



2016-17 School Evaluation Report

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

Visit Date: June 6-7, 2017
Report Date: June 30, 2017

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This School Evaluation Report offers an analysis of evidence collected during the school visit on June 6-7, 2017. While the SUNY Charter Schools Institute (the “Institute”) conducts a comprehensive review of evidence related to all the State University of New York Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) near the end of a charter term, most mid-cycle school evaluation visits focus on a subset of these benchmarks. This subset, the Qualitative Education Benchmarks, addresses the academic success of the school and the effectiveness and viability of the school organization. It provides a framework for examining the quality of the educational program, focusing on teaching and learning (i.e., curriculum, instruction, assessment and services for at-risk students), as well as leadership, organizational capacity, and board oversight. The Institute uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

Appendix A to the report contains a School Overview with descriptive information about the school, including enrollment and demographic data, as well as historical information regarding the life of the school. It also provides background information on the conduct of the visit, including information about the evaluation team, and puts the visit in the context of the school’s current charter cycle. Appendix B displays the SUNY Renewal Benchmarks.

This report does not contain an overall rating or comprehensive indicator that would specify at a glance the school’s prospects for renewal. Rather, it summarizes various strengths of the school and notes areas in need of improvement based on the Qualitative Education Benchmarks. The Institute intends this selection of information to be an exception report in order to highlight areas of concern. As such, limited detail about positive elements of the educational program is not an indication that the Institute does not recognize other indicators of program effectiveness.

SCHOOL BACKGROUND

Opening Information

Date Initial Charter Approved by SUNY Trustees	January 21, 2000
School Opening	September 2000

Location and 2016-17 Enrollment

Address	District	Facility	Chartered Enrollment	Grades
105 Pleasant Avenue, Roosevelt, NY 11575	Roosevelt UFSD	Own	700	K-8

The Roosevelt Children’s Academy Charter School (“Roosevelt”) opened in 2000 and is now in its fourth charter term. In 2013 the Institute required the school to adopt a detailed educational improvement plan (“2013 improvement plan”) due to the school’s low academic performance. In

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2014, because the board failed to supply sufficient resources to the school’s education program, the State University of New York Board of Trustees (“SUNY Trustees”) created a set of academic and financial conditions in order for the school to receive full-term renewal of its charter. The school is required to implement a remedial action plan that includes the 2013 improvement plan as well as fiscal monitoring. At the time of the current evaluation visit, school leaders were unaware of the 2013 improvement plan and its components. While Roosevelt’s chief academic officer (“CAO”) has created a new academic action plan and has used it throughout the year, the plan does not address many of the components outlined in the 2013 improvement plan, and the Institute finds that Roosevelt has not made significant improvements to the educational program since the renewal visit in the fall of 2014. Although the school’s achievement in English language arts (“ELA”) provides some evidence of improvement since 2013-14, Roosevelt did not meet either of its academic Accountability Plan goals in ELA or mathematics during the 2015-16 school year.

2015-16 SCHOOL PERFORMANCE REVIEW

During 2015-16, the second year of the school's current five year Accountability Period, Roosevelt did not meet either of its key academic Accountability Plan goals in ELA or mathematics. The school came close to meeting its science goal and met its No Child Left Behind ("NCLB") goal.

ELA

Roosevelt did not meet its ELA Accountability Plan goal during 2015-16 after failing to meet the goal in 2014-15. During 2015-16, 26 percent of the school's students enrolled in at least their second year scored at or above proficiency on the state's ELA exam. This proficiency rate exceeded the Roosevelt Union Free School District's ("the district") by nine percentage points. However, the school failed to meet the target under its comparative effect size measure in both years of its current Accountability Period. In 2014-15 and 2015-16, the school performed lower than expected in comparison to schools throughout the state enrolling similar concentrations of students who are economically disadvantaged. Similarly, the school failed to meet its growth target over the Accountability Period. During 2015-16, the school posted a mean growth score two percentile points below the target of the state median of 50.

Mathematics

During 2015-16, Roosevelt failed to meet its mathematics Accountability Plan goal after coming close to meeting the goal in the prior year. The school's mathematics performance substantially decreased from 2014-15. With 23 percent of the school's students enrolled in at least their second year scoring at or above proficiency, the school posted a 14 percentage point decline in performance for 2015-16. Although the school continued to outperform the district in 2015-16, the gap between the school and district scores decreased by 15 percentage points. After meeting the target under its comparative effect size measure in 2014-15, the school posted performance well below the target during 2015-16. That year, in comparison to schools throughout the state enrolling similar percentages of economically disadvantaged students, Roosevelt performed lower than expected. The school failed to meet its growth target during both years in its current Accountability Period. In 2015-16, Roosevelt posted a mean growth score 15 percentile points below the target of the state's median of 50.

Science

Roosevelt came close to meeting its science goal in 2015-16 after having met the goal the previous year. With 68 percent of its 4th and 8th grade students enrolled in at least their second year scoring at or above proficiency on the state's science exam, Roosevelt narrowly outperformed the district. However, the school fell seven percentage points short of the absolute target of 75.

NCLB

Roosevelt met its NCLB goal. The school was not identified as a focus charter school or as requiring a local assistance plan during 2015-16.

ACADEMIC PERFORMANCE

Academic outcome data about the performance of students receiving special education services and English language learners (“ELLs”) appears below, although not tied to separate goals in the school’s formal Accountability Plan.

	2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services	(24)	(25)	(43)
RESULTS			
Tested on State Exams (N)	(12)	(8)	(20)
Percent Proficient on ELA Exam	8.3	25.0	10.0
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
ELL Enrollment (N)	(34)	(22)	(28)
RESULTS			
Tested on NYSESLAT ¹ Exam (N)	(33)	(22)	(26)
Percent ‘Commanding’ or Making Progress ² on NYSESLAT	66.7	4.5	34.6

¹ New York State English as a Second Language Achievement Test, a standardized state exam.

² Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

ACADEMIC PERFORMANCE

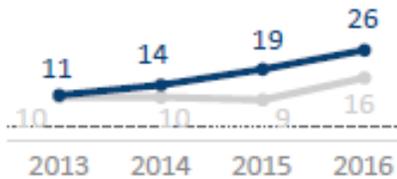
Roosevelt Children's Academy Charter School

REQUIRED MEASURE DESCRIPTION

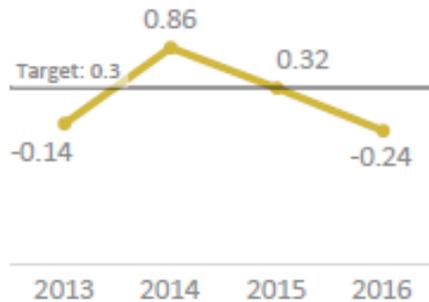
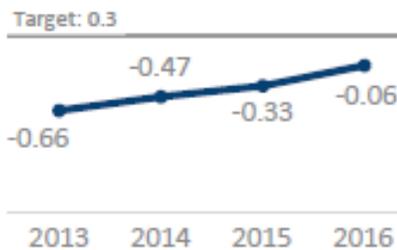
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

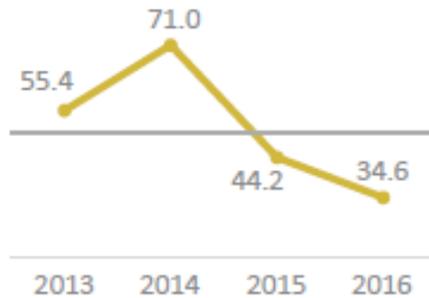
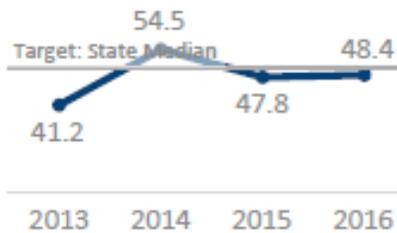
Comparative Measure: District Comparison. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in the district.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



BENCHMARK CONCLUSIONS

QUALITATIVE EDUCATION BENCHMARKS

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,³ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge, and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.⁴

Use of Assessment Data

Roosevelt administers a battery of assessments, but the school lacks systems and procedures to analyze those data and use the results to improve instruction and learning throughout the school. Data analysis at Roosevelt does not occur at the level of depth necessary to give teachers and instructional leaders sufficient information to inform instruction and target specific skills to increase student achievement. Teachers and learning specialists take some steps to analyze data and develop strategies to address deficiencies, but do so without oversight from instructional leaders. Roosevelt also lacks procedures to monitor the effectiveness of the strategies.

