 - F. Personnel Committee Report
7. **School Director Report:**
 - a) Hiring Update
 - b) Enrollment Update
8. **Board of Trustees 2025-2026 Goals**
9. **Motion to Adjourn (*Action Required*):**

Next Regular Meeting: October 17, 2025

DISCOVERY CHARTER SCHOOL BOARD OF TRUSTEES

MEETING Minutes

September 5, 2025, 8:00-10:00 a.m.

Location for Public Meeting: 133 Hoover Drive, Rochester NY 14615

Remote Attendance for Public Meeting Option: Zoom Link

The meeting information was included in the Public Notice as well as on the school's website:

**Topic: Discovery Charter School- Board of Trustees Meeting
9.5.2025**

8:00 AM Eastern Time (US and Canada)

Zoom link:

<https://us06web.zoom.us/j/86450663136?pwd=RkdPU3dTRGJmNkFzKy9CULc2Nys0QT09>

Meeting ID: 864 5066 3136

Passcode: Discovery

Trustees Present: S. Varhus, L. Bridges, S. Fazili, C. Wilkens, M. Galarza-Ruiz, S. Adair, J. Johnson, M. Franklin-McDuffie

Trustees Excused: L. Lewis

Participating remotely: S. Polowitz, Board Counsel, Bryan Hickman

Also Present: S. Castner, A. Culver, C. Franklin

1. **Call to Order:** S. Fazili called the meeting to order at 8:02 am.
2. **Proof of Public Notice of Meeting:** Confirmed
3. **Conflict of Interest Reminder:** S. Fazili issued reminder.
4. **Public Comment:** None
5. **Consent Agenda** (*Action Required*): Approval of Minutes for 8.15.25--Moved by S. Adair, seconded by C. Wilkens, and approved unanimously with no abstentions.
6. **Committee Reports:**
 - a. Audit & Finance Committee Report: No Report
 - b. Governance Committee Report: No Report
 - c. Building Committee: No Report (Planned to discuss in Executive Session)
 - d. Executive Committee Report: No Report
 - e. Academic Excellence Committee: No Report
 - f. Personnel Committee Report: No report
 - g. Community on Community Engagement: No Report
7. **Fundraising Process and Board Commitment:** (*Action Required*) Board discussed meeting with Empreinte. Emphasized that the Board's commitment is paramount to Fundraising success, regardless of choice of support vendor. Four-month contract would conclude with either hire of Fundraising Leader (part-time or full-time) or the continued use of secondary vendor. Clarified that the company does not take over the fundraising efforts, but provides tools to support, as well as connections to funding sources. Empreinte has not specifically worked with other schools but has done work with large non-profit organizations such as local hospital organizations. Time-sensitivity of efforts was addressed, with an emphasis that time is of the essence and, while we need not rush, beginning the process sooner

than later would be preferred. Clarification to note that the fundraising efforts need not be directly tied to the building purchase effort. S. Adair motioned to approve. Seconded by S. Varhus, and approved unanimously with no abstentions. A confirming resolution will be brought forward at the next regular meeting of the Board of Trustees.

8. **School Director Report:**

a) Hiring Update: S. Castner described one Sp. Ed. Teacher will be resigning to take position at another district and another staff member is poised to support those Sp. Ed. Students until replacement is secured.

b) Enrollment Update: S. Castner reported that there are currently 308 students enrolled. 26% of students either ENL or with IEP/504 disability on file.

9. **Board Self Evaluation:** Link will be resent. **Please fill out if you have not yet done so. If you are not sure, go ahead and fill it out. Duplicate response is not a big problem.**

10. **Board Retreat:** It was concluded that the Board Planning Retreat will take place as part of two upcoming regular meetings. (Sept. 19 and Oct. 17).

11. **Motion to Move to Executive Session to discuss a real estate matter:** moved by M. Franklin-McDuffie(?), seconded by M. Galarza-Ruiz, and approved unanimously with no abstentions. **Motion to leave Executive Session:** moved by S. Varhus, seconded by L. Bridges, and approved unanimously with no abstentions.

12. **Motion to submit a purchase offer for 133 Hoover Drive** as discussed in Executive Session: Moved by S. Adair, seconded by M. Franklin-McDuffie, and approved unanimously with no abstentions. A confirming resolution will be brought forward at the next regular meeting of the Board of Trustees.

13. **Motion to Adjourn:** moved at 9:18am by M. Franklin-McDuffie, seconded by M. Galarza-Ruiz, and approved unanimously with no abstentions.

Next Regular Meeting: September 19, 2025

Finance Committee Meeting Minutes
 Meeting Date 09/17/2025 / Time: 08:00 am
 Minutes Recorded By: Anne Culver

Committee Chair:	Scott Adair		
Committee Members			
	Name	Present	Excused
	Scott Adair	X	
	Sareer Fazili	X	
	Sara Castner	X	
	Anne Culver	X	
	Lisa Lewis	X	

MEETING AGENDA, MINUTES AND ACTION ITEMS

Agenda Item	Discussion	Action Item	Responsible Party	Due Date
Financial Statement Review	<p>Reviewed balance sheet – \$2 M in bank at end of August. RCSD is largest outstanding receivable (\$547K) - this amount has since been received.</p> <p>P&L – Nothing notable for income; salary expenses still low - full staff started on August 18th with first paycheck rec'd on Sept 5th. Classroom supplies, staff recruitment, Textbooks & Computer Supplies/Software all higher due to purchases needed for start of school year.</p>	None		
2024-25 Annual Audit	Audit is essentially complete. We need to schedule our October meeting to include MMB. Received preliminary draft and it is a clean audit.			

