



Charter Schools Institute

The State University of New York

KIPP Tech Valley Charter School

School Evaluation Report 2011-2012

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Report Issued: December 5, 2011

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INTRODUCTION

This School Evaluation Report includes three 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. Finally, in a third section entitled School Evaluation Visit, the report presents overall benchmark conclusions (in italics) and an analysis of evidence collected for each of the respective benchmarks.

The Qualitative Educational Benchmarks (a component of the Renewal 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. These established criteria are used on a regular and ongoing basis to provide schools with a consistent set of expectations leading up to renewal.

In the presentation of benchmark conclusions below, the evidence for some conclusions is covered in greater detail 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 in which areas of concern are deliberately emphasized. 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 an organization such as a school, 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. It does, however, summarize the various strengths of the school and note areas in need of improvement in terms of the Qualitative Educational Benchmarks. To the extent appropriate and useful, we encourage school boards to use this evaluation report for ongoing planning and school improvement efforts.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	January 28,2004
Date Initial Charter Approved by Operation of Law	March 23, 2004
School Opening Date	July 15, 2005

Location

School Year(s)	Location(s)	Grades	District
2005-Present	1 Dudley Heights, Albany NY	All	Albany City School District

Current Mission Statement

Kipp Tech Valley Charter School's mission is to provide educationally underserved middle school students with the knowledge, skills, and character required to succeed in top-quality high schools, college, and the competitive world beyond.

Current Key Design Elements

• Safe and structure environment;
• Free transportation anywhere in Albany;
• Longer school day and year: 7:30a.m.-5p.m., 200 days a year that allows for more time on core subjects and activities such as studio art classes, Section II athletics, and numerous clubs;
• Free summer school;
• All students wear uniforms;
• Rigorous standards-based curriculum;
• All staff available by cell phone for extra help;
• Weekly progress reports;
• Saturday school enrichment and college visits;
• Daily tutoring and enrichment opportunities; and
• High school placement program.

School Characteristics

School Year	Original Chartered Enrollment	Revised Chartered Enrollment	Actual Enrollment ¹	Original Chartered Grades	Actual Grades	Days of Instruction
2005-06	90	N/A	87	5	5	200
2006-05	180	N/A	162	5-6	5-6	200
2007-08	270	226	208	5-7	5-7	200
2008-09	360	300	296	5-8	5-8	200
2009-10	300	N/A	280	5-8	5-8	200
2010-11	300	N/A	280	5-8	5-8	200
2011-12	300	N/A	-	5-8	5-8	200

Demographics²

	2007-08			2008-09	2009-10	
	Percent of School Enrollment	Percent of Albany CSD Enrollment	Percent of School Enrollment	Percent of Albany CSD Enrollment	Percent of School Enrollment	Percent of Albany CSD Enrollment
Race/Ethnicity						
American Indian or Alaska Native	0	0	1	0	0	1
Black or African American	87	63	86	62	91	61
Hispanic	9	11	8	11	6	12
Asian, Native Hawaiian, or Pacific Islander	0	4	0	5	1	6
White	4	20	4	20	1	21
Multiracial	0	1	0	1	0	0
Special Populations						
Students with Disabilities ³	8	N/A	6	N/A	N/A	N/A
Limited English Proficient	0	5	0	5	0	6
Free/Reduced Lunch						
Eligible for Free Lunch	58	48	48	59	53	50
Eligible for Reduced-Price Lunch	13	9	14	10	13	8

¹ 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.)

² Source: 2007-08, 2008-09, and 2009-10 New York State Report Cards

³ New York State Education Department does not report special education data.

Current Board of Trustees⁴

Board Member Name	Position/Committees
John P. Reilly	President, Finance
Jason Digianni	Vice President, Executive Committee
Eric Burnett	Treasurer, Finance Committee
Kevin Crumb	Secretary, Executive Committee
Jason Brooks	Executive Committee
Kelly Ryan	Member
Kelly Kimbrough	Member
Carl Young	Executive Committee
Dan Ceaser	Executive Committee

School Leader(s)

School Year	School Leader(s) Name and Title
2005-10	Dan Ceasar, Executive Director
2010-Present	Dustin Mitchell, Executive Director

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2005-06	First Year Visit	Institute	March 23, 2006
2006-07	Second Year Visit	Institute	March 1, 2007
2007-08	Third Year Visit	External (Class Measures)	April 29-30, 2008
2009-10	Initial Renewal Visit	Institute	December 1-3, 2009
2011-12	Subsequent Visit	Institute	October 21, 2011

⁴ Source: Institute board information.