- Roosevelt administers an array of standardized and teacher created assessments to monitor student progress. At the start of the year, the school administered the AIMSweb assessment and used the results to identify students in need of extra support. The school has not been consistent throughout the year with the same assessment to monitor growth; instead, the school transitioned midyear to the use of the STAR assessments. Roosevelt will only generate two data points with the STAR exam this year and will not have sufficient data to identify growth trends. The school also administers mock assessments to monitor the proportion of students who are on track to score at or above proficiency on the state's ELA and mathematics exams. Roosevelt does not utilize state assessment data to determine the predictive power of the mock exams.
- Instructional leaders have not established a valid and reliable process for analyzing and scoring assessments. Teachers score assessments and analyze resulting data on their own with minimal oversight from instructional leaders. Instructional leaders have not normed teachers on how to apply scoring rubrics to student responses and therefore have not ensured that scoring procedures are reliable across the school.
- Roosevelt lacks formal and systematic procedures for analyzing data and does not clearly define the purpose for each assessment or measure of achievement. The visit team did not find evidence in classroom observations that teachers effectively differentiate lessons or group students by ability or to target specific skills based on data analyses. At the beginning of the year, the school's intervention teachers analyzed AIMSweb scores from the start of this year to identify students who are eligible for Response to Intervention

³ An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html;

http://scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.

⁴ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

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- (“Rtl”) services. However, teachers and instructional leaders do not effectively use data to monitor the progress of Rtl groups and adjust the makeup of those groups as necessary.
- Roosevelt lacks formal systems for sharing data among staff members and faculty. The school did not provide any information about the results of the previous year’s state tests to teachers until halfway through the 2016-17 school year. Teachers score assessments and enter data into spreadsheets that are shared with leaders, but leaders do not provide teachers with their analysis of those data. Roosevelt lacks a school-wide system for storing academic data, creating an environment where it is not possible to have a focused and comprehensive approach to the analysis. For example, the elementary mathematics team analyzes data within each standard while the ELA team focuses on the overall percentage correct. Each department specialist creates his or her own analysis tools and methods and distributes the resulting information to teachers and other staff members, but the school does not make data systematically available or provide it to the school community.
 - The school uses assessment data to initially identify students for academic intervention, but does not have systems to monitor their achievement or to identify newly struggling students throughout the school year. The school used AIMSweb scores and data from classroom assignments to identify students in need of support at the beginning of the year. Since that time, the school has not systematically reviewed data to identify students who struggle academically and has not adjusted student groupings during the year. Teachers who identify struggling students report their findings and supporting evidence in the form of assessments, classrooms assignments, and grade reports to the Rtl director. The Rtl teachers will attempt to provide intervention services if the already established groups will allow extra students or the Rtl director will begin the referral process for special education services if deemed necessary.
 - Despite identifying a majority of students as struggling academically, teachers inconsistently and ineffectively use assessment results to meet students’ individual needs. Despite the school’s regular grade team meetings, teachers do not analyze and utilize data in a way that results in adjustments to instruction such as intentional grouping. The school’s mathematics and literacy specialists provide a data analysis to teachers who then use it to develop re-teaching strategies. The analysis lacks sufficient depth to provide useful or actionable data: it contains counts of items scored correct or incorrect, but it does not link the items to learning standards, to common misconceptions among students, or identify student level responses that teachers can use to form small groups for targeted skills building or re-teaching. This prevents teachers from effectively modifying instruction and curriculum to meet students’ needs. The Institute observed during lessons that the majority of teachers led whole group lessons with little evidence of differentiation of materials or groupings, diminishing the potential impact of instruction.
 - School leaders do not consider student achievement when evaluating teachers’ performance: teacher evaluations lack specific quantitative targets for academic achievement, or teachers’ progress toward meeting them, as measured by any form of assessment. Roosevelt lacks systematic processes for using student achievement data to identify topics for professional development. Most professional development sessions this

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year have focused on the teacher evaluation rubric rather than on techniques to build teachers' capacity to deliver high quality instruction.

Curriculum

Although identified as a focus area in the 2013 improvement plan, Roosevelt lacks overarching curricula for all subjects taught at the school, and the school leadership fails to provide oversight to the curricular program. The school relies on commercial curriculum materials for mathematics across all grades, but uses a variety of sources to devise a curriculum for ELA. The school lacks supporting documents that help teachers create a bridge between the myriad curriculum documents and lesson plans. Without supporting materials and clear frameworks in ELA, teachers do not plan focused and effective instruction.

- Roosevelt lacks a consistent overarching curriculum framework that supports teachers in planning instruction in all content areas. New this year, Houghton Mifflin's GO Math! provides the overarching mathematics curriculum framework for all grades. In ELA, although instructional leaders can articulate a clear curriculum framework across all grades, teachers select and use only some parts of the school's chosen curricula. For example, the school identifies Reading Wonders as its ELA curriculum for Kindergarten through 5th grade, but teachers use only parts of that program and supplement that curriculum with other materials, including those from Ready Read, the ELA curriculum that was in place last year. Teachers do this out of concern that the school's current curriculum cannot effectively address the state's learning standards to the required level of rigor. Some teachers also use online materials, but these are not consistently used across grades and do not focus on state standards. School leaders do not hold teachers accountable for following a set curriculum. This hinders leaders' ability to give meaningful feedback and improve instruction, as evidenced by the Institute's observations of low-rigor instruction and inconsistent feedback and coaching.
- Faculty and staff members are not able to verify that instruction addresses all learning standards in the absence of oversight from instructional leaders and without adherence to a comprehensive overarching framework, inhibiting teachers from knowing what to teach and when to teach it. The school also lacks any supporting tools in ELA, such as a curriculum map or scope and sequence documents, to ensure that lessons have the depth and rigor required by the state's learning standards.
- Roosevelt lacks a coherent process for developing and reviewing lesson plans. Earlier in the school year, the principal collected lesson plans weekly. More recently, instructional leaders began collecting lesson plans on a monthly basis. Leaders do not provide advice or feedback about the quality of lesson plans. The Institute team observed ineffective instruction in most classrooms and found evidence that teachers prepare most lessons hastily and without sufficient detail. Across subjects, lesson plans simply state activities rather than detailing strategic questioning or differentiation for individual students. Teachers assume that they are meeting leaders' expectations for quality in the absence of any critical feedback. Evidence collected during classroom observations and lesson plan review indicates that lessons at Roosevelt require more careful planning.

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Pedagogy

Most classrooms at Roosevelt exhibit ineffective instruction and does not have the consistent pedagogical approach that is identified in the 2013 improvement plan. Lessons lack urgency and rigor, and as such there is an inconsistent focus on academic achievement. As shown in the chart below, Institute team members conducted 55 classroom observations using a defined protocol used in all school evaluation visits.

CLASSROOM OBSERVATIONS

		Grade									
		K	1	2	3	4	5	6	7	8	Total
Content Area	Math	3	4	4	5	2	2	2	3	3	28
	ELA	2	4	1	1	2	3	2	1	2	18
	Writing		2	2	2						6
	Science							1		1	2
	Specials		1								1
	Total	5	11	7	8	4	5	5	4	6	55

- A minority of classroom teachers deliver purposeful lessons with clear objectives and activities that are aligned to the school’s curriculum (22 out of 55 classrooms observed). While some classrooms have objectives that the teacher has written on the board, in many of these cases the objectives are not clear or not aligned to the lesson activities, and there is no clear lesson structure. The rigor of the lessons is not aligned across classrooms and in some classes, not aligned to grade appropriate standards. For example, a mathematics class worked on review activities aligned to a lower grade’s standard. Co-teaching roles are not consistently clear. In many classrooms, only one adult actively interacts with students while the assistant teacher focuses on minor behavior corrections, administrative duties, or does not interact with students.
- Few teachers use effective checks for understanding (10 out of 55 classrooms observed). Teachers give minimal direct instruction before releasing students to work independently. Consequently, teachers are unable to gauge student understanding or adjust instruction prior to independent work. In many classrooms, teachers do not follow up during independent work time to monitor student work and adjust instruction as appropriate. In a few instances teachers stop the lesson to address mistakes or confusion; however, teacher questioning does not adequately address students’ misconceptions. Teachers show minimal evidence of using techniques to evaluate learning at the end of lessons. Grading practices are inconsistent across classrooms and teachers give low-level feedback on student work. For example, in one mathematics class teachers calculated percentages and marked if an answer was correct or incorrect, while in a different class the teacher only marked correct answers and did not give students an overall score; neither teacher addressed the sources of error in students’ work. Teachers provide only cursory feedback

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on writing assignments, leaving students without targeted feedback and direction in order to improve their writing.