Finance Committee Meeting Minutes
Meeting Date 09/17/2025 / Time: 08:00 am
Minutes Recorded By: Anne Culver

Finance Committee Meeting Minutes
 Meeting Date 09/17/2025 / Time: 08:00 am
 Minutes Recorded By: Anne Culver

Committee Chair:	Scott Adair		
Committee Members			
	Name	Present	Excused
	Scott Adair	X	
	Sareer Fazili	X	
	Sara Castner	X	
	Anne Culver	X	
	Lisa Lewis	X	

MEETING AGENDA, MINUTES AND ACTION ITEMS

Agenda Item	Discussion	Action Item	Responsible Party	Due Date
Financial Statement Review	<p>Reviewed balance sheet – \$2 M in bank at end of August. RCSD is largest outstanding receivable (\$547K) - this amount has since been received.</p> <p>P&L – Nothing notable for income; salary expenses still low - full staff started on August 18th with first paycheck rec'd on Sept 5th. Classroom supplies, staff recruitment, Textbooks & Computer Supplies/Software all higher due to purchases needed for start of school year.</p>	None		
2024-25 Annual Audit	Audit is essentially complete. We need to schedule our October meeting to include MMB. Received preliminary draft and it is a clean audit.			

Finance Committee Meeting Minutes
Meeting Date 09/17/2025 / Time: 08:00 am
Minutes Recorded By: Anne Culver

NYSED CSO Performance Framework Benchmarks: Areas of Responsibility

Benchmark 1: Student Performance

School leaders

Academic Excellence Committee

Benchmark 2: Teaching and Learning

School leaders

Academic Excellence Committee

Benchmark 3: Culture, Climate, and Student and Family Engagement

School leaders

Committee on Community Engagement

Benchmark 4: Financial Condition

School leaders

Audit and Finance Committee

Benchmark 5: Financial Management

School leaders

Audit and Finance Committee

Benchmark 6: Board Oversight and Governance

Board leaders

Governance Committee

All trustees

Benchmark 7: Organizational Capacity

School leaders

Board leaders

Personnel and Human Resources Committee

All trustees

Benchmark 8: Mission and Key Design Elements

School Leaders

All trustees

Benchmark 9: Enrollment, Recruitment, and Retention

School leaders in consultation with BoT

Benchmark 10: Legal Compliance

School Leaders

All trustees

Summary of Board Self Evaluation: Areas for Board Action/Improvement

1. Need a long-term plan with annual goals
2. Board Committees could have clear charges and be more active.
3. DCS Leadership Succession Plan needs to be updated.
4. Revise long term budget to accommodate building purchase/oversight.
5. Fundraising?
6. Need ongoing oversight of compliance with Benchmark 9.
7. Need ongoing Board Orientation
8. Need to catch up on SD Evaluation process

NB: with current clerical support for the Board, meeting materials will be available more promptly.

DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

4. Appropriate liability insurance and risk management practices are maintained at all times. (See DCS Insurance 2023-2024:)	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
I do not know	I should probably know what insurance we have, but do not.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

5. School has developed a long-term/strategic plan and revisits/revise on an annual basis. (See Strategic Plan with Academic Targets:)	Please explain if DCS only partially meets or does not meet this standard.
I do not know	I'm not sure when we'll revisit/revise this year - maybe planned for the summer?
DCS meets this standard	
DCS meets this standard	
DCS does not meet this standard	Our last strategic plan expired last year.
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	We have a strategic plan - but should probably review more regularly.
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	This past year we tracked academic targets but did not have a comprehensive plan.

6. Long-term plans are translated into annual action plans/goals . (See Strategic Plan with Academic Targets:)	Please explain if DCS only partially meets or does not meet this standard.
DCS partially meets this standard	I think we could do a better job revisiting these goals regularly at Board meetings. I could likely go find them, I'm just not immediately clear what they are for this period.
DCS meets this standard	
DCS meets this standard	
DCS does not meet this standard	We have met this in the past but this year we have not established annual goals tied to long range planning.
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	Leadership at school is doing this - I feel like the Board could be more involved/aware.
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	We focused on academic goals but not goals for the board.

7. Board members understand their legal and ethical responsibilities (duty of care/loyalty, conflict of interest). (See Duty of Care Definition and Conflict of Interest Policy:)	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
I do not know	We perhaps need to discuss what this means for the board.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

8. New board members are oriented and fully briefed prior to being seated.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	

DCS meets this standard	
DCS meets this standard	Input from newer board members would be helpful here.
DCS meets this standard	
I do not know	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	WE do have an orientation for new board members--perhpas it should be ongoing?

9. Board is comprised of individuals with a broad and appropriate range of expertise and experience. Board seeks outside counsel for matters beyond its expertise.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

10. Board conducts annual self-evaluation. (See DCS Board Self Evaluation Narrative:)	Please explain if DCS only partially meets or does not meet this standard.
DCS partially meets this standard	We're catching up now - just missed the evaluation in 2023-24.
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	We did not do there 2024 Self Evaluation
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

DCS partially meets this standard	We skipped a year last year.
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11. Board member election/selection process ensures a broad and appropriate range of expertise and experience.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

12. Meetings are well planned with clear agendas focused on appropriate policy and action items.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

13. Board chair is a strong, capable meeting facilitator.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

16. Board committees have clear scope of responsibility and charges. (See Bylaws:)	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	Charge for committee on Community Engagement needs to be drafted. perhaps other committees should review their charge.