CONDUCT OF VISIT

Specifications

Date(s) of Visit	Evaluation Team Members	Title
October 6, 2011	Sean Fitzsimons (Lead)	Program Analyst
	Joe Nicolella	External Consultant

Context of the Visit

Charter Cycle	Evaluation Team Members
Charter Period	2 nd Year of 2 nd Charter Term
Accountability Period	3 rd Year of Five-Year Accountability Period
Impending Renewal Visit	Fall 2014

SCHOOL EVALUATION VISIT

Benchmark Conclusions and Evidence

1. B Use of Assessment: KIPP Tech Valley Charter School ("KTV") has a system to gather assessment and evaluation data and uses it to improve instructional effectiveness and student learning.

The school systematically collects and analyzes data from diagnostic, formative and summative assessments, including the Terra Nova and school-created weekly, bi-weekly and term assessments that are aligned to state standards. The results of these assessments are made accessible to teachers and school leaders through a weekly data report and the school board at the end of each interval. The school uses protocols and procedures, including regular monitoring from and collaboration with instructional leaders regarding the quality of school-created assessments which ensures that the scoring of assessments and evaluation of student work is reliable and trustworthy. School leaders use assessment data to monitor, change and improve elements of the school's academic program, including using it to evaluate the effectiveness of curriculum, instruction and intervention services; promote students to the next grade; and identify areas for professional development. Additionally, a common understanding exists between and among teachers and administrators with regard to the meaning and consequences of assessment results as the primary criteria of teacher evaluations.

1. C Curriculum: KTV's curriculum sufficiently supports teachers in preparing students to meet state performance standards.

KTV's curriculum sufficiently supports teachers in preparing students to meet state performance standards. The school uses New York State standards and core curriculum and regularly analyzes state exams to create scope and sequence documents that ensure alignment for each grade and core academic subject and also include the knowledge and skills that all students are expected to achieve. The school systematically analyzes all curriculum resources to identify areas of deficiency and/or misalignment and addresses them in the instructional program. Teachers are fully aware of the curricula that they are responsible to teach and use the school's scope and sequences to develop lesson packets that drive instruction. The school allocates sufficient resources to support teachers in developing curricula, including access to numerous pre-approved texts and materials, archived lesson packets, and by permitting teacher autonomy in selecting materials. On-going oversight, as well as the review and revision of the curriculum take place through weekly meetings with instructional leaders and the weekly submission and review of lesson packets to the school's academic dean.

1. D Pedagogy: Effective instruction is evident throughout KTV.

Teachers demonstrate subject-matter and grade-level competency in the subjects and grades that they teach. Instruction is focused on learning objectives, found both within student lesson packets and posted in classrooms, that specify clear expectations for what students must know and be able to do during each lesson. All students are cognitively engaged in focused, purposeful learning activities during instructional time. Learning time is maximized through appropriate pacing monitored with the use of timers, clear directions to students and classroom management techniques, such as chants and other rituals to promote engagement. The school has

prioritized understanding and problem-solving skills through authentic and relevant learning opportunities. For example, teachers incorporate activities that promote the application of concepts being taught to real life situations. For example, when students were observed learning about protagonists and antagonists in literature, they were asked to identify individuals that hold these roles in their own lives.

I E. Instructional Leadership: The school has strong instructional leadership.

The school's leadership establishes an environment of high expectations for student achievement and teacher performance. There is a comprehensive and on-going system for evaluating teacher effectiveness based upon weekly student data outcomes on school assessments. The school's principal, academic dean and executive director provide direct ongoing support, such as critical feedback, coaching and/or modeling to teachers based on frequent classroom visits and the analysis of the weekly assessment data. The school's leadership also suggests and provides resources, regularly scrutinizes lesson plans and attends lesson planning sessions and grade level meetings to support teachers in the planning and delivery of the instructional program.

