

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION SUMMARY
ROOSEVELT CHILDREN'S ACADEMY
CHARTER SCHOOL*

*REPORT DATE: FEBRUARY 4, 2025
VISIT DATE: NOVEMBER 6-7, 2024*



Charter Schools Institute
The State University of New York

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CHARTER SCHOOL BACKGROUND

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

105 Pleasant Avenue, Roosevelt, New York | Grades: K-3 | Roosevelt Union Free School District
 200 West Centennial Avenue, Roosevelt, New York | Grades: 4-8 | Roosevelt Union Free School District



MISSION

The mission of RCA is to prepare students to fulfill their potential and become productive members of society. RCA will provide a rigorous academic program that expands students' horizons and maximizes their abilities, and a learning community that sets high expectations for our students, builds their confidence and self-esteem, celebrates their differences, encourages critical thinking, and fosters a love of learning.

CURRENT CHARTER INFORMATION

Year Opened: 2000
 Serves: Kindergarten–8th
 Chartered Enrollment: 900
 Charter Expires on: June 30, 2025

FUTURE CHARTER INFORMATION

Serves: Kindergarten–8th
 Chartered Enrollment: 960
 Charter Expiration: June 30, 2030

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES¹

CHAIR	SECRETARY
Rev. Reginald Tuggle	Toni Burden
VICE CHAIR	TRUSTEES
Denise Washington	Scott Williams
TREASURER	Darrell Garner
John Chien	Jamel V. Vanderburg
	Wanda I. Arroyo Coronel

KEY DESIGN ELEMENTS

A rigorous Kindergarten – 8 th grade curriculum rooted in research-based programs;	+
The use of student assessment data to inform teaching and intervention;	+
An extended day model;	+
A safe, nurturing environment where students and staff members have a respect for learning and each other and the uniqueness of each student and family is celebrated; and,	+
A focus on engaging parents and community members as partners in education.	+

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

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

EXECUTIVE SUMMARY

FULL-TERM RENEWAL

The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of Roosevelt Children’s Academy Charter School (“Roosevelt”) for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 960 students. The Institute makes this recommendation as Roosevelt meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).²

EXECUTIVE SUMMARY

Roosevelt, now approaching its 25th year of operation, stands as a cornerstone institution for families in the Roosevelt community, committed to academic excellence, organizational stability, and strategic growth. Despite shifts in academic leadership during the current charter term, the school has maintained strong and sustainable operations through stable operational and financial leadership and strong governance.

Over its charter term, Roosevelt consistently outperformed its local district in English language arts (“ELA”) and mathematics. Notably in 2021-22, the school outperformed the district in ELA by 20 percentage points and in mathematics by 11 percentage points. In response low academic growth in 2022-23, the board took decisive action by hiring an interim chief executive officer for academics (“CEOA”) to enhance alignment across the elementary and middle schools. The interim CEOA served the school through fall of the 2024-25 school year and focused on improving academic performance and addressing teacher retention challenges, particularly at the middle school campus, which has faced setbacks in both areas in recent years.

As a long-standing community institution, Roosevelt’s board chair and leaders make considerable efforts to ensure that the school remains deeply connected with local partners, fostering strong relationships and collaborations that enhance the school’s ability to meet student needs. This enduring commitment to community engagement and partnership underscores Roosevelt’s vital role in serving its students and families.

2. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

EXECUTIVE SUMMARY

FINDINGS & INFORMATION

Is the charter an academic success?

Roosevelt offers strong academic programming and came close to meeting its Accountability Plan goals in ELA, mathematics, and science over the majority of the term. The school employs clear curricular systems to monitor student mastery of grade-level standards and supports teachers in planning effective instruction. Teachers receive scope and sequence documents over the summer and ongoing feedback on their lesson plans, enabling them to plan strategically. Instructional leaders analyze formative and summative assessment data and share actionable insights with teachers, who then use this data to adjust instruction and create leveled groupings for small group instruction. Roosevelt's performance demonstrates its academic success in several notable ways:

- Throughout the Accountability Period, in every year with data suitable for analysis, the school outperformed the district in ELA and mathematics. From 2021-22 through 2023-24, Roosevelt's students enrolled in at least their second year outperformed the district average by at least 11 percentage points in ELA and at least three percentage points in mathematics.
- The school posted positive effect sizes in ELA and mathematics over the majority of the term indicating that Roosevelt performed higher than expected compared to demographically similar schools.
- Students with disabilities at Roosevelt outperformed their district peers in ELA and mathematics in each year of the term.

Is the charter an effective, viable organization?

Roosevelt is an effective, viable organization, and the board provides strong oversight of the education corporation. Over the charter term, both the board and school leadership team remained largely stable and aligned on shared priorities to effectively manage the school. This year, to align the quality of the academic program across campuses and address low growth in the school's state test results, the board hired an interim CEOA to coordinate the work of the school's two long-standing principals. The board, alongside the school's chief financial and operating officer ("COO/CFO") continues to plan and execute a broad real estate strategy to ensure that the school has a viable long-term facility for all grades served. Families and staff members report that Roosevelt maintains a strong sense of community, which continues to attract enrollment. Staff members express appreciation for the school's collaborative instructional leadership and supportive professional environment, contributing to high morale among teachers.

