



**Department of  
Education**

*Carmen Fariña, Chancellor*

Renewal Report  
for Future Leaders Institute Charter School  
  
SCHOOL YEAR 2015-16

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

## Part 1: Summary of Renewal Recommendation

### Charter School Background

Future Leaders Institute Charter School is an elementary and middle school located in the West Harlem neighborhood of Manhattan. The school is located in a NYC DOE-operated building in Community School District 3. The school is co-located with P.S. 242 – The Young Diplomats Magnet Academy.<sup>1</sup>

The school is in its third charter term. The school converted to a charter school from a traditional district school in 2005 and operates under a collective bargaining agreement with the teachers, supervisors and paraprofessional's unions as a result of being a conversion charter school.

### School Mission

Future Leaders Institute mission is to deliver a rich and rigorous educational experience in order to develop academically high-performing students with the leadership, character, and knowledge to achieve success in high school and beyond by focusing on a culture of academic achievement, respect, self-discovery, and community. To make this mission a reality for our students, the school structures their school week and curricula to provide an education to all of their students that is rigorous, holistic, individualized, and enriching.

Future Leaders Institute Charter School	
School Leader(s)	Dani McPartlin
Board Chair	Katherine Brown
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 3
Physical Address(es)	134 West 122nd Street, Manhattan, NY 10027
Facility Owner(s)	DOE
Enrollment <sup>2</sup>	387
Grades Served	K-8

<sup>1</sup> According to NYC DOE Location Code Generation and Managements System.

<sup>2</sup> Students active in school as of October 14, 2015, according to ATS.

**Renewal Recommendation**

Future Leaders Institute was previously renewed for a three-year short term in the 2012-13 academic year with the following conditions:

- Maintain and/or improve Overall Progress Report grade, Student Progress and Student Performance grade on Progress Report; score C or better in each of the years of the new charter.<sup>3</sup>
- Equal or surpass CSD proficiency levels in Math and ELA in grade to grade comparison during new charter term.

Future Leaders Institute has not satisfied the one currently applicable condition for future renewal.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a three-year short term renewal of the charter agreement.

<b>Future Leaders Institute Charter School</b>	
School Opened For Instruction	2005-2006
Date of First Renewal	2009-2010
Date of Second Renewal	2012-2013
Current Charter Term Expiration Date	June 30, 2016
Current Authorized Grade Span	K-8
Current Authorized Enrollment	391
Proposed New Charter Term	3 years [July 1, 2016 – June 30, 2019]
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	391

<sup>3</sup> Beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

## **Part 2: Background on the Charter Renewal Process**

### ***Renewal Process***

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than November 2, 2015.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in this document, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing Team.

### ***Statutory Basis for Renewal***

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

**§ 2851 (4):** Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

### **Renewal Outcomes**

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

### **Full-Term Renewal**

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

### **Short Term Renewal**

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

### **Non-Renewal**

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may be recommended.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may appeal the non-renewal decision.

### **Part 3: Findings**

An important note about meeting the standards of the framework:

We measure a school's ability to meet the standards of the framework by looking at aggregated outputs. Standards in Essential Question 1 are measured for all students who completed exams at all grade levels.

If a school met the standard each year of the charter term, the standard will be marked "Met." If a school met the standard in one or more years during the charter term, but did not meet the standard each year of the charter term, the standard will be marked "Partly Met." If a school did not meet the standard for any year during the charter term, the standard will be marked "Not Met."

**Essential Question 1: Is the school an academic success?**

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate Future Leaders Institute met or did not meet the standards for Essential Question 1:

- Primary Evidence: New York State (NYS) assessments including Regents, Grades 3-8 English Language Arts (ELA) and Math<sup>4</sup>, Grades 4 and 8 Science, and New York State Alternative Assessment (NYSAA); Graduation rates; Post-secondary enrollment; Charter school academic goals
- Secondary Evidence: NYC DOE School Quality Reports; College and Career Preparatory Course Index (CCPCI); College Readiness Index (CRI), NYS Mean Growth Percentile

At the time of renewal, Future Leaders Institute has partially demonstrated academic success.