1. F At-Risk Students: The school has a sufficient at-risk program to help students that are struggling academically.

The school deploys adequate resources to provide academic interventions that address students' needs, including two full time special education teachers and ample time committed to intervention services. The school provides sufficient training, resources and support to all teachers and specialists with regard to meeting the needs of at-risk students. There is a clearly defined response to intervention process for identifying at-risk students and providing them with appropriate interventions, although teachers cannot clearly articulate all elements of the screening procedures. The school provides significant time and support for on-going coordination between regular and special education teachers during weekly grade level meetings. The school monitors the performance of students receiving support services using well-defined school-wide criteria.

1G. Student Order and Discipline: KTV promotes a culture of learning and scholarship.

The school has a behavior management policy, based on student paychecks, that is consistently applied. Classroom management techniques and daily routines have established a culture in which learning is valued and clearly evident in all classrooms. The school's principal frequently monitors and directly supports teachers in developing these techniques, and the school provides teachers with yearly professional development to ensure consistent understanding and application of the school's behavior management system and culture. Throughout the school, a safe and orderly environment has been established.

1H. Professional Development: KTV's professional development program assists teachers in meeting the academic needs of students and school goals by addressing identified shortcomings in teachers' pedagogical skills and content knowledge.

The school provides sufficient time, personnel, materials and funding to support a comprehensive and sustained professional development program including numerous external professional development opportunities, as well as comprehensive summer professional development and the use of weekly grade level planning meetings to address school priorities. The school differentiates professional development for new and returning teachers, as well as teachers who are identified as in need of assistance. For example, new teachers must attend a full extra week of “boot camp” to learn about the school’s procedures and expectations and returning teachers who instructional leaders identify as struggling with elements of the school’s culture must return for select days within the this week. Annual professional development plans derive from a data-driven needs-assessment and staff interests.

2. C Organizational Capacity: KTV has established a well-functioning organizational structure with staff, systems and procedures that allow the school to carry out its academic program.

The school demonstrates effective management of day-to-day operations and has allocated sufficient resources in support of achieving its goals, including an Executive Director who manages operations and numerous individuals that provide support services. The roles and responsibilities of the school’s leadership and staff members are clearly defined and the organizational structure provides clear lines of accountability as verified by the school’s staff. The school maintains adequate student enrollment and has effective procedures for recruiting new students to the school. In contrast, the school struggles to retain teaching staff due to certification requirements, and the school’s management has acknowledged losing high quality teachers as a result of this issue.

2. D. Oversight: The school board has worked effectively to achieve the school’s mission and provide oversight to the total educational program.

The school board has remained stable and members possess adequate skills and expertise to govern the school. The board rigorously oversees the school through regular scrutiny of Terra Nova, term assessments, and New York State assessment data reflecting the academic program, and compliance information that is provided monthly by school leaders. The school’s leader and partner organizations are regularly evaluated.

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](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.

	Renewal Question 1 Is the School an Academic Success?
<u>Evidence Category</u>	<u>State University Renewal Benchmarks</u>
<p>State University Renewal Benchmark 1B</p> <p>Use of Assessment Data</p>	<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"> • the school regularly uses standardized and other assessments that are aligned to the school's curriculum framework and state performance standards; • 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; • the school uses protocols, procedures and rubrics that ensure that the scoring of assessments and evaluation of student work is reliable and trustworthy; • the school uses assessment data to predict whether the school's Accountability Plan goals are being achieved; • 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; • the school's teachers use assessment data to adjust and improve instruction to meet the identified needs of students; • 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; • the school regularly communicates each student's progress and growth to his or her parents/guardians; and • 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.

<p>State University Renewal Benchmark 1C</p> <p>Curriculum</p>	<p>The school has a clearly defined curriculum and uses it to prepare students to meet state performance standards.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • 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; • 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; • the curriculum <i>as implemented</i> is organized, cohesive, and aligned from grade to grade; • 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; • teachers develop and use lesson plans with objectives that are in alignment with the school's curriculum; • the school has defined a procedure, allocated time and resources, and included teachers in ongoing review and revision of the curriculum; and • the curriculum supports the school's stated mission.
<p>State University Renewal Benchmark 1D</p> <p>Pedagogy</p>	<p>High quality instruction is evident in all classes throughout the school.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • teachers demonstrate subject-matter and grade-level competency in the subjects and grades they teach; • 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; • lesson plans and instruction are aligned to the school's curriculum framework and New York State standards and performance indicators; • 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; • all students are cognitively engaged in focused, purposeful learning activities during instructional time; • 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 • teachers challenge students with questions and assignments that promote academic rigor, depth of understanding, and development of higher-order thinking and problem-solving skills.