Is the charter fiscally sound?

Roosevelt is fiscally sound based on the Institute's review of the renewal documentation. The education corporation established strong methods for budget creation that involve all departments of the school to map priorities and develop more accurate revenue and expense projections. The finance team meets with the board monthly to present an enrollment report and receive feedback. The education corporation maintained strong enrollment numbers throughout the current charter term resulting in adequate revenues to cover its expenses. The 2023-24 Annual Financial Audit did not present any internal control issues, findings, or material weaknesses. Roosevelt preserves a separate bank account with the established amounts for dissolution as required by the charter agreement.

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

EXECUTIVE SUMMARY

Roosevelt demonstrated a positive financial performance during the current charter term, with net assets (\$15.1 million), and cash (2.3 months on hand) reserves growing each year. Roosevelt has maintained adequate teacher to student ratios and adjusted accordingly to reflect enrollment fluctuations. The education corporation has prioritized spending on new facility construction and renovations, student transportation, student technology for continued at-home learning, and professional development for staff members.

If the SUNY Trustees renew the charter, are the education corporation's plans for the charter reasonable, feasible, and achievable?

Roosevelt's plans for the future are reasonable, feasible, and achievable. The school will implement many of the same core elements that led to its success over the current charter term and plans to enhance and strengthen the current Kindergarten – 8th grade program to ensure it is improving academic results for all students. The interim CEOA helped refine Roosevelt's systems and procedures across its academic program, and the school will continue to develop effective practices to more consistently meet its Accountability Plan goals in a future charter term.

The future budget in the renewal documentation contains reasonable revenue and expense projections. The Institute has confidence that Roosevelt will continue to be financially healthy in the next charter term.

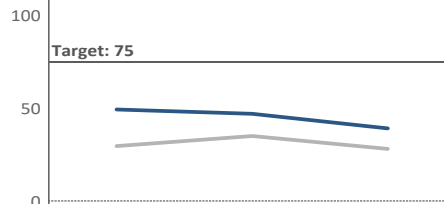


ACADEMIC PERFORMANCE

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

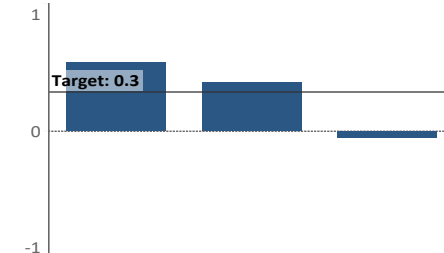
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students enrolled in at least their second year at **the charter** performing at or above proficiency in ELA compared to the district.



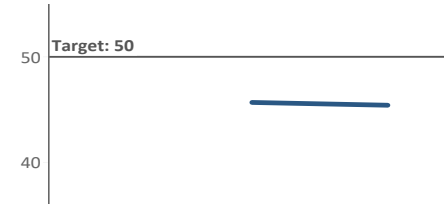
Test Year	Comp Grades	District %	Charter %
2022	3-8	30	50
2023	3-8	35	47
2024	3-8	28	39

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED%	Effect Size
2022	3-8	83.2	0.53
2023	3-8	84.4	0.38
2024	3-8	82.5	-0.06

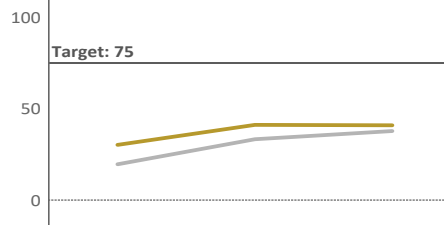
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2022	N/A
2023	45.7
2024	45.5

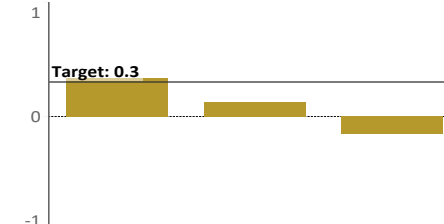
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students enrolled in at least their second year at **the charter** performing at or above proficiency in mathematics compared to the district.



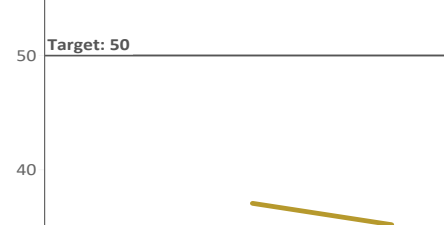
Test Year	Comp Grades	District %	Charter %
2022	3-8	20	31
2023	3-8	34	41
2024	3-8	38	41

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	ED%	Effect Size
2022	3-8	83.5	0.33
2023	3-8	84.5	0.13
2024	3-8	82.5	-0.15

