



Charter Schools Institute  
The State University of New York

## **Roosevelt Children's Academy Charter School**

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### **School Evaluation Report 2011-2012**

Visit Date: November 7-8, 2011

Final Report Issued: March 30, 2012

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## INTRODUCTION

This School Evaluation Report includes four components. The first section, titled School Overview, provides descriptive information about the school, including enrollment and demographic data, as well as historical information regarding the life of the school. The second section provides background information on the conduct of the evaluation visit, including the date of the visit and information about the evaluation team and puts the visit in the context of the school's current charter cycle. The third section provides the school's 2010-11 Performance Review and Summaries, which gives an analysis of the attainment of the key academic goals in the school's Accountability Plan. Finally, a fourth section entitled School Evaluation Visit presents overall benchmark conclusions (in italics) and an analysis of evidence collected for each of the respective benchmarks. Following these sections, the report includes an appendix containing the Qualitative Educational Benchmarks (a component of the Renewal Benchmarks) used during the visit.

The Qualitative Educational Benchmarks address the academic success of the school, focusing on teaching and learning (i.e., curriculum, instruction, and assessment), and the effectiveness and viability of the school organization, including board oversight and organizational capacity. The Institute uses the established criteria on a regular and ongoing basis to provide schools with a consistent set of expectations leading up to renewal.

**The report below provides more detailed conclusions, and evidence to support these conclusions, for some benchmarks in order to highlight areas of concern and provide additional feedback. In contrast to the format of reports issued in previous years and in an effort to issue reports in a timelier manner, the Institute now approaches the presentation as an exception report and deliberately emphasizes areas of concern. As such, limited detail and evidence about positive aspects of the program are not an indication that the Institute does not fully recognize evidence of program effectiveness.**

Because of the inherent complexity of a school organization, this School Evaluation Report does not contain a single rating or comprehensive indicator that would specify at a glance the school's prospects for renewal. However, it does summarize the various strengths of the school and note areas in need of improvement based on the Qualitative Educational Benchmarks.

## SCHOOL OVERVIEW

### Opening Information

Date Initial Charter Approved by SUNY Trustees	January 25, 2000
Date Initial Charter Approved by Operation of Law	May 25, 2000
School Opening Date	September 2000

### Location

School Year(s)	Location(s)	Grades	District
2000-01	105 Pleasant Avenue, Roosevelt NY	All	Roosevelt Union Free School District
2001-02	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY	K 1-3	Roosevelt Union Free School District
2002-03	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY	K-1 2-4	Roosevelt Union Free School District
2003-04	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY	K-1 2-5	Roosevelt Union Free School District
2004-05	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY	K-1 2-6	Roosevelt Union Free School District
2005-06	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY 55 Mansfield, Roosevelt, NY	K-1 2-4 5-7	Roosevelt Union Free School District
2006-07	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY 55 Mansfield, Roosevelt, NY	K-1 2-5 6-8	Roosevelt Union Free School District
2007-08	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY 55 Mansfield, Roosevelt, NY	K-1 2-5 6-8	Roosevelt Union Free School District
2008-09	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY 55 Mansfield, Roosevelt, NY	K-1 3,6-8 2,4-5	Roosevelt Union Free School District
2009-10	230 Brookside Avenue, Roosevelt, NY 105 Pleasant Avenue, Roosevelt, NY 55 Mansfield, Roosevelt, NY 196 Centennial Ave, Roosevelt, NY	2-3 7-8 4-6 K-1	Roosevelt Union Free School District
2010-11	105 Pleasant Avenue, Roosevelt, NY 55 Mansfield, Roosevelt, NY 196 Centennial Ave, Roosevelt, NY	K-1 1-3 3-8	Roosevelt Union Free School District
2011-12	105 Pleasant Avenue, Roosevelt, NY 55 Mansfield, Roosevelt, NY 196 Centennial Ave, Roosevelt, NY	K-1 1-3 3-8	Roosevelt Union Free School District

### Renewal

Type of Renewal	Date
Initial Full Term	March 15, 2005
Subsequent Full Term	March 16, 2010

## Current Mission Statement

**Elementary School:** The mission of the Roosevelt Children’s Academy is to become one of the finest public schools in America. The Academy is built on the philosophy that all children can learn and the Academy will ensure that students meet or exceed New York State performance standards. The Focus of the Academy is on the core skills of reading, language, writing and mathematics. The Academy is organized to provide an extended day, a high degree of individualized instruction and an innovative research-based academic curriculum. Staff and students will view themselves as self reflective and continuous learners. Parents will view themselves as partners in their child’s education.

**Middle School:** We, Roosevelt Children's Academy Educational community, are committed to the education of all children. Through the efforts of a dedicated staff and with the active involvement of parents and community, we seek to create a student centered learning environment which meets the New York State Regents Middle School Goals. In this environment, every student is free to develop at his/her own pace. Every student learns to respect the rights of others and is nurtured, guided, and prepared for an ever changing, technological world.

## Current Key Design Elements



## School Characteristics

School Year	Original Chartered Enrollment	Revised Chartered Enrollment	Actual Enrollment <sup>1</sup>	Original Chartered Grades	Actual Grades	Days of Instruction
2000-01	247	150	143	K-2	K-2	180
2001-02	322-347	200	191	K-3	K-3	180
2002-03	397-447	250	245	K-4	K-4	180
2003-04	472-547	300	300	K-5	K-5	180
2004-05	547-647	300	299	1-6	1-6	180
2005-06	459	459	450	K-7	K-7	180
2006-07	540	500	502	K-8	K-8	180
2007-08	594	550	495	K-8	K-8	180
2008-09	621	575	503	K-8	K-8	180
2009-10	621	575	545	K-8	K-8	180
2010-11	634	-	693	K-8	K-8	180
2011-12	659	-	734	K-8	K-8	180

<sup>1</sup> Source: SUNY Charter School Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## Demographics<sup>2</sup>