17. Board committees have been effective in advancing the goals of the school and the board, as well as meeting regulatory requirements.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	Some committees have been more active than others.

18. Individual board members prepare for meetings and participate constructively.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	Would love to have documents handed out
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

19. Board has a process for addressing ineffective, destructive, or absentee board members. (See Bylaws:)	Please explain if DCS only partially meets or does not meet this standard.
I do not know	I'm not sure we've run into this. I assume we do have a process?
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
I do not know	
I do not know	We haven't had this as a problem - not sure how we'd handle if it was?
DCS meets this standard	
I do not know	
DCS meets this standard	This is in our bylaws.

20. Meeting minutes record each board meeting and are distributed promptly after each meeting.	Please explain if DCS only partially meets or does not meet this standard.
DCS partially meets this standard	We could probably improve timeliness - minutes are generally available at the next month's meeting.
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	Depends on how you define promptly.
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	This is hard, but minutes are long delayed in distribution and kind of forgotten by ME. Probably not ideal as they're the public record of decisionmaking.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

21. Board selects the director/principal.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
I do not know	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

22. Board develops performance goals/targets and evaluates director performance each year. (See DCS SD Evaluation Template and Process:)	Please explain if DCS only partially meets or does not meet this standard.
DCS partially meets this standard	Fell behind on this in 2023-24, catching up now.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS partially meets this standard	

23. Board has established a plan for succession in the event the director leaves/resigns.	Please explain if DCS only partially meets or does not meet this standard.
DCS partially meets this standard	Although ew have a plan (on paper) - it relies on a vacant Assistant Director position. Currently working to fill that.
DCS partially meets this standard	The Asst. Director position is currently vacant. In the event the Director leaves, the Board would have to come up with a competent stop-gap solution and immediately focus on a permanent replacement.
DCS meets this standard	
DCS meets this standard	

DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

29. Board contracts with independent auditor each year, reviews audit report, and takes any needed follow up action. (See most recent Audit Report:)	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
I do not know	
DCS meets this standard	

30. Board has adopted a long-term (e.g.; 5-year) financial plan in coordination with the school's overall long-term plans. (See 5-year Budget for Charter Renewal:)	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	Just noting here that our long-term plan may need to get updated if/as we pursue building purchase or grade expansion. I'm not 100% clear on the impact of either at this time.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
I do not know	Not sure. This does tie in to discussions of building purchase and potential grade-level expansion - so is a priority, I'd think.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

31. Board has adopted a comprehensive set of fiscal management and controls policies.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

32. Board oversees all fund-raising activities on behalf of the school.	Please explain if DCS only partially meets or does not meet this standard.
DCS partially meets this standard	School Director has done most of this work via grantsmanship. Board should, I think, do more of this work though we are perhaps thin on wealthy or wealth-connected members.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	However, at the moment there is very little in the way of fundraising.
DCS meets this standard	
DCS meets this standard	
DCS does not meet this standard	This is a known area of need - we don't really do it. Executive Director does good grantsmanship, but the Board is not actively engaged in fund-raising.
DCS meets this standard	
I do not know	
DCS partially meets this standand	this will need to be an area of focus this year.

33. Board has adopted/approved the school's curriculum and instructional program.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	

39. The Board and Staff have developed a plan to increase school diversity and support equity and inclusion.	Please explain if DCS only partially meets or does not meet this standard.
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	
DCS does not meet this standard	
DCS meets this standard	
I do not know	
DCS partially meets this standard	We worked on this substantially for a number of years, I'm afraid I've lost the thread. Do we have a plan?
DCS meets this standard	
DCS meets this standard	
DCS meets this standard	We address this regularly in reports to NYC SO.



Charter School Performance Framework

**New York State Board of Regents
State Education Department**

Charter School Office

**89 Washington Avenue
Albany, New York 12234**

www.p12.nysed.gov/psc/

charterschools@nysed.gov

518-474-1762

2019

Overview

In June of 2010, the New York State Board of Regents (Regents), and the New York State Education Department (NYSED) embarked on a new approach to charter school authorizing, aligning the Regents' and NYSED's work with the best practices of the highest quality authorizers nationally.¹ A key pillar of this work is the Charter School Performance Framework. The Performance Framework outlines the evaluative benchmarks for Board of Regents-authorized charter schools that represent the high level of performance necessary to support student success and earn charter renewal.

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

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

The Regents and NYSED evaluate these areas of charter school performance by analyzing quantitative and qualitative data and evidence compiled over the course of the school's charter term. Though each performance benchmark is important, the Regents and NYSED consider increases in student academic achievement (for all students in the aggregate, students with disabilities [SWDs], English language learners [ELLs]/multi-lingual learners [MLLs], and educationally disadvantaged [ED] students) as the most important factor when determining to renew, revoke, or non-renew a school's charter.² Measures reflecting this priority are incorporated into Benchmark 1: Student Performance.