The school was last renewed in June, 2013. As a result, the NYC DOE has two years of NYS assessment data and two years of other academic indicator(s) to evaluate the academic achievement and progress of the students at Future Leaders Institute. For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.<sup>5</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

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<sup>4</sup> Grades 3-8 ELA and Math proficiency rates are based on attribution using BEDS day enrollment for the applicable school year.

<sup>5</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

## Comparative Academic Performance

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates exceed comparable community school district (CSD) rates			
NYS ELA exam proficiency rates exceed comparable Citywide rates			
NYS ELA exam proficiency rates exceed comparable DOE-defined comparison group rates <sup>6</sup>			
NYS Math exam proficiency rates exceed comparable CSD rates			
NYS Math exam proficiency rates exceed comparable Citywide rates			
NYS Math exam proficiency rates exceed comparable DOE-defined comparison group rates			
NYS Science exam proficiency rates exceed comparable CSD rates			
NYS Science exam proficiency rates exceed comparable Citywide rates			
NYS Science exam proficiency rates exceed comparable DOE-defined comparison group rates <sup>7</sup>		N/A	
NYS ELA Regents exam pass rates exceed Citywide rates		N/A	
NYS Math Regents exam pass rates exceed Citywide rates		N/A	
NYS Science Regents exam pass rates exceed Citywide rates		N/A	
Graduation rates <sup>8</sup> exceed Citywide rates		N/A	

### Partly Met Standards – Comparative Academic Performance

- NYS ELA exam proficiency rates did not exceed comparable DOE-defined comparison group rates in 2013-14.
- NYS Math exam proficiency rates did not exceed comparable DOE-defined comparison group rates in 2013-14.

## Academic Growth

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates increase			
NYS Math exam proficiency rates increase			
NYS Regents exam pass rates increase		N/A	
Graduation rates increase		N/A	

<sup>6</sup> The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the NYC DOE’s school quality resources for a current definition.

<sup>7</sup> The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “NA” for all Chancellor-authorized charter schools.

<sup>8</sup> The NYC DOE evaluates all applicable graduation rates.

## Closing the Achievement Gap

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates for English Language Learners (ELLs) exceed CSD rates			
NYS ELA exam proficiency rates for ELLs exceed Citywide rates			
NYS Math exam proficiency rates for ELLs exceed CSD rates			
NYS Math exam proficiency rates for ELLs exceed Citywide rates			
NYS ELA exam proficiency rates for Students with Disabilities (SWD) exceed CSD rates			
NYS ELA exam proficiency rates for SWD exceed Citywide rates			
NYS Math exam proficiency rates for SWD exceed CSD rates			
NYS Math exam proficiency rates for SWD exceed Citywide rates			
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>9</sup> exceed CSD rates			
NYS ELA exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed CSD rates			
NYS Math exam proficiency rates for students eligible for FRPL exceed Citywide rates			
NYS Regents exam pass rates for ELLs exceed Citywide rates		N/A	
NYS Regents exam pass rates for SWD exceed Citywide rates		N/A	
NYS Regents exam pass rates for students eligible for FRPL exceed Citywide rates		N/A	
Graduation rates for ELLs exceeds Citywide rates		N/A	
Graduation rates for SWD exceeds Citywide rates		N/A	
Graduation rates for students eligible for FRPL exceeds Citywide rates <sup>10</sup>		N/A	

### Partly Met Standards – Closing the Achievement Gap

- NYS Math exam proficiency rates for ELLs did not exceed CSD rates in 2014-15.
- NYS Math exam proficiency rates for ELLs did not exceed Citywide rates in 2014-15.
- NYS Math exam proficiency rates for students eligible for FRPL did not exceed Citywide rates in 2013-14.