	2007-08		2008-09		2009-10	
	Percent of School Enrollment	Percent of Roosevelt UFCD Enrollment	Percent of School Enrollment	Percent of Roosevelt UFCD Enrollment	Percent of School Enrollment	Percent of Roosevelt UFCD Enrollment
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0	0	0	0	0	0
Black or African American	93	66	92	64	91	60
Hispanic	6	33	7	36	8	39
Asian, Native Hawaiian, or Pacific Islander	0	0	1	0	1	0
White	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0
<b>Special Populations</b>						
Students with Disabilities <sup>3</sup>	4	13	4	-	-	-
Limited English Proficient	4	20	5	18	4	20
<b>Free/Reduced Lunch</b>						
Eligible for Free Lunch	58	33	58	42	60	65
Eligible for Reduced-Price Lunch	21	7	20	9	15	12

## Current Board of Trustees<sup>4</sup>

Board Member Name	Position/Committees
Robert Francis	Chairman
Reginald Tuggle	Secretary, Education Committee
Dr. King Cheek	Education Committee
Denise Washington	Trustee
Steve Budhu	Treasurer, Finance Committee

## School Leader(s)

School Year	School Leader(s) Name and Title
2000-01	Terry Tchacones, Principal
2001-02	John Howard Jr., Principal
2002-03 to 2010-11	Roxanne Greco-Ashley, Superintendent
2011-12	Helen A. Livingston, Superintendent

<sup>2</sup> Source: New York State Report Cards, New York State Education Department.

<sup>3</sup> New York State Education Department does not report special education data.

<sup>4</sup> Source: Institute board information.

**School Visit History**

<b>School Year</b>	<b>Visit Type</b>	<b>Evaluator (Institute/External)</b>	<b>Date</b>
2000-01	First Year Visit	Institute	June 4, 2001
2001-02	Second Year Visit	Institute	May 20, 2002
2002-03	Third Year Visit	External (Schoolworks)	January 13-14, 2002
2004-05	Initial Renewal Visit	Institute	September 21-23, 2004
2006-07	Subsequent Visit	Institute	May 23, 2007
2009-10	Subsequent Renewal Visit	External and Institute	November 4, 2009
2011-12	Subsequent Visit	Institute	November 7-8, 2011

## CONDUCT OF VISIT

### Specifications

Date(s) of Visit	Evaluation Team Members	Title
November 7-8, 2011	Danielle Keen	Analyst for School Evaluation
	Sean Fitzsimons	Program Analyst
	Lori Clement	Senior Analyst
	Jenn David-Lang	External Consultant

### Context of the Visit

Charter Cycle <sup>5</sup>	
Charter Period	2 <sup>nd</sup> Year of Third Charter Term
Accountability Period	3 <sup>rd</sup> Year of Third Accountability Period
Impending Renewal Visit	Fall 2014

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<sup>5</sup> Because the Institute makes a renewal decision in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

## 2010-11 SCHOOL PERFORMANCE REVIEW

### Performance Summary

In 2010-11, the second year of Roosevelt Children's Academy Charter School's ("Roosevelt") five-year Accountability Period, the school is meeting its English language arts and mathematics goals, as well as its science and NCLB goals. While the English language arts and science goals have been met, 2010-11 results reflect a persistent two-year decline in student performance.

### English Language Arts

Based on results of the five measures in its Accountability Plan, Roosevelt met its English language arts goal in the most recent year of the Accountability Period. Nevertheless, the school's absolute performance among students in at least their second year has declined in each of the last two years.<sup>6</sup> Further, the school has not met its year-to-year cohort growth targets in any grade in the last two years and has shown a decline in the overall year-to-year performance of students each year. Despite these declines, the school continues to exceed the Annual Measureable Objective (AMO) set by the state and outperform the local community school district, doing so by a wide margin, although smaller than in prior years. In comparison to demographically similar schools, the school met its target in the last three years.

### Mathematics

Based on the results of the five measures in its Accountability Plan, Roosevelt continues to meet its Accountability Plan goal in mathematics. Roosevelt consistently far exceeds the absolute target, with more than 94 percent of students achieving proficiency in each year of the Accountability Period.<sup>7</sup> The school consistently exceeds the state's AMO and outperforms the local community school district, doing so by a margin of over 30 percentage points throughout the Accountability Period. In comparison to demographically similar schools state-wide, the school has surpassed its target during each year of the Accountability Period. The school has not met its cohort growth target. In 2010-11, one out of four cohorts met its individual target and the school showed an overall decline.

### Science

Based on limited evidence, Roosevelt has met its science goal. In 2010-11, 75 percent of students achieved proficiency on the state science exam. While meeting the target, their results show an 18 percent decline over the last two years. The school outperformed the local school district in the previous two years; comparison data for the most recent year are yet unavailable

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<sup>6</sup> For evaluating the goals' absolute measure, the Institute has again adapted SED's "time-adjusted" ELA cut score for 2010-11 as it had in 2009-10. The other four measures utilize the current, revised ELA cut scores. As such, the cut scores for the Annual Measurable Objective and cohort growth are different from last year when the "time-adjusted cut score" was used instead.

<sup>7</sup> For evaluating the goals' absolute measure, the Institute has again adapted SED's "time-adjusted" math cut score for 2010-11 as it had in 2009-10. The other four measures utilize the current, revised math cut scores. As such, the cut scores for the Annual Measurable Objective and cohort growth are different from last year when the "time-adjusted cut score" was used instead.