NYSED conducted an extensive period of research and review to develop a Charter School Performance Framework that draws from the best of what is available nationally. While the development of the Charter School Performance Framework was iterative, NYSED staff adhered to the key guiding principles below throughout the process.

The Board of Regents is an outcomes-based authorizer with a focus on schools providing community-based supports for the academic and socio-emotional development of at-risk students. We seek to proactively work with Board of Regents-authorized charter schools to hold them accountable to the standards set forth in the NYSED Charter School Performance Framework. It is our hope that by holding schools accountable to these rigorous standards, they will engage in continual reflection and improvement of academic, operational, and fiscal practices. In addition, Board of Regents-authorized charter schools are afforded a wide degree of autonomy pursuant to the NYS Education Law. To ensure real autonomy, schools must be held to real and rigorous accountability standards.

The mission and vision of the New York State Education Department Charter School Office can be found on the NYSED website at <http://www.p12.nysed.gov/psc/>.

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

² This is a required program assurance of NYSED's proposed 2018 federal Charter Schools Program grant to support the expansion of high-quality public charter schools and disseminate the best practices of existing charter schools.

Guiding Principles of the Charter School Performance Framework

- **Focuses on performance over compliance.** Each performance benchmark serves to highlight how a successful school should perform and operate in a key area. The Regents and NYSED recognize that compliance is a minimum expectation and, through the Performance Framework, places the focus on student performance. Charter schools enter into an autonomy-for-accountability, performance-based contract with the Board of Regents, and the Charter School Performance Framework establishes the Regents' expectations for high performance.
- **Preserves operational autonomy.** Each performance benchmark focuses on outcomes rather than process. The Regents and NYSED must protect the building-level autonomies that allow charter schools to exercise the freedom to determine the means by which they achieve student outcomes.
- **Facilitates transparent feedback to schools through clear standards that schools are expected to meet.** The Charter School Performance Framework is structured to ensure that clear and transparent feedback about performance can be conveyed to charter schools throughout the charter term. Based on this feedback and other data, charter schools should be able to make adjustments to their operations and academic programs to improve performance. Standards presented in the Charter School Performance Framework are metrics that schools are expected to meet. These metrics are constructs that schools have the ability to attain through the autonomy provided to them in the Education Law.
- **Aligns to the ongoing accountability and effectiveness work for all public schools.** NYSED re-developed the Charter School Performance Framework during a period of broader educational innovation in New York. To the greatest extent possible, NYSED aligned the Charter School Performance Framework with its overall educator and institutional accountability and school effectiveness work, but also incorporated additional performance metrics that capture the unique aspects of charter school autonomy and accountability.

Using the Performance Framework during the Charter Term

Charter schools are encouraged to refer to the Charter School Performance Framework on a continuing basis to inform planning and as a means of self-assessing their overall health and viability throughout their charter terms. NYSED has clarified the academic indicators in Benchmark 1 so charter schools can better assess their progress toward achievement of these targets.

Using the Performance Framework for Charter Renewal Decision-Making

This version of the Charter School Performance Framework will apply to all Board of Regents-authorized charter schools authorized or renewed during the 2019-2020 school year and thereafter.

Every charter school authorized by the Regents undergoes a rigorous renewal process during the final year of its charter term to determine whether or not the school should continue to operate. The renewal process is triggered when a school submits a renewal application. Throughout the charter term, the charter school board of trustees should be continually evaluating the performance of the school based on all ten Charter School Performance Framework benchmarks. **Before applying for renewal, the school's board of trustees 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 Performance Framework. If the school is not meeting these criteria, the school’s board of trustees is not required to submit an application for renewal of the charter. 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 its current charter term.

If a renewal application has been submitted, the renewal process includes a renewal site visit, as well as an analysis of all quantitative and qualitative evidence collected through NYSED’s charter school performance oversight process over the course of the charter term. NYSED’s recommendation to the Regents will be based on the guidelines outlined in the Regents’ Charter School Renewal Policy³ and section 119.7 of the Regulations of the Commissioner. In addition, the Charter School Performance Framework provides: the lens of inquiry for the renewal site visit and for subsequent NYSED analysis; a summary of key findings; and will include an assessment of whether the charter school meets, approaches, or falls far below each performance benchmark (see scale below).

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

³ Presented to the New York State Board of Regents at their November 5, 2012 meeting. <http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf>

**New York State Education Department
Charter School Performance Framework⁴**

Performance Benchmark	
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.
	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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.
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 and has 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.
Faithfulness to Charter & 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. High schools are meeting persistence rates commensurate with the NYSED target.
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.

⁴ For all Charter School Performance Framework indicators that compare the charter school’s performance to that of the district of location, in instances where the average performance of the district of location exceeds the State average, the minimum expectation will be meeting the performance of the district of location and the target outcome will be to exceed the performance of the district of location.