## College & Career Readiness (for grades 9-12 only)

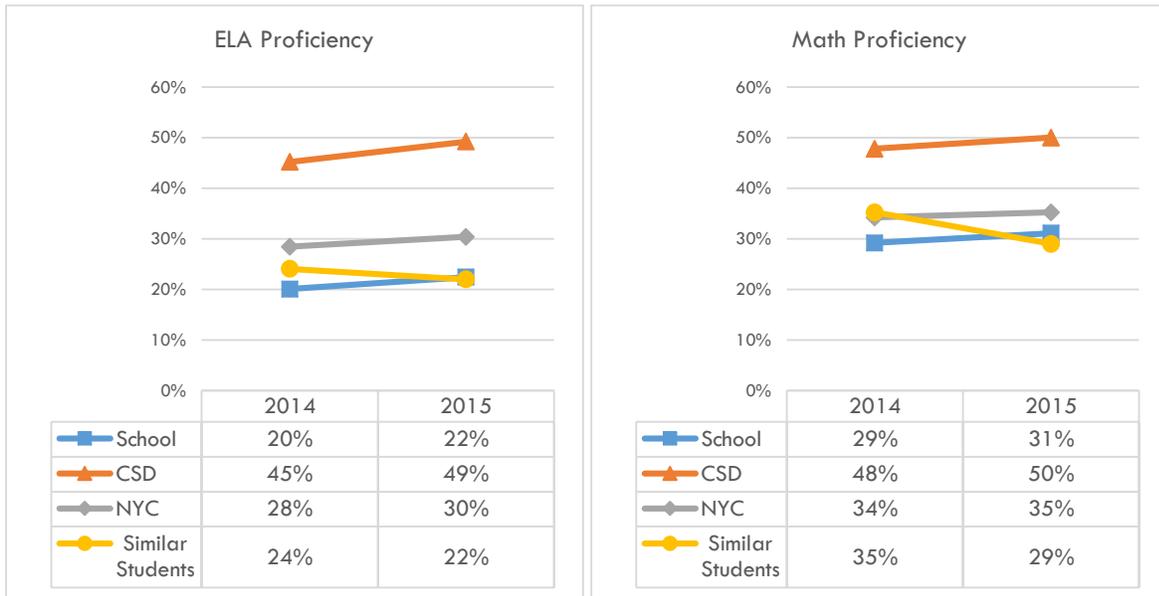
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Postsecondary enrollment rates exceed Citywide rates <sup>11</sup>		N/A	
College & Career Preparatory Course Index exceeds Citywide average		N/A	
College Readiness Index exceeds Citywide average		N/A	

<sup>9</sup> The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

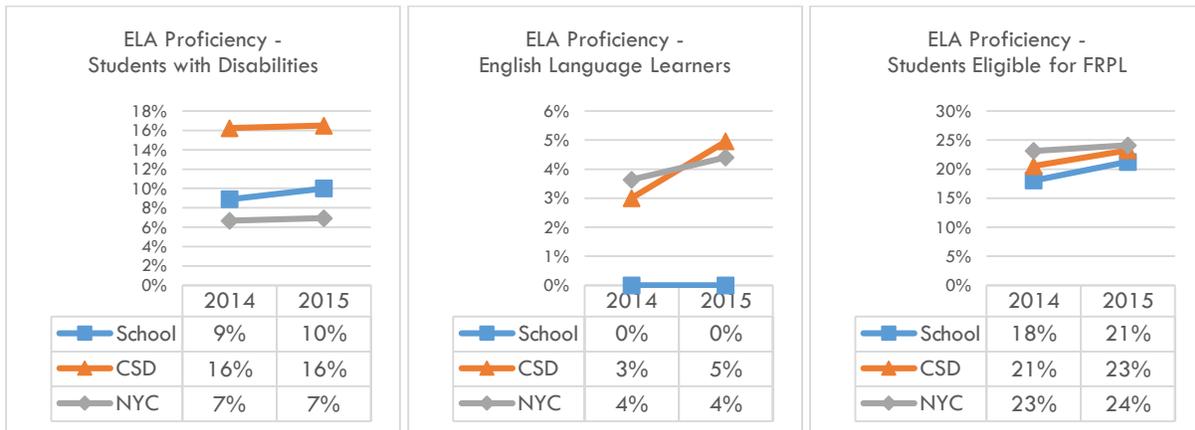
<sup>10</sup> The NYC DOE does not report Citywide graduation rates for students eligible for FRPL; this standard will be marked “NA” for all Chancellor-authorized charter schools.