- Teachers struggle to include opportunities for students to apply higher order thinking or problem solving skills (4 out of 55 classrooms observed). Classroom activities lack rigor and teacher questioning requires rote memorization or recall. For example, in an upper grade mathematics classroom a teacher prompted students to recite the procedural steps to solving a problem, rather than emphasizing the conceptual understandings needed for obtaining mastery. In elementary ELA lessons, students primarily worked on filling out worksheets that focused on recalling low-level facts from the text. In mathematics lessons, teachers presented students with problems that students simply solved, with no articulation or discussion about real world implications for the concepts presented.
- Few teachers maintain a classroom environment focused on academic achievement (16 out of 55 classrooms observed). While classrooms are generally safe and calm, they lack urgency and clear expectations. Students are expected to work for long durations of time without clear expectations of how much time they should spend on parts of their work or what should be completed by the end of the class. In multiple classrooms teachers announce at the end of work time that they have not received assigned work back from students, but then do not hold students accountable for handing in the work. At the elementary level teachers employ a color system in which student names are moved up and down based on student behavior, yet teachers do not implement the color system consistently across classrooms. Some teachers make attempts at incentivizing positive behavior by awarding table points or using an online behavior tracking system, ClassDojo. Notwithstanding, most teachers tolerate low level misbehavior that distracts from lesson activities.

Instructional Leadership

Roosevelt's leadership team does not effectively support the implementation of the academic program. The school's lack of systems and recent leader turnover hinders instructional staff's ability to support and develop teachers in improving student achievement. The lack of systemic coaching and comprehensive professional development do not align with the 2013 improvement plan's stated objectives.

- The CAO and school board set concrete expectations for student proficiency on state exams this school year, but do not hold teachers and leaders accountable for meeting these expectations. School leaders and the board were unaware of the 2013 educational improvement plan. However, in response to low overall proficiency on ELA and mathematics state assessments in 2015-16, the CAO created a separate academic action plan, but it does not address many of the areas identified in the original plan. The school's current plan identifies the use of data driven instruction, structured lessons aligned to state standards, additional reading and writing instructional time, content specialists to support teachers in the classroom and through professional development, and programs to support new teachers. At the time of the visit, teachers did not have set academic goals for their students and were unaware of the schools' targets. While the school has implemented most of the new improvement plan and the CAO indicates that progress has been made, the Institute found

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through observation and document review that there is little evidence of effective data driven instruction, structured and standards-aligned lessons, and adequate support from content specialists.

- An instructional leadership structure exists at the school, but it is ineffective. Leaders do not provide teachers with systematic coaching that effectively improves instruction. The instructional leadership team consists of the CAO, principal, RtI director, two mathematics specialists and two ELA specialists. Classroom observations and student assessment data indicate that leadership inadequately supports the development of teaching staff. The CAO, principal, and RtI director conduct walkthroughs of classrooms but inconsistently provide feedback to the teachers. The specialists are responsible for coaching the general education teachers, while the RtI director coaches all RtI teachers. The Kindergarten through 5th grade teachers meet with the elementary mathematics specialist weekly and receive support with instruction and planning, as well as significant support in assessment data analysis. In contrast, the elementary ELA specialist meets with the teachers less frequently, and teachers request more data analysis support. In the upper grades, the specialists also provide instruction and data analysis support. However, the 6th – 8th grade mathematics specialist is also a dean of students and spends the majority of the day fulfilling school culture and student discipline responsibilities. The middle school ELA specialist is also currently a lead teacher. Given competing priorities created by staff turnover, the specialists infrequently provide content team meeting support and coaching, impeding teacher development. The middle school science and social studies teachers do not receive any individualized coaching or instructional support. The RtI director, in addition to coordinating the school's RtI program, is also responsible for test coordination and other operational duties. Due to multiple responsibilities and scheduling conflicts, the RtI director is unable to conduct consistent formal team meetings for RtI teachers.
- Instructional leaders conduct teacher evaluations with clear criteria, but lack procedural consistency to provide feedback that improves instruction. The CAO, principal, RtI director, and elementary mathematics specialist utilize the Danielson framework for formal and informal observations, but the observation frequency is not systematic. Leaders also do not systematically hold teachers accountable for student assessment data. When a teacher is low performing, leaders will provide additional support or place the teacher on an improvement plan, but the criteria for doing so is unclear. While teachers believe the evaluations are fair, they are unaware of how their overall performance affects their hiring status. At the time of the visit, two weeks before the end of the school year, the school had not communicated hiring decisions for next year.
- Roosevelt does not provide adequate opportunities for teachers to plan across grade levels and content areas. While elementary teachers are responsible for all content areas and have common planning preparation time in their schedules to meet daily in grade teams to discuss instructional strategies and student data, teachers meet formally only every three to four weeks and have little guidance from leaders. The middle school mathematics teachers formally meet in content teams at least twice weekly to share strategies and get lesson planning and instructional support from the mathematics specialist, but the mathematics specialist is not always present to provide that support because of duties as the school's dean. At the beginning of the year the ELA specialist formally met with the middle school ELA

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teachers every day, but currently meets with teachers only once every two weeks. Social studies and science teachers do not formally meet in content teams and the school has not provided any science or social studies content specific professional development. This arrangement does not support student achievement, given the significant decline in the school's state test proficiency in mathematics and science from 2015 to 2016, and low overall proficiency in ELA.

- The school's professional development program does not effectively develop teachers' instructional practices. The school holds professional development sessions once or twice monthly. The board and CAO identified improving proficiency rates on the state's exams as the highest priority, with professional development in instruction and lesson planning being one of the means to achieve this goal. School leaders attempted to act on this, implementing multiple sessions on the Danielson framework. However, sessions focused primarily on understanding the rubric and not on strategies to grow proficiency, and teachers report that the professional development is not always helpful for improving their instruction. Teachers have requested development in other areas, such as supporting students with disabilities, but the school has not yet provided it.

At-Risk Students

Roosevelt is not meeting the educational needs of at-risk students, although it is identified as a focus area in the 2013 improvement plan. Due to leadership turnover, school leaders have spent this year ensuring basic program compliance for the special education and ELL programs because the school has not had consistent and reliable systems for program compliance in previous years. For students struggling academically and ELLs, Roosevelt does not have a specific program for interventions or English language acquisition strategies.

- While the school has a clear procedure for identifying ELLs, Roosevelt does not have a systematic process for ongoing identification of students with disabilities and students struggling academically. For ELLs, the school uses the Home Language Identification Survey and administers the New York State Identification Test for English Language Learners ("NYSITELL") to identify ELLs' English language proficiency levels. At the beginning of the year, the school used AIMSweb to identify students struggling academically to receive RtI services through small groups with intervention teachers. Additionally, leaders identify a majority of the students as students struggling academically based on the previous year's test scores. Aside from initial groupings, the school does not currently have a formal system for teachers to refer students for intervention services or to be evaluated for special education services, though teachers can informally request a review of students from the RtI director.
- Roosevelt does not have adequate intervention programs to meet the needs of at-risk students. For students with Individualized Education Programs ("IEPs"), the school relies on each student's home district to provide academic and related services. The districts send special education certified teachers to Roosevelt to provide special education teacher support services ("SETSS"), which provide small group instruction for students with disabilities. Because students receive services from external special education teachers, the types and quality of services vary depending on the provider, and the school does not work with providers to ensure a consistent program for services provided. For students struggling

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academically, the school's intervention teachers provide pull-out sessions for students and utilize some resources from the curricular programs but mostly utilize teacher-created materials to provide instruction. The RtI team uses tiers for intervention, but the tiers only differentiate the frequency for sessions with students, with teachers having no expectations for in-class interventions. For ELLs, the English as a second language ("ESL") certified teacher provides the mandated hours of English language acquisition supports required based on students' English language proficiency levels through teacher-created materials and not a specific English language acquisition program. Due to the large population of ELL students, the one ESL teacher is barely able to meet the mandated hours for English language instruction and has little time to coordinate efforts with classroom teachers. The school does not provide intervention teachers or the ESL teacher with a research-based curriculum that provides sufficient support for either students struggling academically or ELLs. Leaders have proposed and received approval to purchase Leveled Literacy Intervention ("LLI") for intervention, but the school has not identified an ELL curricular program, nor have any materials been purchased as of the visit date.