Benchmark 1: Student Performance

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

Important Notes:

- The period of evaluation for the indicators and measures presented below generally⁵ 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, 2019 through June 30, 2024, the data under consideration will end with the academic results through the end of the 2022-2023 school year (including Regents testing in August 2023, if available). For renewal terms, the last year of the prior charter term will generally be considered as a baseline for the next renewal term. Any data point or prior report for the charter school, since the school commenced operation, can be presented and used for evaluative purposes.
- The source of all elementary, middle, and high school data used for evaluative purposes in this Framework shall only be from NYSED data.
- All Benchmark 1 indicators are based on New York State 3-8 ELA and math assessments or Regents examinations for all tested subjects at all grade levels and all accountability subgroups⁶, unless otherwise indicated. NYSED 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.
- For the purposes of Benchmark 1, for both district and charter school data, NYSED will use former and current SWDs and ELL/MLL students as defined in the most recent NYSED SIRS manual.
- While NYSED may consider other assessment data submitted by the school as supplementary evidence for a school's performance, NYSED will not supplant State assessment results with other assessments such as interim assessment data.
- Pursuant to NYSED's policy of allowing for the elimination of double testing in mathematics or science for certain Grade 7 and 8 students⁷, applicable Grade 7 and 8 students who sit for a mathematics and/or science Regents exam, for the purposes of the Charter School Performance Framework only, will included in the school's Grade 7 and 8 mathematics and/or science proficiency rates as applicable. If the student sits for both the 3-8 and Regents exams, the student's higher performance will be counted. Regents exam results in Grades 7 or 8 may also be reported out in a separate table and compared to similar grade levels.
- Charter schools are held accountable to performance outcomes compared to their district of location. In New York City, the district of location is the community school district (CSD). Charter schools that

⁵ NYSED's renewal policy permits an examination of data from previous charter terms in making a renewal recommendation to the Regents, since multiple short-term renewals are generally discouraged.

⁶ Subgroups include students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students.

⁷ See <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>.

have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district(s) they are mandated to serve, may also be compared to the next highest district(s) where students reside regardless of the percentage of students in the next highest district(s). Additionally, for charters with less than 25% enrollment from the district of location, comparison may be made to an additional sending district(s).

- Students labeled as “ungraded”, for both district and charter schools are included in the analysis as applicable.
- Charter high schools serving overage/under-credited students may develop alternative accountability metrics outside of those set forth in the Performance Framework, at their discretion, that can be submitted as supplementary evidence, in addition to all applicable Performance Framework metrics set forth, at the time of renewal in collaboration with NYSED. NYSED and the Board of Regents will consider this supplementary information at their sole discretion. Charter schools that are held to the standards for overage/under-credited students are defined as having a key design element or language in their mission/charter that specifically references serving overage/under-credited students.
- Charter schools are held accountable to performance outcomes compared to their district of location. In New York City, the district of location is the community school district (CSD). Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district(s) they are mandated to serve, may also be compared to the next highest district(s) where students reside regardless of the percentage of students in the next highest district(s). Additionally, for charters with less than 25% enrollment from the district of location, comparison may be made to an additional sending district(s).

Benchmark 1 Indicators

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

Indicator	Measure	Description	Minimum Expectations ⁸	Target Outcome ⁹
1. All Schools				
1a.	Accountability			
All Students & Subgroups	(i) ESEA Accountability Designation	Recognition, Good Standing, Targeted Support and Improvement, and Comprehensive Support and Improvement Schools.	Good Standing	Recognition
1b.	Similar Schools Comparison			
All Students & Subgroups	(i) Comparative Proficiency	Comparison of the performance of all schools in NYS with similar grade configurations and similar population of students identified as students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students. Performance is based on charter schools' aggregate proficiency compared to similar schools (district schools and/or charter schools) on 3-8 ELA, math, and science assessments and/or high school cohort graduation rate outcomes.	At least the mean	Greater than the mean
2. Elementary/Middle School Outcomes				
2a.	Trending Toward Proficiency (Growth)			
All Students	(i) Aggregate Standards-Based Trend Toward Proficiency – Math and ELA	The % of students in the school maintaining a proficient testing level (3 or 4) or trending toward proficiency from one year's test administration to the next.	Maintenance or increase in 60% of total tested students' proficiency levels	Maintenance or increase in 80% of total tested students' proficiency levels
Schools can track students' annual growth by determining the percent of the total student population who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; or c) remained proficient at either a level 3 or 4.				
Subgroups	(ii) Subgroup Standards-Based Trend Toward Proficiency – Math and ELA	The % of students with disabilities, English language learners/multi-lingual learners, and economically	Maintenance or increase in 60% of total	Maintenance or increase in 80% of total tested

⁸ With limited exception, all Board of Regents-authorized charter schools are expected to meet the minimum expectations as set forth in this document. Failure to do so may adversely affect the renewal outcome up to and including non-renewal. Meeting minimum expectations is not a guarantee of renewal.

⁹ Failure to progress toward target outcomes may adversely affect the renewal outcome.

			disadvantaged students in the school maintaining a proficient testing level (3 or 4) or trending toward proficiency from one year's test administration to the next.	tested subgroup proficiency levels	students' subgroup proficiency levels
Schools can track students' annual growth by determining the percent of the total student population who: a) moved from level 1 → 2, 3 or 4; b) moved from level 2 → 3 or 4; or c) remained proficient at either a level 3 or 4.					