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



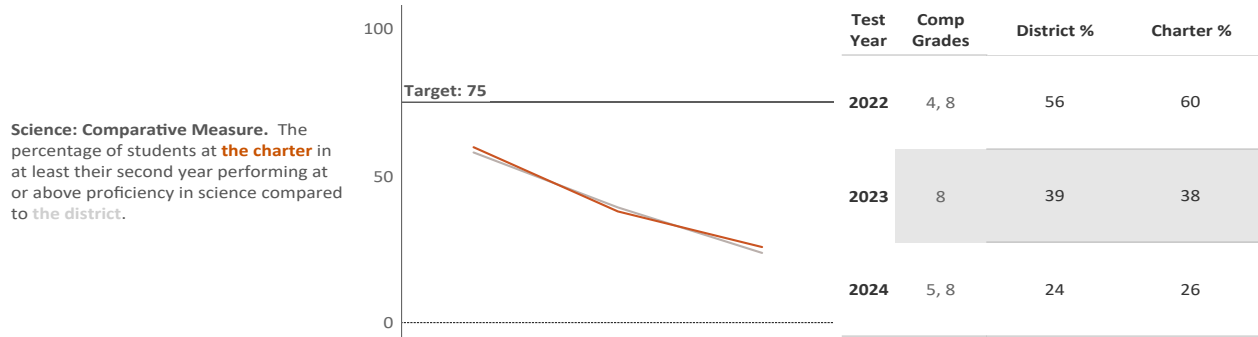
Test Year	Charter Mean Growth
2022	N/A
2023	37.1
2024	35.2



ACADEMIC PERFORMANCE

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	378	355	373	364	417	398
School Tested %	86.9%	81.6%	85.4%	83.1%	90.3%	86.1%
District Tested %	81.3%	81.3%	77.1%	78.6%	76.7%	76.1%

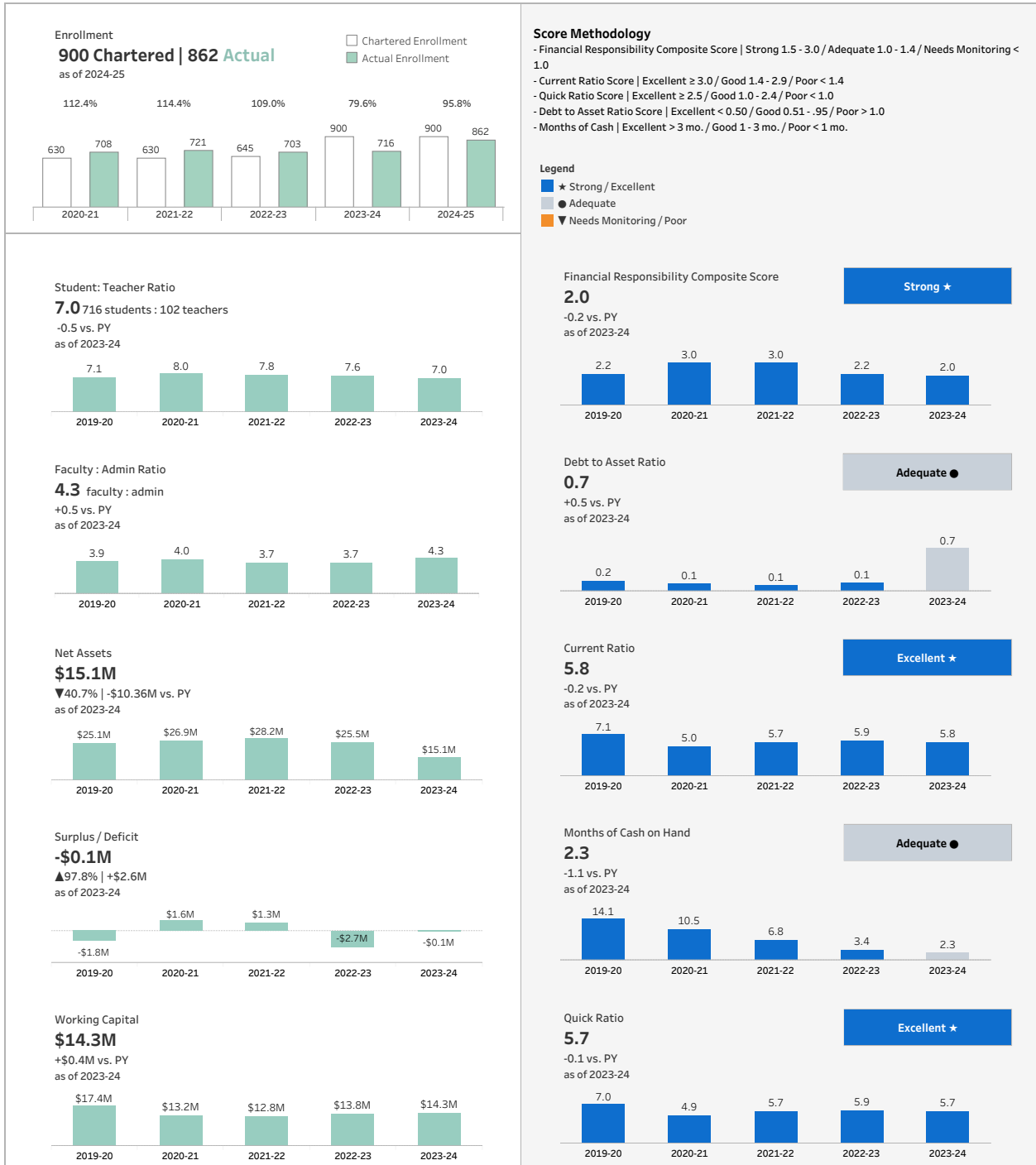
SPECIAL POPULATIONS PERFORMANCE*

	2022	2023	2024
Students with Disabilities Tested on State Exam	20	29	36
Charter Percent Proficient on ELA Exam	25.0	27.6	19.4
District Percent Proficient	7.2	9.0	8.3
Tested on NYSESLAT Exam	99	100	101
Charter Percent 'Commanding' or Making Progress	16.2	41.0	42.6