- The school makes inconsistent and ad hoc efforts to monitor the progress of at-risk students. RtI teachers track progress from students in a tracking binder but do not have a systematic or formal process for reviewing or analyzing formal data to make determinations for interventions. Because outside providers deliver all IEP services, the school does not systematically gather data on the progress of students with IEPs. For ELL students, the ESL teacher has an informal system to collect anecdotal data about ELL students' progress. School leaders do not disaggregate data by at-risk student populations to monitor the effectiveness of any of the at-risk student programs. General education teachers are sometimes unaware of their students' IEP goals or other academic goals.
- Roosevelt does not provide adequate training and professional development to help teachers meet at-risk students' needs. The training for at-risk program staff does not develop the skills of teachers to provide sufficient interventions to at-risk students. The school's professional development is not differentiated to meet the needs or requests of the at-risk program staff. Additionally, the school does not provide opportunities for at-risk program staff to provide specific training to general education staff about strategies to support the at-risk student population.
- Roosevelt does not provide opportunities for coordination between classroom teachers and at-risk program staff. Due to caseload sizes, RtI teachers schedule groups during classroom teacher's common planning times and cannot join with grade teams to formally discuss the specific needs of students. The ESL teacher provides services to students in all grades, and given the size of the caseload and required sessions for ELLs, is not able to coordinate with classroom teachers. External special education providers do not have formal meetings or time to coordinate with teachers because the format of services is only to provide direct support for students.

Organizational Capacity

Roosevelt fails to establish an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program. Despite having a fully staffed business office, the school's instructional team continues to devote a significant amount of

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time to non-instructional tasks. Teacher and leader turnover is high, with 19 teachers who either did not return after last academic year or have left during the current school year, and multiple school leaders who have transitioned in the last three years.

- The school's administrative structure hinders a successful academic program. Unclear roles and responsibilities, poor communication between school leaders, and high staff turnover has left critical administrative gaps. For example, the approved school budget allocates funds to purchase equipment and materials, but the business office does not consistently allow academic leaders timely access to these materials. This affected schoolwide state assessment administration. In addition, the school did not share last school year's state assessment data with teachers until December. At the time of the Institute's visit, school leaders had not given out offer letters to teachers for the upcoming school year, leaving teachers uncertain about their employment status for the fall. Leaders had also not sent out retention notices to parents/guardians, leaving them unaware of whether their students needed to attend summer school.
- Roosevelt's organizational structure does not establish distinct lines of accountability with clearly defined roles and responsibilities because instructional staff members are performing operational tasks. For example, the RtI director manages state assessment administration, the literacy specialist organizes school trips and ceremonies, the principal and mathematics specialist manage school-wide student discipline, and RtI teachers do not consistently provide intervention services due to their involvement in testing administration. Not all teachers know who their direct supervisor is, and therefore do not know who to go to for support. For example, the ESL teacher is not listed on the school's organizational chart and multiple staff did not know who supervises the ESL program.
- The school does not have a clear discipline system and behavior interventions are not consistently applied. Because the recently hired principal and the mathematics specialist are responsible for the school culture and behavior, in addition to their other responsibilities, teachers report a lack of administrative follow-up in response to major disciplinary issues in the classroom.
- Roosevelt has made efforts to retain high quality staff, but struggles to do so. The school offers salaries competitive with the district's and a more robust retirement plan. Despite these efforts, at the end of the 2015-16 school year, the school had 47 teachers, but 11 of whom did not return for the 2016-17 school year. In addition, eight teachers have left during this school year, and two principals and one director of operations transitioned out of the school or into a new role.
- The school's adopted budget contains sufficient resources to support the achievement of its goals. The Roosevelt business office fulfills teachers' requests for supplies as the budget adequately provides, and many classrooms are equipped with SMART boards. As the requirement of the previous renewal, an independent financial consultant is required to conduct a quarterly review and report to the school board and to the Institute. The school has consistently met this requirement and maintained compliance.
- Roosevelt is below its chartered enrollment level and does not meet its enrollment targets for students with disabilities and ELLs. Roosevelt surpasses its enrollment target for students who qualify for free and reduced-price lunch, but fails to adequately retain these students. The

BENCHMARK CONCLUSIONS

operations staff struggled to provide accurate enrollment and retention data when the Institute requested it, indicating inadequate monitoring processes.

- The school does not systematically monitor its programs to make effective changes when necessary. Although the CAO created an improvement plan with the board's support, the plan does not address many of the required areas outlined in the 2013 improvement plan. As a result, the school is ineffective in these areas, in particular in addressing the needs of at-risk students, clear leadership roles and lines of accountability, retention of quality staff, a clear curriculum framework that all teachers utilize, a strong pedagogical approach, effective coaching, and a comprehensive professional development plan.

Board oversight

Although board members review a significant amount of academic information, the Roosevelt board lacks urgency and does not provide the oversight needed to achieve the school's Accountability Plan goals, including the monitoring of the school's 2014 renewal conditions regarding the 2013 improvement plan.

- Although Roosevelt's board members possess skills in a variety of fields, trustees struggle to utilize their skills to effectively govern the school. Board members have professional experience in special education and labor law, K-12 education, higher education, sales, and marketing, and have established education, finance, and parent committees. The board desires to increase its capacity in interpreting and utilizing academic data and is exploring the possibility of hiring an external consultant.
- Although the board requests extensive information to provide oversight of the school's program, the data does not enable effective oversight. At every monthly board meeting, the CAO provides a report with data on benchmark assessments, suspensions, student and staff attendance, and enrollment. Board members review the data thoroughly; however, the data is inadequate and the board admittedly has difficulty interpreting the data to provide rigorous oversight. The board plans to hire a consultant to help improve the academic program.
- The board ineffectively establishes priorities and long-term goals and struggles to measure progress toward goals. At the beginning of the school year the CAO, with board approval, identified the main priority for the year as at least 30% more students would be proficient on the mathematics and ELA state tests. However, board members could not identify the specific goal, and could not articulate specific benchmarks to measure progress towards achievement of the goal, or concrete decisions made in response to the data. Long-term, the board identifies wanting to improve staff, student, and board performance; extending the curriculum to include music and extracurricular programs; and, implementing strategies to retain teachers. The board did not identify quantitative academic goals and does not have a clear plan for how the goals will be achieved.
- The board adequately reviews financial reports, but does not effectively ensure timely financial support of the academic program needs. The chief financial and operation officer ("CFO/COO") provides a monthly report on finances and the budget. On a quarterly basis an independent financial consultant reviews all financial activities, and reports the results to the board as well as the Institute. However, the board does not ensure school leaders have immediate access to equipment and supplies, hindering the academic program.

BENCHMARK CONCLUSIONS

- The school's board sufficiently recruits and retains board members, but struggles to retain school leaders. As the Institute found in its 2014 visit, board membership continues to be stable and the board does not have plans to elect new members. All board members have served at least two years, with one trustee being a founding board member. While the CFO/COO has been with the school for 17 years, the school has had three different instructional leaders in three years and several principals. The board terminated the 2015-16 leaders at the end of that school year, and then rehired a previous leader. After this leader suddenly departed prior to the start of the 2016-17 school year, the board held a national search and hired the current CAO. The board states that the CAO is making progress toward the school's goals and that parents have filed fewer complaints this school year, but the board has not completed a performance evaluation.
- The board does not systematically evaluate its own performance or the school leader's. Through the monthly data reports the board is aware of student achievement, but they do not have a regular evaluation system for the CAO and have not established clear evaluation criteria beyond achieving the state assessment goal. Although the board does not formally evaluate its performance, members meet to review data and determine next steps for how the board can better support the instructional staff.
- Roosevelt's board communicates with parents and the school community. Members of the parent-teacher organization attend board meetings to provide regular updates on school events. Members of the board visit the school to observe instruction and informally meet with the school community, as well as attend extracurricular events.