2b.		Proficiency			
All Students	(i)	Aggregate School Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for all students at the school level.	District Proficiency Rate	State Proficiency Rate
Subgroups	(ii)	Subgroup School Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments by subgroup at the school level compared to the subgroup. Includes students with disabilities, English language learners/multi-lingual learners, and economically disadvantaged students.	District Proficiency Rate	State Proficiency Rate
All Students	(iii)	Aggregate Grade Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for all students by grade level. ¹⁰	District Proficiency Rate	State Proficiency Rate
Subgroups	(iv)	Subgroup Grade Level Proficiency – Math, ELA, and Science	The % of students who score proficiently on 3-8 State assessments for each subgroup by grade level. ¹¹	District Proficiency Rate	State Proficiency Rate

Indicator	Measure	Description	Target	
3. High School Outcomes				
3a.	Regents Exam Outcomes			
All Students	(i)	Aggregate Total Cohort Regents Testing Outcomes	4-year, 5-year, and 6-year cohort Regents testing outcomes for ELA, Mathematics, Science, Global History and Geography, and US History and Government, or a NYSED approved equivalent, for all students with an emphasis on the final testing outcome for students. ¹² Passing shall be defined as obtaining a Regents exam score of 65 or higher.	State Passing Rate

¹⁰ Inclusive of annual Regents outcomes for 7th and 8th grade students, when applicable, as described in the Notes above.

¹¹ Inclusive of annual Regents outcomes for 7th and 8th grade students, when applicable, as described in the Notes above.

¹² Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

Subgroups	(ii)	Subgroup Total Cohort Regents Testing Outcomes	4-year, 5-year, and 6-year cohort Regents testing outcomes for ELA, Mathematics, Science, Global History and Geography, and US History and Government, or a NYSED approved equivalent, by subgroup with an emphasis on the final testing outcome for students. ¹³ Passing shall be defined as obtaining a Regents exam score of 65 or higher.	State Passing Rate
All Students	(iii)	Aggregate College and Career Readiness	4-year cohort Regents testing outcomes for ELA and Mathematics, or a NYSED approved equivalent, for graduating students. ¹⁴ College and career readiness shall be defined as obtaining a Regents exam score of 75 or higher on the ELA Regents test and 80 or higher on any Regents Math test. ¹⁵	State College and Career Readiness Rate
Subgroups	(iv)	Subgroup College and Career Readiness	4-year cohort Regents testing outcomes for ELA and Mathematics, or a NYSED approved equivalent, for graduating student subgroups. ¹⁶ College and career readiness shall be defined as obtaining a Regents exam score of 75 or higher on the ELA Regents test and 80 or higher on any Regents Math test. ¹⁷	State College and Career Readiness Rate

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

¹³ Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available.

¹⁴ Annual Regents exam outcomes will be substituted for Aggregate Total Cohort Regents Testing Outcomes when cohort outcomes are not available. Annual Regents exam outcome tables may still be provided to schools for informational purposes only.

¹⁵ Based on College and Career Readiness metrics of the City University of New York.

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

¹⁷ Based on College and Career Readiness metrics of the City University of New York.

Benchmark 1 Data Guide

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

1a.(i) ESEA Accountability Designation	http://www.p12.nysed.gov/accountability/ESEADesignations.html	<i>School Data</i>
1b.(i) Comparative Proficiency	http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html NYS Report Card Data data.nysed.gov	<i>School Data & Similar Schools</i>
2a.(i) Aggregate Standards-Based Trend Toward Proficiency – Math and ELA	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level) http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf	<i>School Data</i>
2a.(ii) Subgroup Standards-Based Trend Toward Proficiency – Math and ELA	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report (Student Level) http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf	<i>School Data</i>
2b.(i) Aggregate School Level Proficiency – Math, ELA, and Science	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf NYS Report Card Data data.nysed.gov or NYS 3-8 Data Release http://www.p12.nysed.gov/irs/ela-math/	<i>School Data</i> <i>District/State Data</i>
2b.(ii) Subgroup School Level Proficiency – Math, ELA, and Science	L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf NYS Report Card Data data.nysed.gov or NYS 3-8 Data Release http://www.p12.nysed.gov/irs/ela-math/	<i>School Data</i> <i>District/State Data</i>

2b.(iii) Aggregate Grade Level Proficiency – Math, ELA, and Science	<i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf	<i>School Data</i>
	<i>NYS Report Card Data</i> data.nysed.gov or <i>NYS 3-8 Data Release</i> http://www.p12.nysed.gov/irs/ela-math/	<i>District/State Data</i>
2b.(iv) Subgroup Grade Level Proficiency – Math, ELA, and Science	<i>L2RPT Report SIRS-301: Tested/Not Tested Confirmation Report</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_301-TNT_Guide.pdf	<i>School Data</i>
	<i>NYS Report Card Data</i> data.nysed.gov or <i>NYS 3-8 Data Release</i> http://www.p12.nysed.gov/irs/ela-math/	<i>District/State Data</i>
3a.(i) Aggregate Total Cohort Regents Exam Outcomes	<i>L2RPT Report SIRS-202: Total Cohort – Assessment Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf	<i>School Data</i>
	<i>NYS Report Card Data</i> data.nysed.gov	<i>State Data</i>
3a.(ii) Aggregate Total Cohort Regents Exam Outcomes	<i>L2RPT Report SIRS-202: Total Cohort – Assessment Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf	<i>School Data</i>
	<i>NYS Report Card Data</i> data.nysed.gov	<i>State Data</i>
3a.(iii) College and Career Readiness	<i>L2RPT Report SIRS-202: Total Cohort – Assessment Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf	<i>School Data</i>
	<i>NYS Report Card Data</i> data.nysed.gov	<i>State Data</i>
3a.(iv) College and Career Readiness	<i>L2RPT Report SIRS-202: Total Cohort – Assessment Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_202-TCAssessmentSummaryL2RPT.pdf	<i>School Data</i>
	<i>NYS Report Card Data</i> data.nysed.gov	<i>State Data</i>
3b.(i) Aggregate Cohort Graduation Rate	<i>L2RPT Report SIRS-201: Total Cohort –Summary</i> http://www.p12.nysed.gov/irs/level2reports/SIRS_201-	<i>School Data</i>