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

FISCAL DASHBOARD

ROOSEVELT CHILDREN'S ACADEMY CHARTER SCHOOL



COMPLIANCE REPORTING



HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

Annual Report

The education corporation submitted its annual reports to the Institute and the New York State Education Department (“NYSED”), but has not posted the most recent school year directly on the school’s website on the date of submission as required by the Act. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (“STEM”) or career and technical education courses.

Roosevelt offers up to \$1,500 in tuition reimbursement per year (\$500 per class) to eligible staff for coursework leading to certification.

At the time of the renewal review, the school employed 46 lead teachers. Of the 46 lead teachers, 10 were uncertified within the allowable limit. Seven of the 10 uncertified teachers meet the appropriate qualifications under the Act.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data

The Institute compiled data from the education corporation’s annual family survey from the 2023-24 school year. Approximately 13% of families who received the survey responded. Of the families who responded, 46% expressed satisfaction with the school. The Institute recognizes this may not be representative of the full school community given the low participation rate.

Parent Focus Group

The 13 parents and caretakers in attendance at the family focus group indicated high levels of satisfaction with Roosevelt. Teachers and instructional leadership regularly communicate about students’ academic performance through various methods including Class Dojo and parent conferences. Parents and families appreciate teachers’ responsiveness and attention to individual student needs.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The Roosevelt Union Free School District held its required hearing on the renewal application for Roosevelt on September 24, 2024. According to the opposition letter from the district, community members, parents, educators, and the board of education were in attendance at the hearing. The letter alleges six key points raised during the hearing: strain on district resources, implications for student diversity and equity in the district schools, impact on community engagement and school governance, questionable educational benefit of the charter school, high teacher turnover and lack of continuity, and concerns regarding financial oversight and accountability.

Enrollment and Retention







Roosevelt makes good faith efforts to meet its enrollment and retention targets. The school meets its enrollment target for economically disadvantaged students but does not meet any other targets. Although the school does not meet its retention targets, Roosevelt’s retention rates for subgroups are commensurate with its overall persistence rate. The school acknowledges the need to improve its overall recruitment and retention strategies for students in each subgroup.

Persistence in Enrollment

An additional indicator of parent satisfaction is persistence in enrollment. In 2023-24, 83% of Roosevelt students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or NYSED is available to the Institute to provide either district or statewide context.

COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

Roosevelt Children's Academy Charter School's Enrollment and Retention Status: 2023-24			Target	Charter
enrollment	economically disadvantaged		79.7	82.2
	English language learners		27.9	18.3
	students with disabilities		11.5	6.4
retention	economically disadvantaged		94.9	83.9
	English language learners		94.6	86.7
	students with disabilities		93.3	83.7

Roosevelt

Ax

APPENDICES

PAGES Ax 1-11

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CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT ¹	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	630	708	112%	K-8
2021-22	630	721	114%	K-8
2022-23	645	703	109%	K-8
2023-24	900	716	80%	K-8
2024-25	900	862	96%	K-8

CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2000-01	First Year Visit	June 4, 2001
2002-03	Evaluation Visit	January 12-14, 2003
2004-05	Initial Renewal Visit	Fall 2004
2006-07	Evaluation Visit	May 23, 2007
2009-10	Subsequent Renewal Visit	November 9, 2009
2011-12	Evaluation Visit	November 7-8, 2011
2012-13	Evaluation Visit	February 20-21, 2013
2014-15	Subsequent Renewal Visit	November 7-8, 2014
2016-17	Evaluation Visit	June 6-7, 2017
2017-18	Evaluation Visit	April 16-17, 2018
2019-20	Subsequent Renewal Visit	October 28-29, 2019
2024-25	Subsequent Renewal Visit	November 6-7, 2024

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 6-7, 2024	Danielle Tschirhart	External Consultant
	Ciani Jones	Senior Analyst
	Carl Watson	External Consultant

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

BENCHMARK SUMMARY

ACADEMIC ACHIEVEMENT

Roosevelt came close to meeting its key academic Accountability Plan goals in English language arts (“ELA”) and mathematics during the majority of its charter term. Notably, the school consistently outperformed its local district in every year with data suitable for analysis. In the final year of the Accountability Period, the school’s comparative effect size measures declined in alignment with growth scores below the target of 50. Roosevelt must continue to grow the learning of all students in its future charter term.