Appendix A

School Overview

APPENDIX A: SCHOOL OVERVIEW

Mission Statement

The mission of RCA is to provide our children with educationally secured programs to broaden their horizons and maximize their abilities, so that each individual student may fulfill their potential and become productive members of our society. As an agent of change, each member of our educational community promise to maintain high expectations for our students and must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking and foster a love of learning.

Board of Trustees¹

Board Member Name	Position	Board Member Name	Position
Rev. Reginald Tuggle	Chair	King Cheek	Trustee
Denise Washington	Vice-Chair	Darrell Garner	Trustee
Toni Burden	Secretary	Tyra Washington	Trustee

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ²	Proposed Grades	Actual Grades
2000-01	150	143	K-2	K-2
2001-02	200	191	K-3	K-3
2002-03	250	245	K-4	K-4
2003-04	300	300	K-5	K-5
2004-05	300	299	1-6	1-6
2005-06	459	450	K-7	K-7
2006-07	500	502	K-8	K-8
2007-08	550	495	K-8	K-8
2008-09	575	503	K-8	K-8
2009-10	575	529	K-8	K-8
2010-11	634	693	K-8	K-8
2011-12	659	745	K-8	K-8
2012-13	684	682	K-8	K-8

¹ Source: The Institute's board records at the time of the visit.

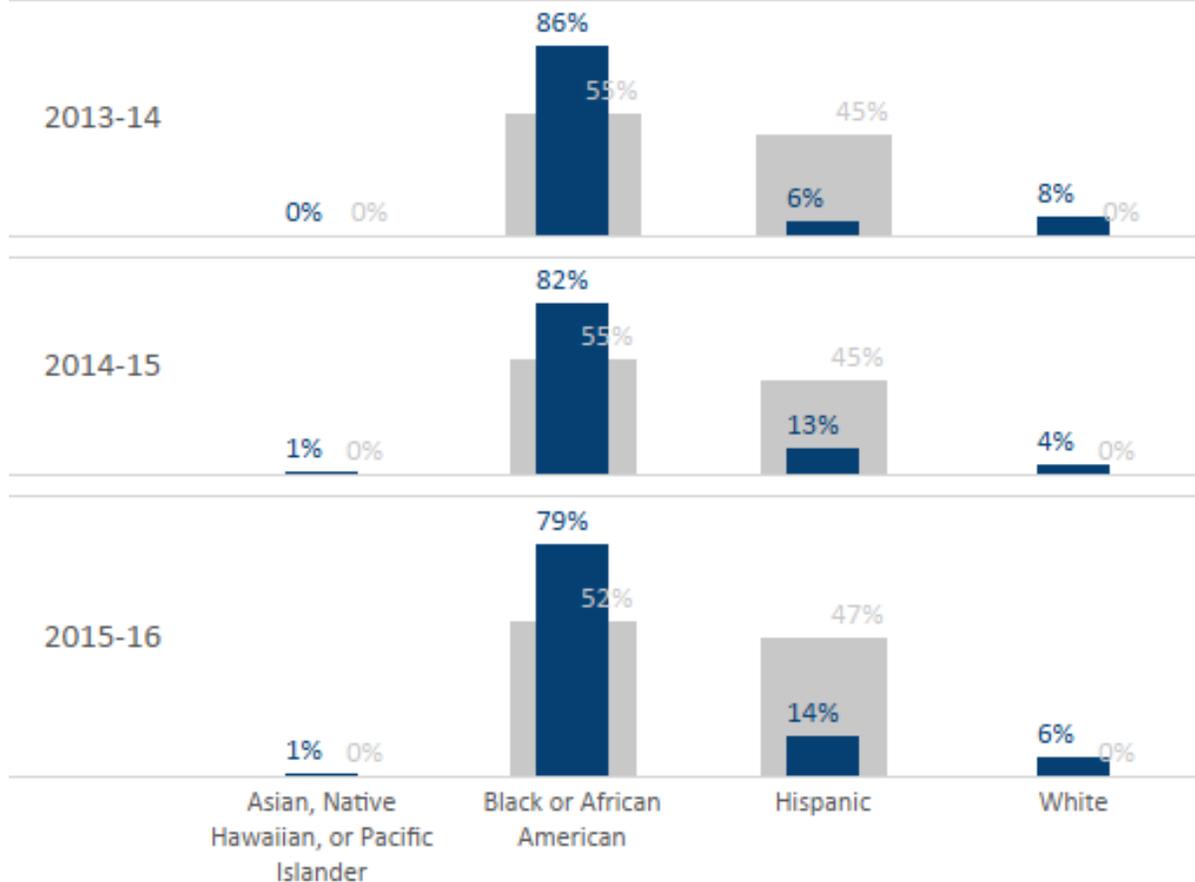
² Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: SCHOOL OVERVIEW

2013-14	734	611	K-8	K-8
2014-15	734	628	K-8	K-8
2015-16	685	639	K-8	K-8
2016-17	700	628	K-8	K-8

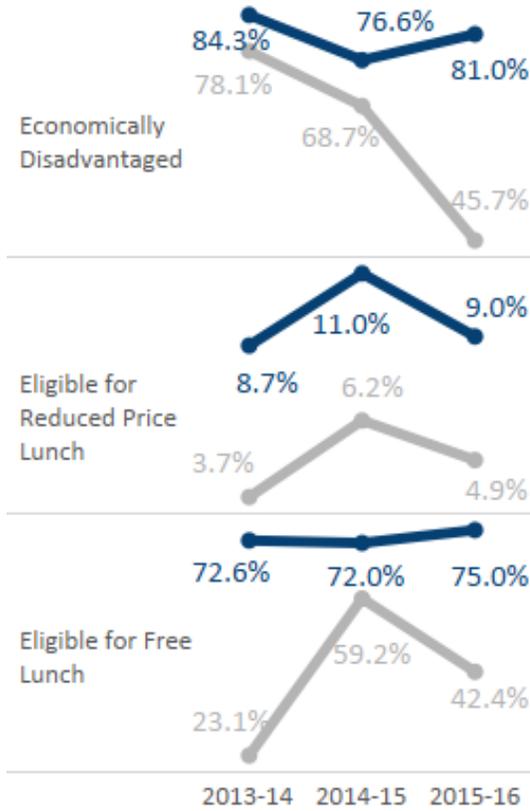
Key Design Elements	Evident?
<ul style="list-style-type: none"> Ongoing student assessment as part of academic intervention; 	+
<ul style="list-style-type: none"> Infusion of the arts throughout the curriculum with interdisciplinary programs at the middle school level; 	-
<ul style="list-style-type: none"> ELA to enhance student reading, writing, and listening skills; 	-
<ul style="list-style-type: none"> A comprehensive mathematics approach using research-based programs; 	-
<ul style="list-style-type: none"> Use of Core Knowledge as the middle school social studies program, supported by literature presenting multiple perspectives; 	-
<ul style="list-style-type: none"> Strong culture and respect for learning and for others; and, 	-
<ul style="list-style-type: none"> Strong parental involvement. 	+

Student Demographics: Race/Ethnicity



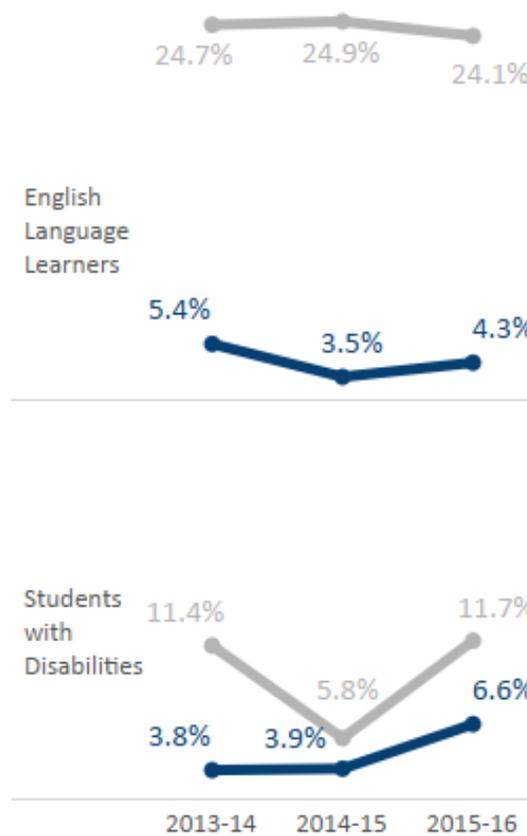
APPENDIX A: SCHOOL OVERVIEW

Student Demographics: Free/Reduced Lunch



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced Price lunch among other qualifying income assistance programs.