<sup>11</sup> The NYC DOE evaluates all applicable postsecondary enrollment rates.

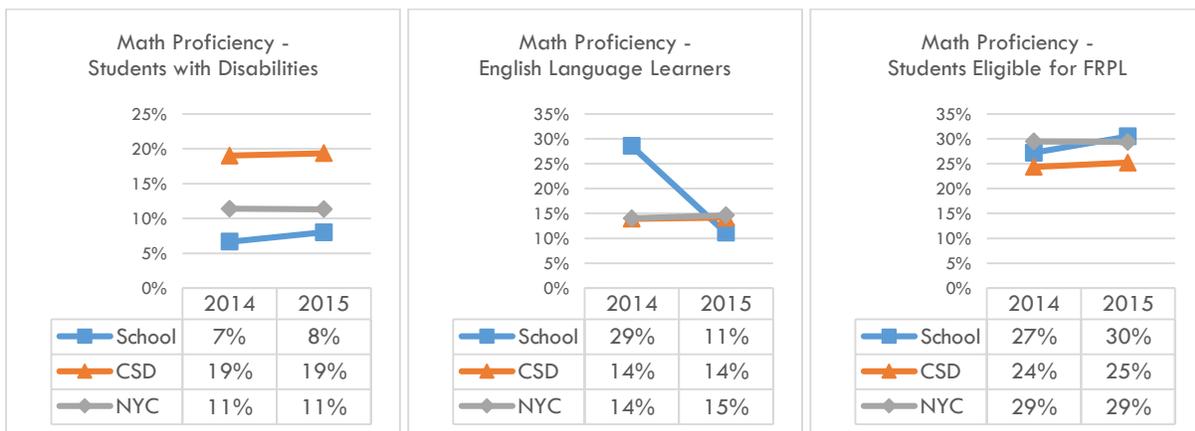
## Overall Proficiency



## Closing the Achievement Gap – English Language Arts



## Closing the Achievement Gap – Math



### **Essential Question 2: Is the school effective and well run?**

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Future Leaders Institute met or did not meet the standards for Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

At the time of this school's renewal, Future Leaders Institute has demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

### **Curriculum**

The school is using Singapore Math as the mathematics curriculum for grades kindergarten through seven; grade eight is using teacher-created math curriculum and some elements of Singapore Math. The school is using a novel-based curriculum for ELA across grades kindergarten through eight and is continuing to work with individual ELA instructors to develop in-house curricula and lesson plans. School leadership reported that they have had success with Singapore Math, but have faced challenges aligning ELA instruction to the CCLS. The school developed its own interdisciplinary Social Studies curriculum to better support ELA instruction.

### **Assessments and Use of Data**

The school administers two benchmark tests, a full mock State test, diagnostic i-Ready exams, STEP literacy program for grades K-3, and Fountas and Pinnell literacy assessments for grades 4-8. The school collects and analyzes data from these assessments to identify areas of weakness and growth for each student, and to refine classroom instruction, lesson plans and curricula. A full-time Data Coordinator was hired for the 2015-16 school year to analyze student performance data, review data with teachers during data review meetings, and ensure that teachers are taking actionable steps with their students based on the data collected.

### **Enrichment Opportunities**

The school offers an Extended Day program, which runs from 2:30pm – 4:45pm daily. Students in the Extended Day program can participate in enrichment courses, such as art, music, robotics, contemporary dance, ballet, African drumming, cooking, and newspaper. In preparation for the NYC DOE requirement for all students to take Computer Science courses by 2025, the school began offering a computer coding course through a partnership with ScholarStem.