# SCHOOL PERFORMANCE SUMMARY: English Language Arts

## Roosevelt Children's Academy Charter School



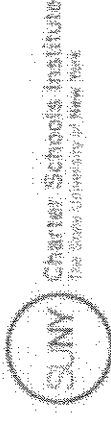
	2008-09 Grades Served: K-8				2009-10 Grades Served: K-8				2010-11 Grades Served: K-8			
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)	
	Grades		Grades		Grades		Grades		Grades		Grades	
	3	95.5 (45)	94.1 (34)	87.8 (49)	90.5 (42)	87.8 (49)	90.5 (42)	79.0 (95)	87.0 (46)	79.0 (95)	87.0 (46)	
	4	98.0 (51)	98.0 (51)	91.7 (48)	88.6 (35)	91.7 (48)	88.6 (35)	94.3 (53)	93.6 (47)	94.3 (53)	93.6 (47)	
	5	97.0 (67)	98.2 (57)	90.2 (51)	88.4 (43)	90.2 (51)	88.4 (43)	82.0 (50)	79.5 (39)	82.0 (50)	79.5 (39)	
	6	92.5 (67)	92.3 (52)	91.8 (73)	93.0 (57)	91.8 (73)	93.0 (57)	38.1 (52)	97.7 (44)	38.1 (52)	97.7 (44)	
	7	93.7 (48)	94.9 (39)	78.5 (65)	77.8 (54)	78.5 (65)	77.8 (54)	81.8 (77)	82.8 (64)	81.8 (77)	82.8 (64)	
	8	88.1 (67)	88.1 (59)	80.0 (45)	79.0 (38)	80.0 (45)	79.0 (38)	44.2 (52)	52.1 (48)	44.2 (52)	52.1 (48)	
	<b>All</b>	93.9 (345)	94.2 (292)	86.7 (331)	86.3 (269)	86.7 (331)	86.3 (269)	80.0 (379)	81.9 (288)	80.0 (379)	81.9 (288)	
				<b>YES</b>	<b>YES</b>	<b>YES</b>	<b>YES</b>				<b>YES</b>	
	<b>Grades</b>	<b>PI</b>	<b>AMO</b>	<b>Grades</b>	<b>PI</b>	<b>AMO</b>	<b>Grades</b>	<b>PI</b>	<b>AMO</b>	<b>Grades</b>	<b>PI</b>	<b>AMO</b>
	3-8	194	144	3-8	187	155	3-8	155	122	3-8	155	122
	Comparison: Roosevelt Union Free School District			Comparison: Roosevelt Union Free School District			Comparison: Roosevelt Union Free School District			Comparison: Roosevelt Union Free School District		
	<b>Grades</b>	<b>School</b>	<b>District</b>	<b>Grades</b>	<b>School</b>	<b>District</b>	<b>Grades</b>	<b>School</b>	<b>District</b>	<b>Grades</b>	<b>School</b>	<b>District</b>
	3-8	94.2	75.5	3-8	64.3	32.3	3-8	55.6	26.4	3-8	55.6	26.4
	<b>% FL</b>	<b>Actual</b>	<b>Predicted</b>	<b>% FL</b>	<b>Actual</b>	<b>Predicted</b>	<b>% FL</b>	<b>Actual</b>	<b>Predicted</b>	<b>% FL</b>	<b>Actual</b>	<b>Predicted</b>
	58.1	93.9	70.9	60.1	64.8	42.7	66.7	56.7	40.4	66.7	56.7	40.4
			<b>1.82</b>			<b>1.40</b>			<b>1.01</b>			<b>1.01</b>
	<b>Gr N</b>	<b>Base</b>	<b>Target</b>	<b>Gr N</b>	<b>Base</b>	<b>Target</b>	<b>Gr N</b>	<b>Base</b>	<b>Target</b>	<b>Gr N</b>	<b>Base</b>	<b>Target</b>
	4	50	84.0	4	39	94.9	4	49	81.6	4	49	81.7
	5	61	88.5	5	43	97.7	5	42	66.7	5	42	70.8
	6	54	88.9	6	57	96.5	6	45	60.0	6	45	67.5
	7	41	97.6	7	57	94.7	7	67	67.2	7	67	71.1
	8	66	87.9	8	39	94.9	8	50	56.0	8	50	65.5
	All	272	89.0	All	235	95.7	All	253	66.4	All	253	66.4
			94.5			86.0			51.0			51.0

- ABSOLUTE MEASURES**
- Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.(\$)
  - Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.(\$)
- COMPARATIVE MEASURES**
- Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.
  - Each year the school will exceed its predicted percent of students at or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.
- GROWTH MEASURE**
- Each grade level cohort will reduce by one half the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates cohort met target.(\$)

(\$) SED's "time adjusted cut scores" are used in the 2009-10 and 2010-11 results for #1 and in the 2009-10 results for #2 and #5. SED's publicly reported cut scores are used for the other results. Data Sources: New York State data; school-submitted workbooks; and the Institute's student performance database.

# SCHOOL PERFORMANCE SUMMARY: Mathematics

## Roosevelt Children's Academy Charter School



	2008-09 Grades Served: K-8			2009-10 Grades Served: K-8			2010-11 Grades Served: K-8			MET
	Grades	All Students		Grades	All Students		Grades	All Students		
		% (N)	2+ Years Students % (N)		% (N)	2+ Years Students % (N)		% (N)	2+ Years Students % (N)	
	3	97.8 (45)	97.1 (34)	3	100.0 (49)	100.0 (42)	3	100.0 (95)	100.0 (46)	
	4	94.0 (50)	94.0 (50)	4	97.9 (48)	97.2 (36)	4	92.5 (53)	91.5 (47)	
	5	98.6 (68)	98.2 (56)	5	100.0 (51)	100.0 (42)	5	94.0 (50)	92.3 (39)	
	6	98.5 (65)	98.0 (50)	6	97.3 (73)	98.3 (57)	6	100.0 (52)	100.0 (44)	
	7	100.0 (49)	100.0 (38)	7	90.8 (65)	92.7 (55)	7	94.8 (77)	93.8 (64)	
	8	90.9 (66)	91.4 (58)	8	86.0 (43)	88.9 (36)	8	88.5 (52)	89.6 (48)	
	All	96.5 (343)	96.2 (286)	All	95.4 (329)	96.3 (268)	All	95.5 (379)	94.4 (288)	YES

**ABSOLUTE MEASURES**

1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam. (§)

2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. (§)

**COMPARATIVE MEASURES**

3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.

4. Each year the school will exceed its predicted level of students at or above Level 3 on the State exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.