[TCsummaryL2RPT.pdf](#) or NYS Report Card Data data.nysed.gov

3b.(ii) Subgroup Cohort Graduation Rate

L2RPT Report SIRS-201: Total Cohort –Summary

School Data

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)

School Data

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)

School Data

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

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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

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

1. Curriculum:
 - a. The school has a documented curriculum that is aligned to current New York State learning standards.
 - b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
 - c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.
 - d. The curriculum is systematically reviewed and revised.
2. Instruction:
 - a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.
 - b. Instructional delivery fosters engagement with all students.
 - c. The school differentiates instruction to ensure equity and access for all students.
 - d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation:
 - a. The school uses a system of formative, diagnostic, and summative assessments.
 - b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
 - c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.
 - d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners:
 - a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.
 - b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.
 - c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate, and Student and Family Engagement

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

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

1. Measures of Culture, Climate, and Student Engagement:
 - a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.¹⁸
 - b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.¹⁹
 - c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. Behavior Management and Safety:
 - a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.
 - b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.
 - c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.

¹⁸ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

¹⁹ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

- d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.
 - e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication:
- a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.
 - b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.
 - c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.
 - d. The school has a systematic and transparent process for responding to family or community concerns.
 - e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.
 - f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports:
- a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.
 - b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
 - c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.
 - d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
 - e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Benchmark 4: Financial Condition

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

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school’s performance on each of the following metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation:

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

- Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements.

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.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Benchmark 6: Board Oversight and Governance

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.

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

1. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
2. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
3. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
4. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.
5. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
6. The board engages in ongoing professional development.
7. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.
8. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Benchmark 7: Organizational Capacity

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.

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

1. School Leadership:
 - a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.
 - b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
 - c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.
 - d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. Professional Climate:
 - a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
 - b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.

- c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
 - d. The school has established procedures for effective collaboration among teachers.
 - e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.
 - f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. Contractual Relationships (If Applicable):
- a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.
 - b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

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.

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

- 1. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.
- 2. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Important Notes:

- For the purposes of Benchmark 9, for both the district and charter school data, NYSED will use former and current SWDs and ELL/MLL students²⁰.
- Charter schools are held accountable to performance outcomes compared to their district of location. In New York City, the district of location is the community school district (CSD). Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district(s) they are mandated to serve, may also be compared to the next highest district(s) where students reside regardless of the

²⁰ Former English-language learners/multilingual learners shall be defined by 8 CRR-NY 154-2.2(i). Those students who have been declassified as students with a disability shall be defined as “former students with a disability” for the same time period as the timeline set forth in 8 CRR-NY 154-2.2(i) for English-language learners/multilingual learners.

percentage of students in the next highest district(s). Additionally, for charters with less than 25% enrollment from the district of location, comparison may be made to an additional sending district(s).

- Students labeled as “ungraded” in L2RPT, for both district and charter school data are included in the analysis as applicable.

Indicator	Measure	Description	Minimum Expectations	Target Outcome	
1. All Schools					
1a.	Enrollment				
All Students	(i)	Aggregate Enrollment	Comparison of a charter school's reported enrollment vs. their contracted enrollment for that year.	At least 85% and no more than 100% of contracted enrollment	100% of contracted enrollment
Subgroups	(ii)	Subgroup Enrollment	Comparison of a charter school's enrollment of students with disabilities, ELL/MLLs, and economically disadvantaged students with the district of location's enrollment of the same subgroups.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
1b.	Retention				
All Students	(i)	Aggregate Retention	Percentage of students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
Subgroups	(ii)	Subgroup Retention	Percentage of students with disabilities, ELL/MLLs and economically disadvantaged students who have been retained in the charter school from BEDS Day in one year to the next BEDS Day.	No less than 5 percentage points lower than the district of location, or other focus district when applicable	
1c.	High School Persistence²¹				
All Students	(i)	Aggregate Cohort Graduation Persistence Rate	The % of students who start in the 9 th grade in the 4-year (August), 5-year (August), and 6-year (June) graduation cohort and remain enrolled in the school until they graduate from the high school program.	85%	

²¹ Persistence is defined as any students who enters the cohort in the 9th grade and remains enrolled in the school until graduating from the high school program.