In ELA, Roosevelt’s students enrolled in at least their second year posted proficiency rates that exceeded the district in every year by at least 11 percentage points. In 2021-22 and 2022-23, the school posted comparative effect sizes above the target of 0.3. This level of performance indicates that the school performed higher than expected to a meaningful degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. In contrast, the school posted mean growth percentiles below the target in the final two years of the Accountability Period and experienced a concomitant decline in its absolute proficiency and effect size results.

Roosevelt demonstrated a similar record of achievement in mathematics during the charter term. From 2021-22 through 2023-24, the school’s students enrolled in at least their second year scored at or above proficiency at rates that exceeded the local district each year. In 2021-22 and 2022-23, the school performed higher than expected compared to demographically similar schools across the state according to the Institute’s regression analysis. Although the school maintained the same proportion of students scoring at or above proficiency from 2022-23 into 2023-24, the school’s effect size declined and the school’s mean growth percentile was under the target of 50. Roosevelt must increase the learning of all students, including moving students from performance level 1 to performance level 2 and higher.

ASSESSMENT

Roosevelt has an assessment system that improves instructional effectiveness. Roosevelt demonstrates a strong culture of responsiveness to assessment data, with promising strides in refining its systems to measure the relative effectiveness of instruction for general education students and special populations.

To track literacy development at the elementary level, Roosevelt administers the Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) national assessment to measure students’ literacy skills at the beginning, middle, and end of the year, while all students complete i-Ready interim assessments in ELA and mathematics three times annually. Teachers supplement these assessments with formative measures such as end-of-unit exams, exit tickets, quizzes, projects, and daily checks for understanding to monitor progress. During grade-level meetings, teachers and instructional leaders analyze these outcomes to inform differentiated instruction, provide targeted interventions, and group students for guided reading and mathematics.

Teachers and instructional leaders also collaborate regularly through data-focused planning sessions. In specific meetings, instructional coaches guide teachers in analyzing student performance on interim and summative assessments, cross-referencing these results with i-Ready data and long-term trends to identify schoolwide priorities. Through this work, leaders support teachers in deeply understanding grade level standards.

Roosevelt uses the Open Architect software platform to integrate multiple assessment data sources into a unified dashboard. This tool enables teachers, instructional leaders, and board members to visualize data and customize reports. However, opportunities remain to refine Roosevelt’s assessment systems, particularly by establishing consistent routines for subgroup performance analysis, with an emphasis on supporting the school’s growing population of English language learners (“ELLs”) as they work to meet grade-level standards.

CURRICULUM

Roosevelt’s curriculum supports teachers with instructional planning. Roosevelt teachers design purposeful, focused lessons, supported by curricular choices that build foundational reading skills and foster mathematical problem-solving strategies. In ELA, the school uses Engage NY for Kindergarten – 2nd grade and EL Education materials for 3rd and 4th grade. To address learning gaps in early literacy skills identified through assessment data, Roosevelt introduced a 45-minute intervention block featuring Foundations for phonics in Kindergarten – 3rd grade, Heggerty for writing and phonemic awareness in 2nd grade, and scripted lesson plans for consistency. In middle school, ELA instruction utilizes Savvas MyView for 5th grade and MyPerspectives for 6th – 8th grade. For mathematics, the school employs Go Math for Kindergarten – 4th grade and has recently adopted McGraw Hill’s My Math and Glencoe Math for 5th – 8th grade to increase cognitive rigor in problem-solving tasks. The i-Ready adaptive learning platform further supports skill development during guided reading and mathematics blocks across all grades.

Roosevelt provides teachers with pacing guides and scope and sequence documents during its summer training institute to facilitate effective lesson planning. Teachers submit weekly lesson plans for feedback from instructional coaches, who ensure alignment to state standards, quality of essential questions, and differentiation strategies informed by formative assessment data. While the school offers multiple opportunities for collaborative planning, it does not enforce a consistent or standardized process for intellectual preparation or lesson internalization. Teachers also participate in vertical alignment meetings to address learning gaps that could hinder student access to future grade-level content.

Although Roosevelt does not leverage a formal process for reviewing and adjusting curricular materials, curriculum evaluation at Roosevelt is responsive. Coaches and teachers identify potential issues based on observations and assessment data, and coaches feel empowered to research and pilot alternative curricular options. When the school adopts a new curriculum, teachers receive formal onboarding and professional development during the summer institute along with additional professional development opportunities throughout the year. To support implementation, coaches and principals conduct informal walkthroughs and model instruction as needed.

PEDAGOGY

High quality instruction is evident across Roosevelt’s elementary program with pockets of effective instruction at the middle school level. Roosevelt leaders recognize these differences and work to improve instruction across the middle school program to ensure a more consistent and effective academic experience for students. At the elementary program, classrooms reflect a commitment to purposeful instruction aligned to clear objectives and teachers regularly check for student understanding via one on one conferencing and intentional probing questions. Though middle school lessons also demonstrate alignment to standards-based learning objectives, the Institute observed lower levels of student engagement and more instances of off-task student behavior.