**GROWTH MEASURE**

5. Each grade level cohort will reduce by one half the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates cohort met target. (§)

Grades	PI	AMO	Grades	PI	AMO	Grades	PI	AMO
3-8	196	119	3-8	195	135	3-8	163	137

Comparison: Roosevelt Union Free School District		
Grades	School	District
3-8	96.2	78.3

Comparison: Roosevelt Union Free School District		
% FL	Actual	Predicted
58.1	96.5	81.5

Comparison: Roosevelt Union Free School District		
% FL	Actual	Predicted
60.1	67.2	52.0

Comparison: Roosevelt Union Free School District				
Gr	N	Base	Target	Result
3	49	67.3	71.2	55.1
4	42	71.4	73.2	64.3
5	46	78.3	78.4	82.6 *
6	67	80.6	80.7	68.7
7	50	60.0	67.5	54.0
All	254	72.0		65.0

Comparison: Roosevelt Union Free School District		
% FL	Actual	Predicted
66.7	64.9	51.8

(§) SED's "time adjusted cut scores" are used in the 2009-10 and 2010-11 results for #1 and in the 2009-10 results for #2 and #5. SED's publicly reported cut scores are used for the other results. Data Sources: New York State data; school-submitted workbooks; and the Institute's student performance database.

## SCHOOL EVALUATION VISIT

### Benchmark Conclusions and Evidence

#### *1. B Use of Assessment*

***Roosevelt Children’s Academy Charter School (“Roosevelt”) gathers assessment data, though there is little indication that the data improves instructional effectiveness.***

Roosevelt administers a variety of standardized, teacher-created and informal assessments. In the lower grades, Roosevelt regularly administers both the DIBELS and TerraNova assessments to all students; in the upper grades, the school does not administer any standardized tests. There is no systematic process for analyzing the results of the lower school’s assessments. School wide, teachers create five-to-15 question common formative assessments (CFAs) that analyze student mastery of one skill at a time. Teachers administer CFAs frequently and then re-administer a post-test several weeks later once they have woven instruction on the given skill into their lessons. Teachers re-teach the same skill, and subsequently re-administer the post-test, until 80% of students have mastered it. Meeting in grade band or departmental “data teams,” teachers build test questions based on informal observations and student work samples. Working with an external consultant, the school has created a systematic process for scoring and analyzing the results of these assessments, and teachers can clearly articulate this process. While teachers report using these data to measure student mastery of a limited number of specific skills and re-teach skills, there is no evidence that the results of these teacher-created assessments are valid and reliable indicators of student achievement, nor are they predictive of student performance on high stake state assessments. CFAs do not align directly with the school’s curriculum or New York State standards. In addition to the CFAs, teachers create their own informal unit assessments that reportedly align to the school’s Scott Foresman curriculum and New York State standards. Teachers report that they rely on the results of these formative assessments, as well as the CFAs to adjust instruction. School leaders have difficulty articulating how they use assessment data to inform larger changes in the school as a whole.

#### *1. C Curriculum*

***The school does not have an organized, consistent curriculum that ensures that students meet state performance standards.***

Roosevelt does not have a well-defined curriculum framework for each grade and core academic subject. In many grades, teachers depend largely on commercial curriculum to know what to teach and when to teach it. Many teachers at the elementary level report that they strictly use curriculum from Scott Foresman, the commercial curriculum used to drive instruction for most subjects in grades K-6, while others indicate that they supplement this curriculum where it does not directly align to New York State standards. In the upper grades, teachers develop learning objectives and plans for instruction by creating well-organized unit plans that align to state standards and include accommodations to meet the needs of many different students, though unit plans are not based on a consistent, overarching curriculum

framework that articulates a clear plan for addressing objectives throughout the whole school year.

School leaders provide some oversight and support for curriculum planning, though some teachers are unaware of whom to approach for assistance with curriculum development. New teachers indicate that they rely heavily on more experienced teachers to support them in developing curriculum, while others indicate that they receive support from the instructional specialist. In contrast to these claims, the instructional specialist claims that the principals primarily support teachers in curriculum development. The elementary and middle school principals also report that they oversee curriculum. Both principals have introduced the Universal Design for Learning approach to curriculum development; however, at the time of the visit, evidence of the consistent implementation of this approach was only found at the middle school. Teachers report that they submit unit plans to school leaders to ensure quality and alignment to standards, though that they submit them only shortly before they implement them and that leaders rarely return the plans with feedback.

The school has allocated time for teachers to plan collaboratively with their colleagues, though there is no systematic school-wide approach to creating curriculum. At the elementary school, teachers have common planning time with their grade-level peers to plan and modify curriculum and instruction; whereas, at the middle school level, teachers meet by subject area. In both schools, different grades and departments take different approaches to curriculum planning and development. For example, at the elementary school, some grades plan in consultation with adjacent grades, while others do not. At the middle school, one department meets during the summer to ensure that their curriculum plans align to New York State and Common Core standards; however, teachers in another department do not have any coordinated approach to creating curriculum. A teacher from this department indicates that she plans by using New York State standards and simply adopts the approach she used while teaching at another school without coordinating with other teachers. Another teacher from this department states that she has had to create all of her own curriculum, which she *assumes* aligns to state standards.

There is no formal process for ensuring that the curriculum aligns vertically from Kindergarten through 8<sup>th</sup> grade. However, there is evidence of informal vertical curriculum planning, including indications from teachers that they consult with the grade above or below their grade at their own initiative. Additionally, teachers in the elementary school report that the school engaged in vertical planning “one or two years ago” in order to identify critical skills needed to progress from grade to grade.

### **1. D Pedagogy**

***High quality instruction is evident throughout the elementary school and in some middle school classrooms.***

In Kindergarten to 5<sup>th</sup> grade, high quality instruction is evident in most classrooms. Teachers demonstrate subject matter and grade level competence in the subjects they teach. Instruction is rigorous and focused on clear learning objectives. Most elementary lessons include a mini-lesson guided by the Scott Foresman curriculum, followed by student learning

centers. During learning centers, teachers use fast-paced, engaging activities directed to leveled student groups to reinforce ELA and math concepts; a limited number of teachers have difficulty pacing these centers, resulting in some off-task behavior. Multiple adults are well deployed in most classrooms, particularly during small group and individual work.