Subgroups	(ii)	Subgroup Cohort Graduation Persistence Rate	The % of students in sub-groups who start in the 9 th grade in the 4-year (August), 5-year (August), and 6-year (June) graduation cohort and remain enrolled in the school until they graduate from the high school program.	85%
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Benchmark 10: Legal Compliance

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

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

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

DISCOVERY CHARTER SCHOOL

RESOLUTION #556

At a Regular Meeting of the Board of Trustees of Discovery Charter School (the “School”) held on the 26th day of September 2025 at 133 Hoover Drive, Rochester NY 14615 (School Director’s Office) with the option for attendance via Zoom link, and a quorum present in person:

<https://us06web.zoom.us/j/86450663136?pwd=RkdPU3dTRGJmNkFzKy9CUlc2Nys0QT09>

Meeting ID: 864 5066 3136

Passcode: Discovery

The following Resolution was adopted by the Board of Trustees:

WHEREAS: Discovery Charter School (DCS) has not to date conducted systematic fundraising; and

WHEREAS: In order to secure the future financial stability of DCS, it will be necessary to supplement current public allocations with private donations and grants; and

WHEREAS: Empreinte Consulting has submitted a proposal to the Board and School Director to assist in assessing the organization’s operational structure and developing a comprehensive fundraising and marketing strategy; and

WHEREAS: Empreinte has a record of success in assisting nonprofits organizations; therefore, it is

RESOLVED: That the Board of Trustees ratifies the unanimous decision of the Board of Trustees taken on September 5, 2025, to contract with Empreinte Consulting at a monthly cost of \$5250 per month, September through December, and an hourly cost of \$175 per hour for services that exceed 30 hours per month.

Date: September 26, 2025

Marisol Galarza-Ruiz, Secretary

DISCOVERY CHARTER SCHOOL

RESOLUTION #557

At a Regular Meeting of the Board of Trustees of Discovery Charter School (the “School”) held on the 26th day of September 2025 at 133 Hoover Drive, Rochester NY 14615 (School Director’s Office) with the option for attendance via Zoom link, and a quorum present in person:

<https://us06web.zoom.us/j/86450663136?pwd=RkdPU3dTRGJmNkFzKy9CUlc2Nys0QT09>

Meeting ID: 864 5066 3136

Passcode: Discovery

The following Resolution was adopted by the Board of Trustees:

WHEREAS: Discovery Charter School (DCS) has been informed by its landlord that 133 Hoover Drive will be sold; and

WHEREAS: The Building Committee has considered a variety of options for the future location of DCS and concluded that remaining at 133 Hoover Drive will best support the mission and goals of the School; and

WHEREAS: The Building Committee has developed a plan for financing the purchase of 133 Hoover Drive and drafted a purchase offer; and

WHEREAS: All members of the Board of Trustees have reviewed this purchase offer; it is therefore

RESOLVED: That the Board of Trustees ratifies the unanimous action of the Board of Trustees taken on September 5, 2025, to submit a purchase offer for 133 Hoover Drive as discussed in Executive Session

Date: September 26, 2025

Marisol Galarza-Ruiz, Secretary

RESOLUTION #558

At a Regular Meeting of the Board of Trustees of Discovery Charter School (the “School”) held on the 26th day of September 2025 at 133 Hoover Drive, Rochester NY 14615 with an in-person quorum present and a link for Zoom attendance via:

<https://us06web.zoom.us/j/86450663136?pwd=RkdPU3dTRGJmNkFzKy9CUlc2Nys0QT09>

Meeting ID: 864 5066 3136
Passcode: Discovery

The Board of Trustees adopted the following Resolution:

RESOLVED: To authorize the following *non-routine* payments of \$5000 or more for August 2025:

Check #6111 – Houghton Mifflin Harcourt - \$8,260 – ELA Materials

Check #6115 – Mengel Metzger Barr & Co - \$6,000 – Progress billing for 24-25 FY audit

Date: September 26, 2025

Marisol Galarza-Ruiz, Secretary

Discovery Charter School: Five-year and Annual Goals

How we will construct a strategic plan:

- 1. Strategic Plan (SP) will reflect CSO Benchmarks.
- 2. Strategic Plan will respond to results of board survey.
- 3. Strategic Plan will include annual/short term goals and long term/five-year goals.
- 4. Board Committees will take leadership in developing the goals for the SP.
- 5. At the 9.26.25 meeting, the board will provide input to the committee “assignments,” below.
- 6. Committees will submit short term and long term goals for inclusion in the SP **no later than October 24, 2025**. See template, below.

Goal	25-26 or 25-29	Date of Completion	Outcome

For Discussion: **DRAFT** Committee Assignments/Plans

1. Executive Committee
2. **Short Term:** Conduct evaluation of SD and bring to the board for input and feedback to SD. Deadline--**10/17/2025**

Short Term: Oversee development of a five-year plan, with annual goals. Ensure regular monitoring of annual goals.

3. Governance Committee

Short Term: Review relevant policies.

Short Term: Establish ongoing board development/orientation

Long and Short Term: increase breadth of board expertise (e.g. trustees with business backgrounds)

Long Term: Increase participation of non-board members on board committees

Short Term: Establish an Ad Hoc Fundraising/Advancement Committee.

4. Audit and Finance Committee

Short Term: Review relevant policies.

Short Term: Develop financial and organizational plan for purchase and ownership of building

Revise current five-year budget to reflect purchase and ownership of building.

Long term: Develop a comprehensive long-term plan for financial stability, taking into account planned fundraising.

5. Human Resources/Personnel Committee

Short Term: Review relevant policies.

Short Term: Review staff salaries annually

Long Term: Improve retention of highly effective staff

6. Academic Excellence Committee

Short Term: Review annual instructional goals and strategies for achieving them.

Short term: Recommend a model for expansion through grade 8.

Long Term: DCS achieves academic goals for all grades, K-8.

7. Committee on Community Engagement

Short Term: Draft and charge for committee for endorsement by the board.