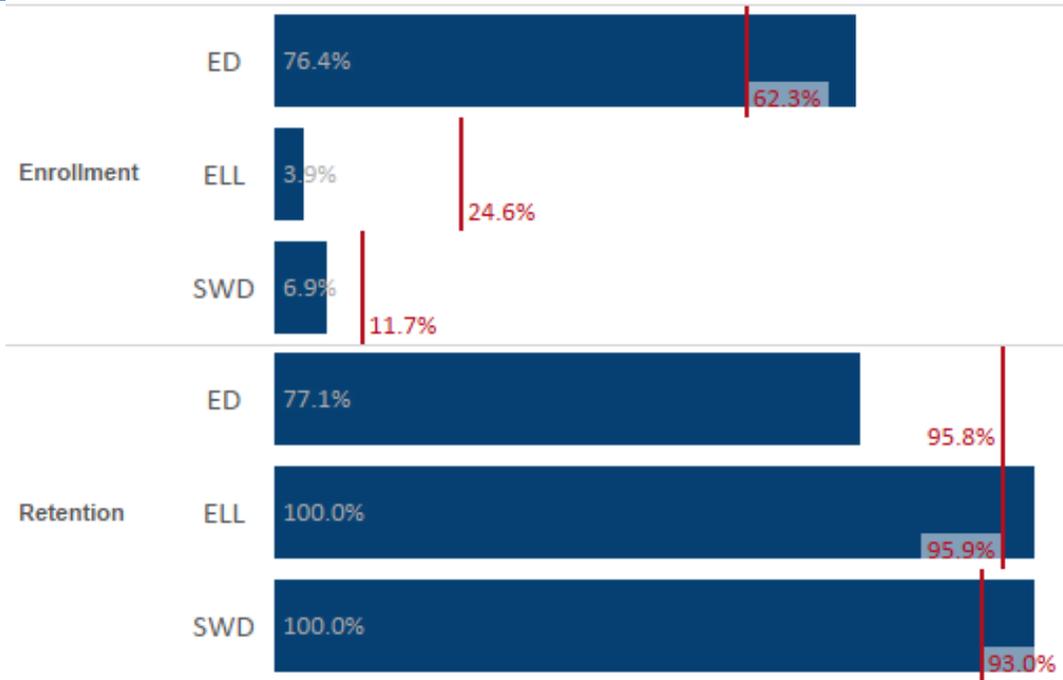
Student Demographics: Special Populations



The charts show trends in enrollment in the **school** and the **district** for each subgroup.

APPENDIX A: SCHOOL OVERVIEW

Enrollment and Retention Targets



The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recently available data provided by the school.

Persistence in Enrollment



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the schools who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

APPENDIX A: SCHOOL OVERVIEW

School Discipline

Suspensions: Roosevelt Children's Academy Charter School's **out of school suspension rate** and **in school suspension rate**.



District comparison data are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Expulsions: The number of students expelled from the school each year.

2014	2015	2016
0	0	0

School Leaders

School Year(s)	Name(s) and Title(s)
2000-01	Terry Teconas, Principal
2001-02 to 2003-04	Kevin Coploys, Principal
2004-05 to 2006-07	Roxanne Ashley, Principal
2007-08 to 2010-11	Roxanne Ashley, Superintendent
2011-12	Helen Livingston, Superintendent
2012-13 to 2014-15	Ron Boykins, Superintendent
2015-16	Ruth Peets-Butcher, CEO Elementary Kevin Boston-Hill, CEO Middle
2016-17 to present	Lorraine Cochrane – Chief Academic Officer

APPENDIX A: SCHOOL OVERVIEW

School Visit History

School Year	Visit Type	Date
2000-01	First Year	June 4, 2001
2002-03	Evaluation Visit	January 12-14, 2003
2004-05	Initial Renewal	Fall 2004
2006-07	Evaluation Visit	May 23, 2007
2009-10	Subsequent Renewal	November 9, 2009
2011-12	Evaluation Visit	November 7-8, 2011
2012-13	Evaluation Visit	February 20-21, 2013
2014-15	Subsequent Renewal	November 7-8, 2014
2016-17	Evaluation Visit	June 6-7, 2017

Conduct of the Visit

Date(s) of Visit	Evaluation Team Member	Title
June 6-7, 2017	Jeff Wasbes	Executive Deputy Director for Accountability
	Andrew Kile	Senior Analyst
	Hannah Colestock	School Evaluation Analyst
	Kerri Rizzolo	School Evaluation Analyst
	Hanna Campbell	External Consultant

APPENDIX A: SCHOOL OVERVIEW

Charter Cycle Context

Charter Term	2 nd Year of Five-Year Charter Term
Accountability Period ³	3 rd Year of Five-Year Accountability Period
Anticipated Renewal Visit	Fall 2019

³Because the SUNY Trustees make a renewal decision in the last year of a charter term, the Accountability Period ends in the next to last year of that charter term. For schools in initial charter terms, the Accountability Period is the first four years that the school provides instruction. For schools in subsequent charter terms, the Accountability Period includes the last year of the previous charter term through the next to last year of the current charter term.

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Appendix B
SUNY Renewal Benchmarks



State University of New York Charter Renewal Benchmarks

Version 5.0, April 2012

Introduction

The State University of New York Charter Renewal Benchmarks¹ (the “SUNY Renewal Benchmarks”) serve two primary functions at renewal:

- They provide a framework for the Charter Schools Institute (the “Institute”) to gather and evaluate evidence to determine whether a school has made an adequate case for renewal. In turn, this evidence assists the Institute in deciding if it can make the required legal and other findings in order to reach a positive recommendation for renewal. For example, the various benchmarks that the Institute uses to determine whether the school has had fiscally responsible practices in place during the last charter period allow the Institute to determine with greater precision whether the school will operate in a fiscally sound manner during the next charter period, a finding that the New York Charter Schools Act requires the SUNY Trustees to make.
- At the same time that the SUNY Renewal Benchmarks provide a framework for the Institute to collect and review evidence, they also provide the school with a guide to understanding the Institute’s evaluative criteria. As the Institute uses the SUNY Renewal Benchmarks (or some sub-set of them) as the framework for conducting its ongoing school evaluation visits, school leaders should be fully aware of the content of the Benchmarks at the time of renewal.

The SUNY Renewal Benchmarks are organized into four inter-connected renewal questions that each school must answer when submitting a renewal application. The benchmarks further reflect the interwoven nature of schools from an academic, organizational, fiscal and/or legal perspective. For example, the Institute could reasonably place many of the academic benchmarks under the heading of organizational effectiveness. More generally, some redundancy exists because the Institute looks at the same issue from different perspectives.

Precisely how the Institute uses the SUNY Renewal Benchmarks, during both the renewal process and throughout the charter period, is explained in greater detail in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University of New York* (the “SUNY Renewal Practices”), available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm. Responses to frequently asked questions about the Institute’s use of the SUNY Renewal Benchmarks appear below:

¹ Research on public school reform, known as the effective schools movement, has embraced the premise that, given certain organizing and cultural characteristics, schools can teach all children the intended curriculum and hold them to high academic standards. Over the decades, the accumulated research into effective schools has yielded a set of common characteristics that all effective schools share. These characteristics are so consistently prevalent among successful schools that they have come to be known as the *Correlates of Effective Schools*. The Renewal Benchmarks adapt and elaborate on these correlates.