<p>State University Renewal Benchmark 1E</p> <p>Instructional Leadership</p>	<p>The school has strong instructional leadership.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school's leadership establishes an environment of high expectations for student achievement; • the school's leadership establishes an environment of high expectations for teacher performance (in content knowledge, pedagogical skills and student achievement); • the school's instructional leaders have in place a comprehensive and on-going system for evaluating teacher quality and effectiveness; • 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; • 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; • the school's instructional leaders organize a coherent and sustained professional development program that meets the needs of both the school and individual teachers; • 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 • 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.
<p>State University Renewal Benchmark 1F</p> <p>At-Risk Students</p>	<p>The school is demonstrably effective in helping students who are struggling academically.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school deploys sufficient resources to provide academic interventions that address the range of students' needs; • all regular education teachers, as well as specialists, utilize effective strategies to support students within the regular education program; • the school provides sufficient training, resources, and support to all teachers and specialists with regard to meeting the needs of at-risk students; • 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; • all regular education teachers demonstrate a working knowledge of students' Individualized Education Program goals and instructional strategies for meeting those goals; • 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 • 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.

<p>State University Renewal Benchmark 1G</p> <p>Student Order & Discipline</p>	<p>The school promotes a culture of learning and scholarship.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school has a documented discipline policy that is consistently applied; • classroom management techniques and daily routines have established a culture in which learning is valued and clearly evident; • 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 • throughout the school, a safe and orderly environment has been established.
<p>State University Renewal Benchmark 1H</p> <p>Professional Development</p>	<p>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.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> • the school provides sufficient time, personnel, materials and funding to support a comprehensive and sustained professional development program; • the content of the professional development program dovetails with the school's mission, curriculum, and instructional programs; • annual professional development plans derive from a data-driven needs-assessment and staff interests; • professional development places a high priority on achieving the State University Renewal Benchmarks and the school's Accountability Plan goals; • teachers are involved in setting short-term and long-term goals for their own professional development activities; • the school provides effective, ongoing support and training tailored to teachers' varying levels of expertise and instructional responsibilities; • 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 • the professional development program is systematically evaluated to determine its effectiveness at meeting stated goals.

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

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

	practices with the school community including school staff, parents/guardians and students.
State University Renewal Benchmark 2D Board Oversight	<p>The school board has worked effectively to achieve the school's mission and provide oversight to the total educational program.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> the school board has adequate skills and expertise, as well as adequate meeting time to provide rigorous oversight of the school; 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; 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; the school board has received regular written reports from the school leadership on academic performance and progress, financial stability and organizational capacity; 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; 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; the school board has not made financial or organizational decisions that have materially impeded the school in fulfilling its mission; and 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.
State University Renewal Benchmark 2E Governance	<p>The board has implemented and maintained appropriate policies, systems and processes, and has abided by them.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> 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; 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; 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; the school board has generally avoided creating conflicts of interest where

	<p>possible; where not possible, the school has managed those conflicts of interest in a clear and transparent manner;</p> <ul style="list-style-type: none"> 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 fashion on any such complaints; the school board has abided by its by-laws including, but not limited to, provisions regarding trustee elections, removals and filling of vacancies; 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 the school board has in place a set of board and school policies that are reviewed regularly and updated as needed.
<p>State University Renewal Benchmark 2F</p> <p>Legal Requirements</p>	<p>The school has substantially complied with applicable laws, rules and regulations and the provisions of its charter.</p> <p>Elements that are generally present include:</p> <ul style="list-style-type: none"> 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; at the time of renewal, the school is in substantial compliance with the terms of its charter and applicable laws, rules and regulations; over the charter period, the school has abided by the terms of its monitoring plan; the school has designed and put in place effective systems and controls to ensure that legal and charter requirements were and are met; and 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.