In middle school classrooms, some quality instruction is evident. A limited number of teachers do not demonstrate subject matter competency in the subject they teach, evidenced by factual errors observed during their lessons. Lesson plans are generally rigorous and focused on clear learning objectives, though teachers use rote-learning techniques such as copying notes and lecturing rather than purposeful, student-driven activities. Though most students are engaged, a considerable number appeared to opt out of activities or cause disruptions. Many classes are slow-paced with transitions lacking urgency. While some teachers challenge students with higher-order questions, they direct most questions only at those students who volunteer and do not assess the learning of the class as a whole.

### **1. E Instructional Leadership**

#### ***Roosevelt's instructional leadership structure does not fully support teachers in the implementation of the school's academic program.***

Roosevelt has a complex, multi-level instructional leadership structure; both teachers and administrators are unclear about each leader's role. Principals and assistant principals play different instructional roles at each of the school's three sites. At the 1<sup>st</sup>-3<sup>rd</sup> grade site, teachers recognize the assistant principal as a resource for evaluation and non-instructional matters, but rely upon the instructional specialist to provide direct, ongoing coaching and mentoring. Elementary teachers at the Kindergarten-1<sup>st</sup> grade and 3<sup>rd</sup>-8<sup>th</sup> grade sites primarily receive informal coaching and mentoring from their peers, with general oversight of the academic program and teacher evaluation conducted by the site assistant principal and elementary principal, respectively. In the upper grades, the principal and department lead teachers provide instructional support. The school-wide instructional specialist is assigned to work with all teachers on instructional initiatives and to mentor new teachers; however, her ability to provide support is limited, because of her concurrent role as AIS coordinator as well as the exceptionally large number of new staff requiring mentoring. At the time of the visit, she had only conducted one meeting with each of the 16 new teachers and only regularly supports teachers at the 1<sup>st</sup>-3<sup>rd</sup> grade site, where her permanent office is located.

Roosevelt has an ongoing system for evaluating teacher quality and effectiveness. The respective site administrators conduct two formal annual observations. They strive to provide at least one informal observation per month; however, several teachers report having received only one informal observation thus far this school year. Overall, teachers generally report receiving limited ongoing, critical feedback. As school leaders for the most part only provide critical feedback after formal observations, most teachers report that they rely primarily on their peers for instructional guidance and support. In order to formalize peer-to-peer support, the middle school principal recently instituted a "class study program," which provides structured opportunities for teachers to observe peer classrooms and meet with each other to discuss the strengths and weaknesses of observed lessons.

### **1. F At-Risk Students**

***Roosevelt has developed adequate programs to address the needs of students who are struggling academically.***

The school has a Response to Intervention (RTI) policy to identify students at-risk of academic failure, though many teachers are not able to fully articulate this process. If teachers are concerned that a student is not performing well in a general education classroom, they can fill out the necessary paperwork to refer the student to a pupil personnel committee (PPC) that provides suggested instructional modifications and approaches to meet the needs of these students within the general education classroom. Elementary school students who have low records of achievement on Terra Nova, DIBELS or New York State assessments may receive Title I services. Students at the middle school level may receive academic intervention services (AIS) in one or more subject areas based on New York State assessment results. Throughout the year, the school monitors student progress with teacher-created assessments to determine if students should enter or exit the AIS program. As such, the school does not have a reliable, school-wide system for tracking student progress.

The school employs a Title I coordinator who adequately supports teachers in meeting the needs of Title I students by providing instructional strategies, resources and pull-out services. At the middle school, the principal and lead teachers coordinate the two AIS teachers, who provide push-in, pull out and structured tutoring opportunities. If students do not respond to interventions, teachers refer them once again to the PPC to begin the process of special education referral.

Each student's school district of residence provides all special education services, largely consisting of resource room teachers. The school employs a full-time special education coordinator who coordinates the services and ensures that required special education accommodations are provided to the students. Teachers do not have the opportunity to meet formally with special education providers, and teachers report that their interactions with providers depend on each individual provider, who is often only temporarily assigned to the students. Teachers are aware of their students' Individual Education Programs (IEPs), but they have not received professional development on how to implement them effectively.

The school employs an English as a second language teacher (ESL) who addresses the needs of students who are English language learners (ELLs) through pull-out services, though there are few formal opportunities for the ESL and general education teachers to coordinate lesson planning and to develop strategies to serve these students in the general education classroom. Due to an increasing number of ELLs, at the time of the visit, Roosevelt has recently hired a second ESL teacher.

### **1. G Student Order and Discipline**

***Roosevelt has systems in place to build culture and manage student behavior; teachers implement them more successfully in the lower grades than at the middle school level.***

The school is safe and orderly with well-supervised common areas. While discipline does not interfere with instruction in the lower grades, significant disruptions and constant low-level misbehavior are present within the majority of middle school classrooms. Although the school has a documented discipline policy, teachers have the discretion to implement it in a variety of ways. Many teachers use similar classroom management techniques – such as color-coded flip cards, jars with gems and incentive charts – however, each teacher implements these systems as they see fit. Teachers report that there is a lack of consistency in implementing discipline policies, as well as low morale among both students and staff, which negatively affects the school culture, primarily in the upper grades.

### ***1. H Professional Development***

***The school provides a professional development program that has begun to assist new teachers in meeting student academic needs, though the program lacks the systematic follow through required to address shortcomings in pedagogical skills and content knowledge.***

The school provides sufficient time, personnel, materials and funding to support a comprehensive and sustained professional development program. New teachers receive two weeks of professional development before the school year begins, while returning teachers receive one week. Throughout the school year, teachers receive a half day of professional development each month, and some teachers have access to external professional development opportunities. In addition, the school collaborates with local organizations, colleges and universities who provide teachers with professional development on an ongoing basis.

Roosevelt's principals and superintendent coordinate and plan monthly professional development sessions in weekly meetings. School leaders derive professional development topics from their own observations and staff interests. For example, this year, an elementary school assistant principal observed her staff struggling to provide effective, differentiated instruction and implement balanced literacy. As a result, she worked with the school's instructional specialist to provide some teachers with additional training and coaching on these topics.