APPENDIX B: SUNY RENEWAL BENCHMARKS

- The Institute does not have a point system for recommending renewal. A school cannot simply tally up the number of positive benchmark statements in order to determine the Institute's recommendation.
 - Some benchmarks are weighed more heavily than others. In particular, the Institute gives the greatest weight to how well the school has met its academic Accountability Plan goals.
 - Despite the fact that the Accountability Plan comprises only a single benchmark, a school's performance on that benchmark is critical. In fact, it is so important that while the Institute may recommend non-renewal for fiscal and organizational failures (if sufficiently serious), excellence in these areas will not excuse poor academic performance.
- The Institute does not use every benchmark during every kind of renewal review, and how the benchmarks are used differs depending on a school's circumstances. For example, the Qualitative Education Benchmarks (Benchmarks 1B-1F, 2C and 2D) are given far less weight in making a renewal decision on schools that the Institute has previously renewed. Similarly, less weight is accorded to these benchmarks during an initial renewal review where a school has consistently met its academic Accountability Plan goals.
 - The Institute also may not consider every indicator subsumed under a benchmark when determining if a school has met that benchmark, given the school's stage of development or its previous track record.
- Aside from Benchmark 1A on academic Accountability Plan goals (which is singular in its importance), no school should fear that a failure to meet every element of every benchmark means that it is not in a position to make a case for renewal. To the contrary, the Institute has yet to see a school that performs perfectly in every respect. The Institute appreciates that the benchmarks set a very high standard collectively. While the Institute certainly hopes and expects that schools aim high, it is understood that a school's reach will necessarily exceed its grasp in at least some aspects.

In this fifth edition of the SUNY Renewal Benchmarks, the Institute has made some revisions to the Qualitative Educational Benchmarks, namely those benchmarks used for ongoing school evaluation visits, to streamline the collection of evidence. For example, the Institute has incorporated Student Order and Discipline into Pedagogy, and Professional Development into Instructional Leadership. The Institute has rewritten some of the overarching benchmark statements to capture the most salient aspects of school effectiveness, organizational viability, legal compliance, and fiscal soundness. Some of the bulleted indicators within benchmarks have been recast or eliminated. Finally, the Institute has added some indicators to align the benchmarks with changes in the Charter Schools Act (e.g., provisions in meeting enrollment and retention targets when assigned and abiding by the General Municipal Law).

It is important that the entire school community understand the renewal process. All members of a school's leadership team and board should carefully review both the SUNY Renewal Benchmarks and the SUNY Renewal Practices. Note that a renewal overview document for parents, teachers and community members is also available on the Institute's website at: www.newyorkcharters.org/schoolsRenewOverview.htm. Please do not hesitate to contact the Institute with any questions.

State University of New York Charter Renewal Benchmarks

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 1A</p> <p>Academic Accountability Plan Goals</p>	<p>Over the Accountability Period, the school has met or come close to meeting its academic Accountability Plan goals.</p> <p>The Institute determines the extent to which the school has met the Accountability Plan goals in the following areas:</p> <ul style="list-style-type: none"> • English language arts; • mathematics; • science; • social studies (high school only); • NCLB; • high school graduation and college preparation (if applicable); and • optional academic goals included by the school.
<p>SUNY Renewal Benchmark 1B</p> <p>Use of Assessment Data</p>	<p>The school has an assessment system that improves instructional effectiveness and student learning.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school regularly administers valid and reliable assessments aligned to the school’s curriculum and state performance standards; • the school has a valid and reliable process for scoring and analyzing assessments; • the school makes assessment data accessible to teachers, school leaders and board members; • teachers use assessment results to meet students’ needs by adjusting classroom instruction, grouping students and/or identifying students for special intervention; • school leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies; and • the school regularly communicates to parents/guardians about their

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	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 1C</p> <p>Curriculum</p>	<p>students' progress and growth.</p> <p>The school's curriculum supports teachers in their instructional planning.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades; • in addition to the framework, the school has supporting tools (i.e., curriculum maps or scope and sequence documents) that provide a bridge between the curriculum framework and lesson plans; • teachers know what to teach and when to teach it based on these documents; • the school has a process for selecting, developing and reviewing its curriculum documents and its resources for delivering the curriculum; and • teachers plan purposeful and focused lessons.
<p>SUNY Renewal Benchmark 1D</p> <p>Pedagogy</p>	<p>High quality instruction is evident throughout the school.</p> <p>The following elements are generally present.</p> <ul style="list-style-type: none"> • teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum; • teachers regularly and effectively use techniques to check for student understanding; • teachers include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills; • teachers maximize learning time (e.g., appropriate pacing, on-task student behavior, clear lesson focus and clear directions to students); transitions are efficient; and, • teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement.
<p>SUNY Renewal Benchmark 1E</p>	<p>The school has strong instructional leadership.</p>

APPENDIX B: SUNY RENEWAL BENCHMARKS

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
Instructional Leadership	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school’s leadership establishes an environment of high expectations for teacher performance (in content knowledge and pedagogical skills) and in which teachers believe that all students can succeed; • the instructional leadership is adequate to support the development of the teaching staff; • instructional leaders provide sustained, systemic and effective coaching and supervision that improves teachers’ instructional effectiveness; • instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels; • instructional leaders implement a comprehensive professional development program that develops the competencies and skills of all teachers; • professional development activities are interrelated with classroom practice; • instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers’ strengths and weaknesses; and • instructional leaders hold teachers accountable for quality instruction and student achievement.
SUNY Renewal Benchmark 1F At-Risk Students	<p>The school meets the educational needs of at-risk students.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school uses clear procedures for identifying at-risk students including students with disabilities, English language learners and those struggling academically; • the school has adequate intervention programs to meet the needs of at-risk students; • general education teachers, as well as specialists, utilize effective strategies to support students within the general education program; • the school adequately monitors the progress and success of at-risk students; • teachers are aware of their students’ progress toward meeting IEP goals, achieving English proficiency or school-based goals for

APPENDIX B: SUNY RENEWAL BENCHMARKS

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<p>struggling students;</p> <ul style="list-style-type: none"> • the school provides adequate training and professional development to identify at-risk students and to help teachers meet students' needs; and • the school provides opportunities for coordination between classroom teachers and at-risk program staff including the school nurse, if applicable.

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	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
SUNY Renewal Benchmark 2A	The school is faithful to its mission and has implemented the key design elements included in its charter.
Mission & Key Design Elements	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school faithfully follows its mission; and • the school has implemented its key design elements.
SUNY Renewal Benchmark 2B	Parents/guardians and students are satisfied with the school.
Parents & Students	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school regularly communicates each child's academic performance results to families; • families are satisfied with the school; and • parents keep their children enrolled year-to-year.

APPENDIX B: SUNY RENEWAL BENCHMARKS

	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
SUNY Renewal Benchmark 2C	The school organization effectively supports the delivery of the educational program.
Organizational Capacity	<p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school has established an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program; • the organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities; • the school has a clear student discipline system in place at the administrative level that is consistently applied; • the school retains quality staff; • the school has allocated sufficient resources to support the achievement of goals; • the school maintains adequate student enrollment; • the school has procedures in place to monitor its progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for free and reduced price lunch, and adjusts its recruitment efforts accordingly; and • the school regularly monitors and evaluates the school’s programs and makes changes if necessary.

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	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 2D</p> <p>Board Oversight</p>	<p>The school board works effectively to achieve the school’s Accountability Plan goals.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • board members possess adequate skills and have put in place structures and procedures with which to govern the school and oversee management of day-to-day operations in order to ensure the school’s future as an academically successful, financially healthy and legally compliant organization; • the board requests and receives sufficient information to provide rigorous oversight of the school’s program and finances; • it establishes clear priorities, objectives and long-range goals, (including Accountability Plan, fiscal, facilities and fundraising), and has in place benchmarks for tracking progress as well as a process for their regular review and revision; • the board successfully recruits, hires and retains key personnel, and provides them with sufficient resources to function effectively; • the board regularly evaluates its own performance and that of the school leaders and the management company (if applicable), holding them accountable for student achievement; and • the board effectively communicates with the school community including school leadership, staff, parents/guardians and students.
<p>SUNY Renewal Benchmark 2E</p> <p>Governance</p>	<p>The board implements, maintains and abides by appropriate policies, systems and processes.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the board effectively communicates with its partner or management organizations as well as key contractors such as back-office service providers and ensures that it receives value in exchange for contracts and relationships it enters into and effectively monitors such relationships;