Approximately one-third of classrooms rely on scripted curricular materials. While these resources provide consistency and alignment with academic standards, the Institute observed limited evidence of teachers adapting instruction to meet students' unique needs and foster deeper engagement. For example, teachers struggled with lesson pacing and addressing student misconceptions in a subset of ELA classrooms, indicating a need for additional professional development to support teachers with intellectual preparation and lesson plan modification for purchased curriculum materials. There is an opportunity to increase instructional rigor across all grade levels, and teachers express a need for more activities that encompass student-centered learning and vocabulary development.

INSTRUCTIONAL LEADERSHIP

Roosevelt is continuing to develop its instructional leadership capacity. At the time of the renewal visit, the board hired an interim chief executive officer for academics ("CEOA") to oversee and develop continuity in the instructional program across the elementary and middle school grades. The interim CEOA worked through the fall of the 2024-25 school year to support principals with developing and refining systems and procedures that, continued to implement with consistency, should improve the quality of teaching and learning across Roosevelt.

The school employs two instructional coaches to support its elementary and middle school teachers with ELA and mathematics instruction, and teachers submit lesson plans to coaches each week to receive feedback on instructional strategies and differentiation approaches. Mentor teachers engage with mentees twice weekly for informal coaching sessions, creating a collaborative environment that fosters growth.

The school's current instructional leadership team, which includes the interim CEOA, two principals, behavior deans, RTI teachers, and instructional coaches, conducts bi-weekly walkthroughs using the Danielson Framework for Teaching. These structured observations focus on key domains of instructional practice, aiming to create consistency across classrooms and align teaching strategies with the school's academic goals. This approach ensures that instructional leaders maintain a shared vision and can identify trends that inform professional development and coaching.

To bolster teacher development, Roosevelt offers quarterly early-release days for professional development. During these sessions, the school invites external providers to lead workshops on critical topics such as curriculum alignment, data-driven instruction, and student engagement. Teachers report the value of these external partnerships in bringing fresh perspectives and strategies to the school.

While the school demonstrates strengths in instructional leadership, some areas for growth remain. Despite the structured walkthroughs and feedback processes, there are concerns about whether new teachers receive sufficient guidance on foundational teaching skills, such as classroom management. While grade-level team meetings provide a dedicated space for collaboration, there is a lack of clarity regarding their focus, which may limit their effectiveness. While teachers receive feedback on lesson plans, there are limited structures in place for unpacking the school's purchased curriculum to modify it to the specific needs of students.

AT-RISK PROGRAM

Roosevelt meets the educational needs of most at-risk students. Roosevelt uses clear procedures to identify students with disabilities, ELLs, and students struggling academically, and general education teachers collaborate with intervention specialists to plan lessons and monitor student progress. However, the school currently outsources all special education services to the district, which limit the school's management and effectiveness of its special education program. The board is planning to bring these services in house in the next charter term.

Roosevelt teachers use a child study form to identify students who are struggling academically, and teachers corroborate findings using data from i-Ready, DIBELS, and other exam results. The school then implements a Response to Intervention ("RTI") program consisting of eight to 12 weeks of targeted, data-informed intervention using platforms such as Read180 and Math180 to address skills gaps in literacy and numeracy. Roosevelt employs seven RTI specialists across campuses to provide targeted instruction to struggling students, and specialists meet twice monthly with general education teachers to co-plan lessons and report on student progress.

Despite the above supports, Roosevelt has yet to offer comprehensive programming for students with disabilities. The school currently outsources mandated special education services to the local school district, and this reliance on external providers stymies the process of providing services and collecting information on how well students make progress toward meeting individualized education program ("IEP") goals. The school recognizes this challenge and the board and interim CEOA plan to build an in-house special education program to streamline the provision of services and to prevent withdrawals linked to the absence of services. The school also has the opportunity to enhance supports for ELLs as this subgroup has experienced a large increase from the previous school year. School leaders acknowledge the need to appoint an ELL director to establish an instructional vision, develop ELL teachers, train general education teachers, and ensure students make steady progress in language acquisition. Teachers have also expressed a strong interest in gaining additional resources and professional development opportunities to serve the diverse needs of all at-risk students.

ORGANIZATIONAL CAPACITY

Roosevelt's organization works effectively to deliver its educational program. The interim CEOA supported the school through fall 2024 in establishing improved operational systems that work more seamlessly to support the academic program. The school has the opportunity to establish distinct lines of accountability with clearly defined roles and responsibilities between operational and academic support for leaders and teachers. The school is exploring decision-making procedures to ensure efficiency in the provision of resources that support the achievement of goals.

The school is working to retain quality staff members, and in response to staff member attrition rates, Roosevelt's leaders will implement a staff member satisfaction survey to understand the root causes of staff member morale. The school prioritizes the development of a strong culture, and the focus on teacher retention is a key element. Student suspension rates have sharply decreased from previous years due to a movement toward a clear discipline system that teachers consistently apply, focusing on restorative practices and rewarding points for positive behaviors.