At the start of the school year, teachers set individual short and long-term professional development goals. Their principal or assistant principal follows up on these goals twice during the year, at the time of formal observations, to check on their progress. Professional development topics covered in this and prior years include training on the RTI process, Universal Design for Learning, the six-step approach to data management meetings and changes to the New York state standards. Despite the bi-annual check-ins, the school does not provide further systematic support for all teachers to ameliorate their practice by implementing what they have learned. While the instructional specialist assists some teachers in addressing their pedagogical shortcomings, she does not have the capacity to work systematically with all teachers. Aside from tracking attainment of individual teacher goals, the school lacks a systematized evaluation process to assess the effectiveness of the overall professional development program.

## **2. C Organizational Capacity**

***The school's organizational structure does not effectively assist the school in carrying out its academic program.***

While Roosevelt demonstrates effective management of day-to-day operations, the complexity of its staffing and leadership structures does not effectively support the delivery of instruction. The superintendent, who the board hired at the beginning of the current school year, coordinates and monitors programs across the three school sites and manages relations between the staff and the board. At the time of the visit, she had not yet fully analyzed the school's performance and functions, nor made any significant changes to the program, and reported that her immediate focus was on better understanding charter schools in general.

Other school leaders facilitate the management of the three separate school sites. The roles and responsibilities of school leaders, some instructional leaders and support staff are unclear both to teachers and among the leadership team itself. All staff are, however, clear about who formally evaluates them and how they are evaluated. Despite weekly meetings among school leaders, there appears to be a lack of general coordination amongst them, evidenced by the inability of many staff members to articulate their responsibilities.

The school has a dedicated human resources manager who is responsible for recruiting and hiring high quality teachers, though the school has difficulty retaining these teachers. Teachers report that salaries and benefits are significantly lower than those in the surrounding districts. Eighteen teachers left the school at the end of the last year; school leaders and teachers expect teacher turnover to remain high, barring changes to the salary structure.

Facilities constraints are a consistent challenge at Roosevelt. The use of three separate sites, on some occasions, also negatively affects the academic program, particularly with regard to scheduling common prep time for teachers and providing them with instructional support. While most teacher schedules include common prep time, 1<sup>st</sup> and 3<sup>rd</sup> grade teachers have limited access to colleagues because classes in these grades are located on two different sites. Because school leaders function primarily as administrators rather than instructional leaders at their respective sites, the use of three separate facilities combined with the current leadership structure devotes significant resources toward administration rather than the school's academic program. The school does not devote sufficient staff and resources to instructional leadership roles, particularly given the number of new teachers at the school. In addition, many teachers report not having sufficient instructional resources such as books, office supplies, printing capabilities or functioning technology such as printers and computers.

## **2. D Board Oversight**

***The school board provides limited oversight to the school's educational program.***

During the visit interview with the Roosevelt board, it reported meeting regularly on a bi-monthly basis, though board minutes indicate that the last official board meeting took place



four months prior to the school evaluation visit. School leaders and teachers report that the board is often inaccessible and express concern that the board does not clearly communicate with staff and parents regarding important events or changes taking place at the school.

The board has recently undergone a nationwide search for the school's new superintendent, whom they hired in the fall. Since the new leader began in her role, the board has not re-examined its requirements for written reports of student achievement from the superintendent and is receiving limited information regarding student progress. Though the board reports regularly receiving the results of teacher-created assessments, these assessments are not sufficient to predict student achievement on high stakes state exams. The board plans to complete a full evaluation of the new school leader at the end of the school year.

The Institute recently cited Roosevelt for being out of legal compliance. After the Institute offered the school the terms of a corrective plan, with which the school did not immediately comply, the SUNY Trustees placed the school on probation in November 2011 for the remainder of its charter term. Violations of the charter law and specific grounds for probation relate to the school providing instruction in the same grade level at more than one site. Overall, the probation reflects a governance failure where the board has not properly handled facilities planning and oversight.

Shortly after the SUNY Trustees placed Roosevelt on probation, the school put forth a plan to correct the issue of the same grade levels being at different sites and provided the Institute with the addresses of enrolled students. The Institute has informed the board that while SUNY placed the school on probation for the remainder of its charter term, the Institute would review the school's facility plans going forward and would consider presenting to the SUNY Trustees' Education, College Readiness and Success Committee the Roosevelt board's request that the SUNY Trustees take the school off probation.

**APPENDIX A: RENEWAL BENCHMARKS USED DURING THE VISIT**

*An excerpt of the State University Charter Renewal Benchmarks follows.  
 Visit the Institute’s website at: <http://www.newyorkcharters.org/documents/renewalBenchmarks.doc> to see the complete listing of Benchmarks.*

Benchmarks 1B – 1H, and Benchmarks 2A – 2E were using in conducting this evaluation visit.

	<b>Renewal Question 1 Is the School an Academic Success?</b>
<b><u>Evidence Category</u></b>	<b><u>State University Renewal Benchmarks</u></b>
<b>State University Renewal Benchmark 1B</b>  <b>Use of Assessment Data</b>	<p>The school has a system to gather assessment and evaluation data and uses it to improve instructional effectiveness and student learning.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school regularly uses standardized and other assessments that are aligned to the school’s curriculum framework and state performance standards;</li> <li>• the school systematically collects and analyzes data from diagnostic, formative, and summative assessments, and makes it accessible to teachers, school leaders and the school board;</li> <li>• the school uses protocols, procedures and rubrics that ensure that the scoring of assessments and evaluation of student work is reliable and trustworthy;</li> <li>• the school uses assessment data to predict whether the school’s Accountability Plan goals are being achieved;</li> <li>• the school’s leaders use assessment data to monitor, change and improve the school’s academic program, including curriculum and instruction, professional development, staffing and intervention services;</li> <li>• the school’s teachers use assessment data to adjust and improve instruction to meet the identified needs of students;</li> <li>• a common understanding exists between and among teachers and administrators of the meaning and consequences of assessment results, e.g., changes to the instructional program, access to remediation, promotion to the next grade;</li> <li>• the school regularly communicates each student’s progress and growth to his or her parents/guardians; and</li> <li>• the school regularly communicates to the school community overall academic performance as well as the school’s progress toward meeting its academic Accountability Plan goals.</li> </ul>