APPENDIX B: SUNY RENEWAL BENCHMARKS

	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<ul style="list-style-type: none"> • the board takes effective action when there are organizational, leadership, management, facilities or fiscal deficiencies; or where the management or partner organization fails to meet expectations; to correct those deficiencies and puts in place benchmarks for determining if the partner organization corrects them in a timely fashion; • the board regularly reviews and updates board and school policies as needed and has in place an orientation process for new members; • the board effectively recruits and selects new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity; • the board implements a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with that set forth in the charter and with the General Municipal Law—and consistently abides by them throughout the term of the charter; • the board generally avoids conflicts of interest; where not possible, the board manages those conflicts in a clear and transparent manner; • the board implements a process for dealing with complaints consistent with that set forth in the charter, makes the complaint policy clear to all stakeholders, and follows the policy including acting on complaints in a timely fashion; • the board abides by its by-laws including, but not limited to, provisions regarding trustee election and the removal and filling of vacancies; and • the board holds all meetings in accordance with the Open Meetings Law and records minutes for all meetings including executive sessions and, as appropriate, committee meetings.
SUNY Renewal Benchmark 2F	<p>The school substantially complies with applicable laws, rules and regulations and the provisions of its charter.</p> <p>The following elements are generally present:</p>

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	Renewal Question 2 Is the School an Effective, Viable Organization?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
Legal Requirements	<ul style="list-style-type: none"> • the school compiles a record of substantial compliance with the terms of its charter and applicable state and federal laws, rules and regulations including, but not limited to, submitting items to the Institute in a timely manner, and meeting teacher certification (including NCLB highly qualified status) and background check requirements, FOIL and Open Meetings Law; • the school substantially complies with the terms of its charter and applicable laws, rules and regulations; • the school abides by the terms of its monitoring plan; • the school implements effective systems and controls to ensure that it meets legal and charter requirements; • the school has an active and ongoing relationship with in-house or independent legal counsel who reviews and makes recommendations on relevant policies, documents, transactions and incidents and who also handles other legal matters as needed; and • the school manages any litigation appropriately and provides litigation papers to insurers and the Institute in a timely manner.

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p style="text-align: center;">SUNY Renewal Benchmark 3A</p> <p>Budgeting and Long Range Planning</p>	<p>The school operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school has clear budgetary objectives and budget preparation procedures; • board members, school management and staff contribute to the budget process, as appropriate; • the school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions; • the school routinely analyzes budget variances; the board addresses material variances and makes necessary revisions; and • actual expenses are equal to, or less than, actual revenue with no material exceptions.
<p style="text-align: center;">SUNY Renewal Benchmark 3B</p> <p>Internal Controls</p>	<p>The school maintains appropriate internal controls and procedures.</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school follows a set of comprehensive written fiscal policies and procedures; • the school accurately records and appropriately documents transactions in accordance with management’s direction, laws, regulations, grants and contracts; • the school safeguards its assets; • the school identifies/analyzes risks and takes mitigating actions; • the school has controls in place to ensure that management decisions are properly carried out and monitors and assesses controls to ensure their adequacy; • the school’s trustees and employees adhere to a code of ethics; • the school ensures duties are appropriately segregated, or institutes compensating controls;

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
	<ul style="list-style-type: none"> • the school ensures that employees performing financial functions are appropriately qualified and adequately trained; • the school has systems in place to provide the appropriate information needed by staff and the board to make sound financial decisions and to fulfill compliance requirements; • a staff member of the school reviews grant agreements and restrictive gifts and monitors compliance with all stated conditions; • the school prepares payroll according to appropriate state and federal regulations and school policy; • the school ensures that employees, trustees and volunteers who handle cash and investments are bonded to help assure the safeguarding of assets; and • the school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the Institute, and/or the State Education Department or the Comptroller, if needed.
SUNY Renewal Benchmark 3C Financial Reporting	<p>The school has complied with financial reporting requirements by providing the SUNY Trustees and the State Education Department with required financial reports that are on time, complete and follow generally accepted accounting principles.</p> <p>The following reports have generally been filed in a timely, accurate and complete manner:</p> <ul style="list-style-type: none"> • annual financial statement audit reports including federal Single Audit report, if applicable; • annual budgets and cash flow statements; • un-audited quarterly reports of income, expenses, and enrollment; • bi-monthly enrollment reports to the district and, if applicable, to the State Education Department including proper documentation

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	Renewal Question 3 Is the School Fiscally Sound?
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p>SUNY Renewal Benchmark 3D</p> <p>Financial Condition</p>	<p>regarding the level of special education services provided to students; and</p> <ul style="list-style-type: none"> • grant expenditure reports. <p>The school maintains adequate financial resources to ensure stable operations. Critical financial needs of the school are not dependent on variable income (grants, donations and fundraising).</p> <p>The following elements are generally present:</p> <ul style="list-style-type: none"> • the school maintains sufficient cash on hand to pay current bills and those that are due shortly; • the school maintains adequate liquid reserves to fund expenses in the event of income loss (generally three months); • the school prepares and monitors cash flow projections; • If the school includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis; • If necessary, the school pursues district state aid intercepts with the state education department to ensure adequate per pupil funding; and • the school accumulates unrestricted net assets that are equal to or exceed two percent of the school's operating budget for the upcoming year.

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	<p style="text-align: center;">Renewal Question 4</p> <p style="text-align: center;">If the School’s Charter is Renewed, What are its Plans for the Term of the Next Charter Period, and are they Reasonable, Feasible and Achievable?</p>
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p style="text-align: center;">SUNY Renewal Benchmark 4A</p> <p style="text-align: center;">Plans for the School’s Structure</p>	<p>Key structural elements of the school, as defined in the exhibits of the Application for Charter Renewal, are reasonable, feasible and achievable.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • the school is likely to fulfill its mission in the next charter period; • the school has an enrollment plan that can support the school program; • the school calendar and daily schedules clearly provide sufficient instructional time to meet all legal requirements, allow the school to meet its proposed Accountability Plan goals and abide by its proposed budget; • key design elements are consistent with the mission statement and are feasible given the school’s budget and staffing; • a curriculum framework for added grades aligns with the state’s performance standards; and • plans in the other required Exhibits indicate that the school’s structure is likely to support the educational program.
<p style="text-align: center;">SUNY Renewal Benchmark 4B</p> <p style="text-align: center;">Plans for the Educational Program</p>	<p>The school’s plans for implementing the educational program allow it to meet its Accountability Plan goals.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • for those grades served during the last charter period, the school has plans for sustaining and (where possible) improving upon the student outcomes it has compiled during the last charter period including any adjustments or additions to the school’s educational program; • for a school that is seeking to add grades, the school is likely to meet its Accountability Plan goals and the SUNY Renewal Benchmarks at the new grade levels; and

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<p><u>Evidence Category</u></p>	<p><u>SUNY Renewal Benchmarks</u></p>
<p>SUNY Renewal Benchmark 4C</p> <p>Plans for Board Oversight and Governance</p>	<ul style="list-style-type: none"> • where the school will provide secondary school instruction, it has presented a set of requirements for graduation that students are likely to meet and that are consistent with the graduation standards set by the Board of Regents. <p>The school provides a reasonable, feasible and achievable plan for board oversight and governance.</p> <p>Based on elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • school trustees are likely to possess a range of experience, skills, and abilities sufficient to oversee the academic, organizational and fiscal performance of the school; • plans by the school board to orient new trustees to their roles and responsibilities, and, if appropriate, to participate in ongoing board training are likely to sustain the board’s ability to carry out its responsibilities; • if the school plans to change an association with a partner or management organization in the term of a future charter, it has provided a clear rationale for the disassociation and an outline indicating how it will manage the functions previously associated with that partnering organization; and • if the school is either moving from self-management to a management structure or vice-versa, or is changing its charter management organization/educational service provider, its plans indicate that it will be managed in an effective, sound and viable manner including appropriate oversight of the academic and fiscal performance of the school or the management organization.

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	<p style="text-align: center;">Renewal Question 4</p> <p style="text-align: center;">If the School’s Charter is Renewed, What are its Plans for the Term of the Next Charter Period, and are they Reasonable, Feasible and Achievable?</p>
<u>Evidence Category</u>	<u>SUNY Renewal Benchmarks</u>
<p style="text-align: center;">SUNY Renewal Benchmark 4D</p> <p>Fiscal & Facility Plans</p>	<p>The school provides a reasonable, feasible and achievable fiscal plan including plans for an adequate facility.</p> <p>Based on the elements present in the Application for Charter Renewal:</p> <ul style="list-style-type: none"> • the school’s budgets adequately support staffing, enrollment and facility projections; • fiscal plans are based on the sound use of financial resources to support academic program needs; • fiscal plans are clear, accurate, complete and based on reasonable assumptions; • information on enrollment demand provides clear evidence for the reasonableness of projected enrollment; and • facility plans are likely to meet educational program needs.