The school has strong recruitment and enrollment systems and processes, bolstered by community partnerships and relationships with local leaders. Roosevelt has struggled to maintain adequate enrollment as about 100 students departed since the beginning of the school year due to IEPs that do not align with the services provided by the school and a desire from parents to move younger children to a Kindergarten – 12th environment as 8th graders leave the school for high school. The school is evaluating its ability to recruit and retain students with disabilities, ELLs, and economically disadvantaged students while considering appropriate program enhancements. After-school and summer school programs, as well as bus services, continue to attract families to Roosevelt as the school evaluates their programs and offerings to make necessary changes to deliver the educational program.

BOARD OVERSIGHT & GOVERNANCE

Roosevelt’s board works effectively to achieve the school’s academic and organizational goals. With a diverse membership that includes skillsets in accounting, legal affairs, adult education, and community advocacy, the board has the necessary knowledge and expertise to analyze data effectively and make well-informed decisions. Its committee structure ensures efficiency in processing information and supporting the leadership team’s success. The chief financial and operating officer (“COO/CFO”) and each program principal serve as the board’s primary direct reports. The board’s oversight is integral in ensuring financial stability, and with the support through the fall of the school’s interim CEOA this year, the board is making strides toward ensuring the school has strong student achievement. Beginning January 2025, the interim CEOA is no longer full time, but continues to support the school on a consultancy basis.

The board sets appropriate and attainable priorities. This year, the board prioritizes the construction of a new facility that will hold the school’s middle school grades, and it has set goals around increasing overall student achievement on the New York State testing program. After analyzing data, the board determined that it was losing a significant number of students each year, as students’ siblings transitioned to local district and charter schools for 9th grade and parents transferred younger siblings to these schools.

To date, Roosevelt has struggled to retain high-quality teachers during the charter term, and both the board and school leaders acknowledge that Roosevelt’s salary is well below that of the local district, the NYCDOE, and nearby charter schools. The board identified that it recently participated in a collective bargaining process with the teachers’ union and that the union agreed to a five-year contract with the school that now guides the salary scale. However, the scale remains significantly lower than competing schools. To compensate for lower salaries, the board indicated that it has begun offering a more competitive retirement package, but that these benefits have failed to retain many of the school’s younger teachers.

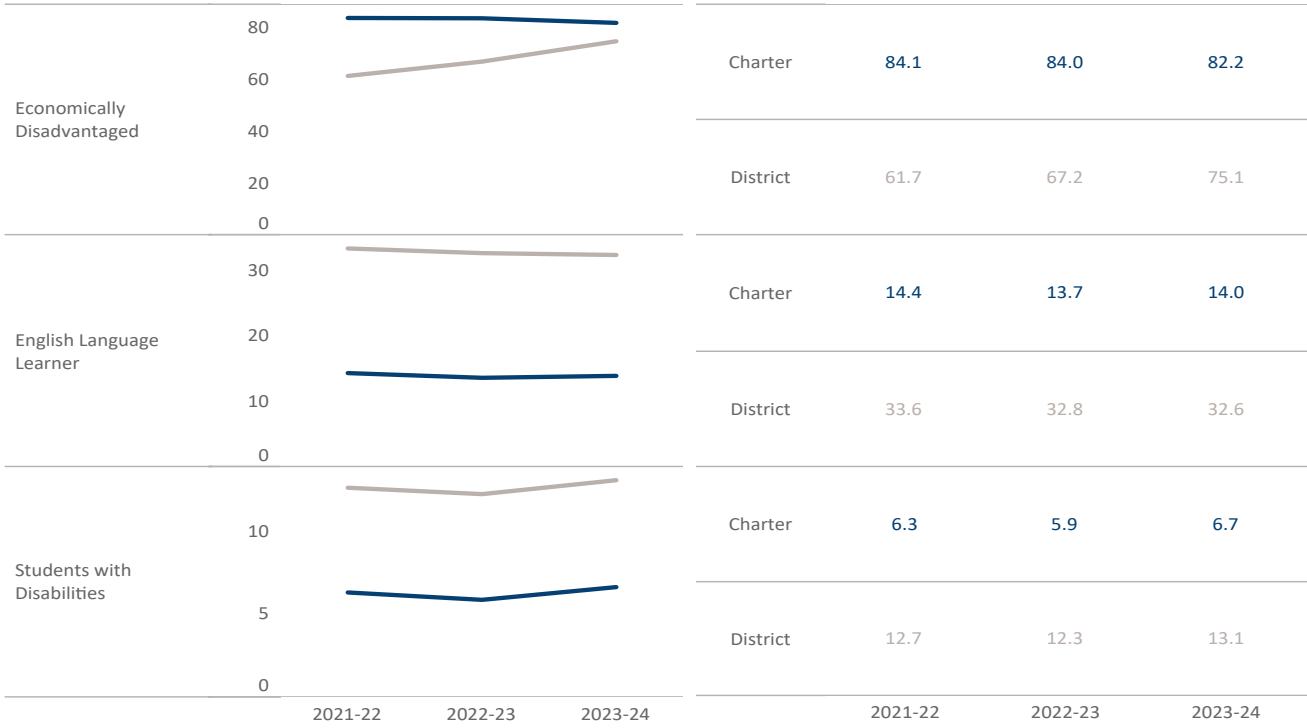
Over the course of the charter term, the board has regularly evaluated the performance of the school’s leaders, including the COO/CFO and the school’s two principals. However, the board does not currently evaluate itself and has not developed a formalized process to establish long and short-term priorities.