<p><b>State University Renewal Benchmark 1C</b></p> <p><b>Curriculum</b></p>	<p><b>The school has a clearly defined curriculum and uses it to prepare students to meet state performance standards.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school has a well-defined curriculum framework for each grade and core academic subject, which includes the knowledge and skills that all students are expected to achieve as specified by New York State standards and performance indicators;</li> <li>• the school has carefully analyzed all curriculum resources (including commercial materials) currently in use in relation to the school’s curriculum framework, identified areas of deficiency and/or misalignment, and addressed them in the instructional program;</li> <li>• the curriculum <i>as implemented</i> is organized, cohesive, and aligned from grade to grade;</li> <li>• teachers are fully aware of the curricula that they are responsible to teach and have access to curricular documents such as scope and sequence documents, pacing charts, and/or curriculum maps that guide the development of their lesson plans;</li> <li>• teachers develop and use lesson plans with objectives that are in alignment with the school’s curriculum;</li> <li>• the school has defined a procedure, allocated time and resources, and included teachers in ongoing review and revision of the curriculum; and</li> <li>• the curriculum supports the school’s stated mission.</li> </ul>
<p><b>State University Renewal Benchmark 1D</b></p> <p><b>Pedagogy</b></p>	<p><b>High quality instruction is evident in all classes throughout the school.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• teachers demonstrate subject-matter and grade-level competency in the subjects and grades they teach;</li> <li>• instruction is rigorous and focused on learning objectives that specify clear expectations for what students must know and be able to do in each lesson;</li> <li>• lesson plans and instruction are aligned to the school’s curriculum framework and New York State standards and performance indicators;</li> <li>• instruction is differentiated to meet the range of learning needs represented in the school’s student population, e.g. flexible student grouping, differentiated materials, pedagogical techniques, and/or assessments;</li> <li>• all students are cognitively engaged in focused, purposeful learning activities during instructional time;</li> <li>• learning time is maximized (e.g., appropriate pacing, high on-task student behavior, clear lesson focus and clear directions to students), transitions are efficient, and there is day-to-day instructional continuity; and</li> <li>• teachers challenge students with questions and assignments that promote academic rigor, depth of understanding, and development of higher-order thinking and problem-solving skills.</li> </ul>
<p><b>State University</b></p>	<p><b>The school has strong instructional leadership.</b></p>

<p><b>Renewal Benchmark 1E</b></p> <p><b>Instructional Leadership</b></p>	<p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school’s leadership establishes an environment of high expectations for student achievement;</li> <li>• the school’s leadership establishes an environment of high expectations for teacher performance (in content knowledge, pedagogical skills and student achievement);</li> <li>• the school’s instructional leaders have in place a comprehensive and on-going system for evaluating teacher quality and effectiveness;</li> <li>• the school’s instructional leaders, based on classroom visits and other available data, provide direct ongoing support, such as critical feedback, coaching and/or modeling, to teachers in their classrooms;</li> <li>• the school’s leadership provides structured opportunities, resources and guidance for teachers to plan the delivery of the instructional program within and across grade levels as well as within disciplines or content areas;</li> <li>• the school’s instructional leaders organize a coherent and sustained professional development program that meets the needs of both the school and individual teachers;</li> <li>• the school’s leadership ensures that the school is responding to the needs of at-risk students and maximizing their achievement to the greatest extent possible in the regular education program using in-class resources and/or pull-out services and programs where necessary ; and</li> <li>• the school’s leadership conducts regular reviews and evaluations of the school’s academic program and makes necessary changes to ensure that the school is effectively working to achieve academic standards defined by the State University Renewal Benchmarks in the areas of assessment, curriculum, pedagogy, student order and discipline, and professional development.</li> </ul>
<p><b>State University Renewal Benchmark 1F</b></p> <p><b>At-Risk Students</b></p>	<p><b>The school is demonstrably effective in helping students who are struggling academically.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school deploys sufficient resources to provide academic interventions that address the range of students’ needs;</li> <li>• all regular education teachers, as well as specialists, utilize effective strategies to support students within the regular education program;</li> <li>• the school provides sufficient training, resources, and support to all teachers and specialists with regard to meeting the needs of at-risk students;</li> <li>• the school has clearly defined screening procedures for identifying at-risk students and providing them with the appropriate interventions, and a common understanding among all teachers of these procedures;</li> <li>• all regular education teachers demonstrate a working knowledge of students’ Individualized Education Program goals and instructional strategies for meeting those goals;</li> <li>• the school provides sufficient time and support for on-going coordination between regular and special education teachers, as well as other program specialists and service providers; and</li> <li>• the school monitors the performance of student participation in support services using well-defined school-wide criteria, and regularly evaluates the effectiveness of its intervention programs.</li> </ul>

<p><b>State University Renewal Benchmark 1G</b></p> <p><b>Student Order &amp; Discipline</b></p>	<p><b>The school promotes a culture of learning and scholarship.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school has a documented discipline policy that is consistently applied;</li> <li>• classroom management techniques and daily routines have established a culture in which learning is valued and clearly evident;</li> <li>• low-level misbehavior is not being tolerated, e.g., students are not being allowed to disrupt or opt-out of learning during class time; and</li> <li>• throughout the school, a safe and orderly environment has been established.</li> </ul>
<p><b>State University Renewal Benchmark 1H</b></p> <p><b>Professional Development</b></p>	<p><b>The school’s professional development program assists teachers in meeting student academic needs and school goals by addressing identified shortcomings in teachers’ pedagogical skills and content knowledge.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school provides sufficient time, personnel, materials and funding to support a comprehensive and sustained professional development program;</li> <li>• the content of the professional development program dovetails with the school’s mission, curriculum, and instructional programs;</li> <li>• annual professional development plans derive from a data-driven needs-assessment and staff interests;</li> <li>• professional development places a high priority on achieving the State University Renewal Benchmarks and the school’s Accountability Plan goals;</li> <li>• teachers are involved in setting short-term and long-term goals for their own professional development activities;</li> <li>• the school provides effective, ongoing support and training tailored to teachers’ varying levels of expertise and instructional responsibilities;</li> <li>• the school provides training to assist all teachers to meet the needs of students with disabilities, English language learners and other students at-risk of academic failure; and</li> <li>• the professional development program is systematically evaluated to determine its effectiveness at meeting stated goals.</li> </ul>

	<p align="center"><b>Renewal Question 2</b></p> <p align="center"><b>Is the School an Effective, Viable Organization?</b></p>
<p><b><u>Evidence Category</u></b></p>	<p align="center"><b><u>State University Renewal Benchmarks</u></b></p>

<p><b>State University Renewal Benchmark 2A</b></p> <p><b>Mission &amp; Key Design Elements</b></p>	<p><b>The school is faithful to its mission and has implemented the key design elements included in its charter.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• stakeholders are aware of the mission;</li> <li>• the school has implemented its key design elements in pursuit of its mission; and</li> <li>• the school meets or comes close to meeting any non-academic goals contained in its Accountability Plan.</li> </ul>
<p><b>State University Renewal Benchmark 2B</b></p> <p><b>Parents &amp; Students</b></p>	<p><b>Parents/guardians and students are satisfied with the school.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school has a process and procedures for evaluation of parent satisfaction with the school;</li> <li>• the great majority of parents with students enrolled at the school have strong positive attitudes about it;</li> <li>• few parents pursue grievances at the school board level or outside the school;</li> <li>• a large number of parents seek entrance to the school;</li> <li>• parents with students enrolled keep their children enrolled year-to-year; and</li> <li>• the school maintains a high rate of daily student attendance.</li> </ul>
<p><b>State University Renewal Benchmark 2C</b></p> <p><b>Organizational Capacity</b></p>	<p><b>The school has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school demonstrates effective management of day-to-day operations;</li> <li>• staff scheduling is internally consistent and supportive of the school's mission;</li> <li>• the school has established clear priorities, objectives and benchmarks for achieving its mission and Accountability Plan goals, and a process for their regular review and revision;</li> <li>• the school has allocated sufficient resources in support of achieving its goals;</li> <li>• the roles and responsibilities of the school's leadership and staff members are clearly defined;</li> <li>• the school has an organizational structure that provides clear lines for accountability;</li> <li>• the school's management has successfully recruited, hired and retained key personnel, and made appropriate decisions about removing ineffective staff members when warranted;</li> <li>• the school maintains an adequate student enrollment and has effective procedures for recruiting new students to the school; and</li> <li>• the school's management and board have demonstrated effective communication practices with the school community including school staff, parents/guardians and students.</li> </ul>

<p><b>State University Renewal Benchmark 2D</b></p> <p><b>Board Oversight</b></p>	<p><b>The school board has worked effectively to achieve the school’s mission and provide oversight to the total educational program.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school board has adequate skills and expertise, as well as adequate meeting time to provide rigorous oversight of the school;</li> <li>• the school board (or a committee thereof) understands the core business of the school—student achievement—in sufficient depth to permit the board to provide effective oversight;</li> <li>• the school board has set clear long-term and short-term goals and expectations for meeting those goals, and communicates them to the school’s management and leaders;</li> <li>• the school board has received regular written reports from the school leadership on academic performance and progress, financial stability and organizational capacity;</li> <li>• the school board has conducted regular evaluations of the school’s management (including school leaders who report to the board, supervisors from management organization(s), and/or partner organizations that provide services to the school), and has acted on the results where such evaluations demonstrated shortcomings in performance;</li> <li>• where there have been demonstrable deficiencies in the school’s academic, organizational or fiscal performance, the school board has taken effective action to correct those deficiencies and put in place benchmarks for determining if the deficiencies are being corrected in a timely fashion;</li> <li>• the school board has not made financial or organizational decisions that have materially impeded the school in fulfilling its mission; and</li> <li>• the school board conducts on-going assessment and evaluation of its own effectiveness in providing adequate school oversight, and pursues opportunities for further governance training and development.</li> </ul>
<p><b>State University Renewal Benchmark 2E</b></p> <p><b>Governance</b></p>	<p><b>The board has implemented and maintained appropriate policies, systems and processes, and has abided by them.</b></p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> <li>• the school board has established a set of priorities that are in line with the school’s goals and mission and has effectively worked to design and implement a system to achieve those priorities;</li> <li>• the school board has in place a process for recruiting and selecting new members in order to maintain adequate skill sets and expertise for effective governance and structural continuity;</li> <li>• the school board has implemented a comprehensive and strict conflict of interest policy (and/or code of ethics)—consistent with those set forth in the charter—and consistently abided by them through the term of the charter;</li> <li>• the school board has generally avoided creating conflicts of interest where possible; where not possible, the school has managed those conflicts of interest in a clear and transparent manner;</li> <li>• the school board has instituted a process for dealing with complaints (and such policy is consistent with that set forth in the charter), has made that policy clear to all stakeholders, and has followed that policy including acting in a timely</li> </ul>

	<p>fashion on any such complaints;</p> <ul style="list-style-type: none"> <li>• the school board has abided by its by-laws including, but not limited to, provisions regarding trustee elections, removals and filling of vacancies;</li> <li>• the school board and its committees hold meetings in accordance with the Open Meetings Law, and minutes are recorded for all meetings including executive sessions and, as appropriate, committee meetings; and</li> <li>• the school board has in place a set of board and school policies that are reviewed regularly and updated as needed.</li> </ul>
<p><b>State University Renewal Benchmark 2F</b></p> <p><b>Legal Requirements</b></p>	<p><b>The school has substantially complied with applicable laws, rules and regulations and the provisions of its charter.</b></p> <p><b>Elements that are generally present include:</b></p> <ul style="list-style-type: none"> <li>• during its charter period, the school has compiled 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;</li> <li>• at the time of renewal, the school is in substantial compliance with the terms of its charter and applicable laws, rules and regulations;</li> <li>• over the charter period, the school has abided by the terms of its monitoring plan;</li> <li>• the school has designed and put in place effective systems and controls to ensure that legal and charter requirements were and are met; and</li> <li>• the school has an active and ongoing relationship with in-house or independent legal counsel that reviews relevant policies, documents, transactions and incidents and makes recommendations and handles other legal matters as needed.</li> </ul>