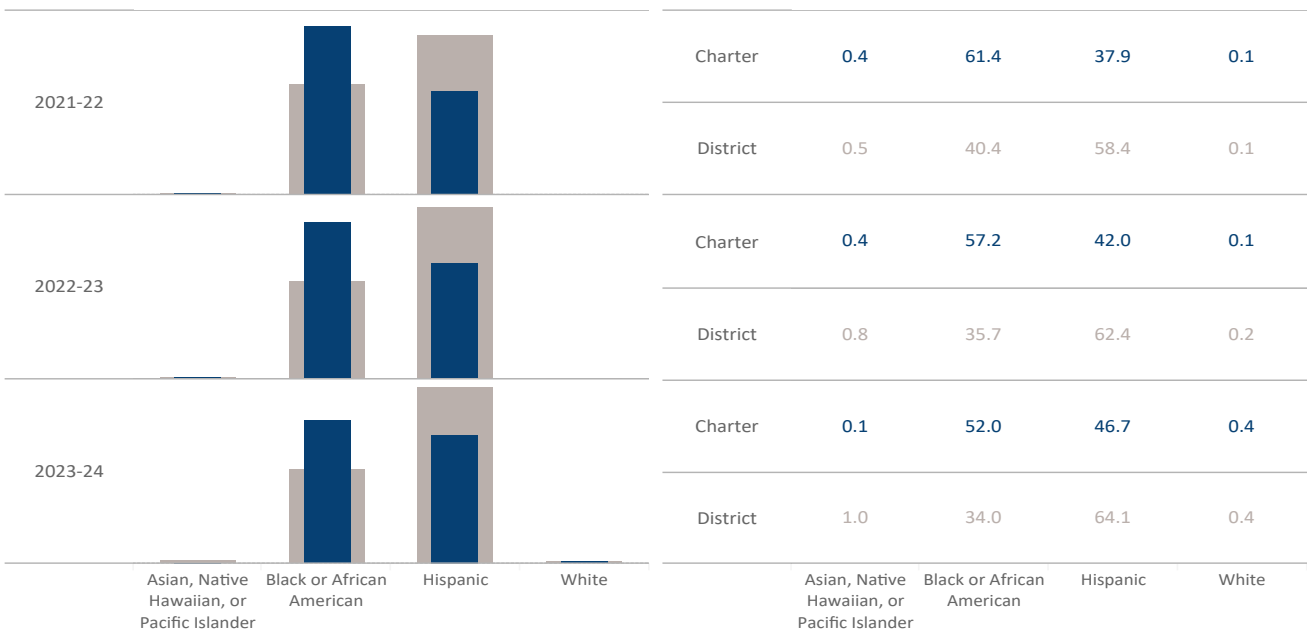
Roosevelt Children's Academy Charter School

Roosevelt UFSD

Student Demographics: Sub-populations



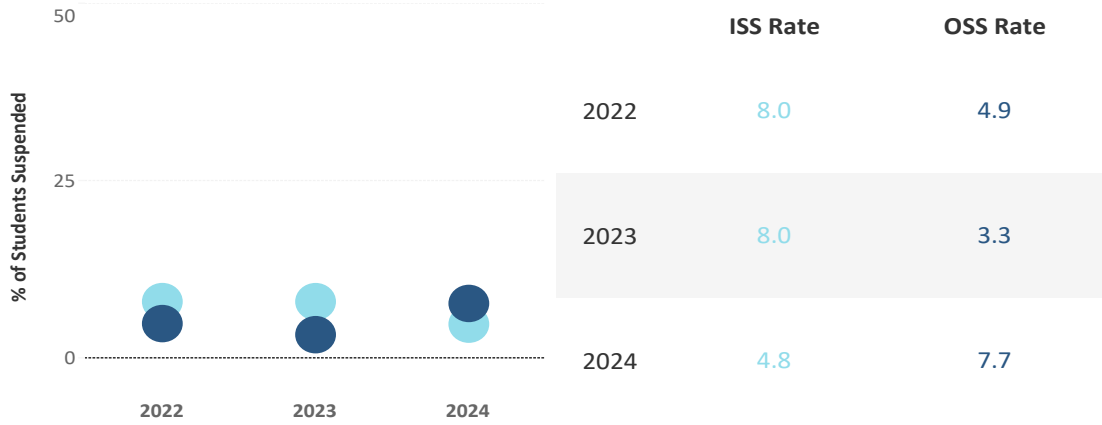
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Roosevelt Children's Academy Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the charter each year

	2022	2023	2024
	1	0	0

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



FISCAL BENCHMARKS SUMMARY



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	-

Roosevelt has made significant investments in new facility construction and development, causing the school to have deficits in three of the last five years of the charter term. Roosevelt has proposed reasonable future budgets that return the education corporation to steady surpluses for the next charter term.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.



DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.	DECEMBER 2022

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	N/A
Grant expenditure reports.	N/A



DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+



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