### **Special Populations**

The school serves a percentage of SwD, FRPL and ELLs that are close to or significantly above District 3 averages. Students with disabilities receive small group instruction from push-in SETTS (Special Education Teacher Support Services) teachers and ELL students receive push-in instruction from the ELL specialist. As a result of the growing population of students who need more differentiated support, the school hired a full-time Reading Specialist in the 2014-15 school year and a K-2 Learning Support Coordinator in the 2015-16 school year. The school is continuing to offer Prep Academy, Saturday Academy and Summer Academy for students who need more time on task than the traditional district school day and calendar allows for.

### **Staffing**

The school has faced turnover at the instructional and leadership level during the charter term. In the 2013-14 school year, 23% or 8 instructional staff members resigned or were terminated, and in the 2014-15 school year, 19% or 8 instructional staff members resigned or were terminated. The school has a new leadership team in place for the 2015-16 school year, which is comprised of an Executive Director, Principal

for K-8, Assistant Principal for grades K-4, Assistant Principal for grades 5-8, and a Director of Instruction for K-8.

### **Professional Development**

Professional development sessions are data-driven, targeted and hold participants accountable for turn keying lessons learned. Teachers meet on Mondays from 2:30-3:50pm for professional development sessions, which are mandated by the UFT contract. These sessions can be specific to grade levels, subject areas, or for the whole staff. Some examples of professional development that staff participated in during the previous charter term were Teach Like a Champion, Singapore Math training led by the founder of Singapore Math, coaching for members of the leadership team, and Back-to-School Professional Development for all staff.

### **Supportive Environment**

School leadership acknowledged that they had an unusually high number of suspensions during the 2014-15 school year (119 suspensions in 2013-14 vs. 203 suspensions in 2014-15). As a result, the school made changes to the disciplinary approach and staff members responsible for disciplining students were either removed or retrained in a new holistic approach called Second Step. Second Step is a social and emotional curriculum that serves as the language of conflict resolution and student discipline; two counselors across the K-8 school give weekly Second Step lessons to students.

### **School Culture**

On December 10, 2015, a public hearing was held to solicit comments from the school community. 62 members attended; 8 speakers were in favor of the school's renewal and no speakers were in opposition of the renewal. Parent satisfaction rates on the NYC DOE School Survey exceeded the Citywide averages. The school has a full-time Family Coordinator who plans workshops and events to increase participation in the Parent Involvement Committee, which is the primary way for families to be more involved in the school community.

### **Public Hearing**

On December 10, 2015, a public hearing was held to solicit comments from the school community. 62 members attended; 8 speakers were in favor of the school's renewal and no speakers were in opposition of the renewal.

### **Governance**

The current Board of Trustees is comprised of 10 members and is chaired by Katherine Brown, who has been on the Board since 2011. This level of membership is consistent with the minimum of five members and maximum of 15 members established in the Board's bylaws. The Board has met quorum for all meetings has submitted, in a timely manner, all necessary documents to the New York State Education Department and the New York City Department of Education. There are clear lines of accountability between the Board and school leadership as evidenced by meeting minutes. Refer to Appendix A for detail on members, committees, etc.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll and retain students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix D.

Detail on OSDCP's findings for Essential Question 2 is below.

## Supportive Environment

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School program differentiates instruction for SWD			
School program differentiates instruction for ELLs			
School schedule and program offers defined opportunities for remediation and acceleration			
School utilizes an interim assessment system			
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer			
Parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages			
Student attendance rate exceeds CSD average			
Student attendance rate exceeds Citywide average			
Improved student retention rate over course of charter			

### Partly Met Standards – Supportive Environment

- Staff responses on the 2014-15 NYC DOE School Survey were below the Citywide average for one question, and Student responses were also below the Citywide average for one question.

## Operational Stability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School has an operations manual			
School meets all DOE deadlines for annual reporting requirements			
School meets all DOE deadlines for the Annual NYC DOE Charter School Survey			
School meets all DOE deadlines for renewal application documents			
School has documented teacher evaluation procedures			
School has documented professional development opportunities			
School has a formal process for evaluating progress against charter school goals			
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff			
Board has developed a succession plan for board and school leadership			
Board has access to legal counsel			
Board meetings consistently meet quorum			

## Compliance (with all applicable laws & regulations)

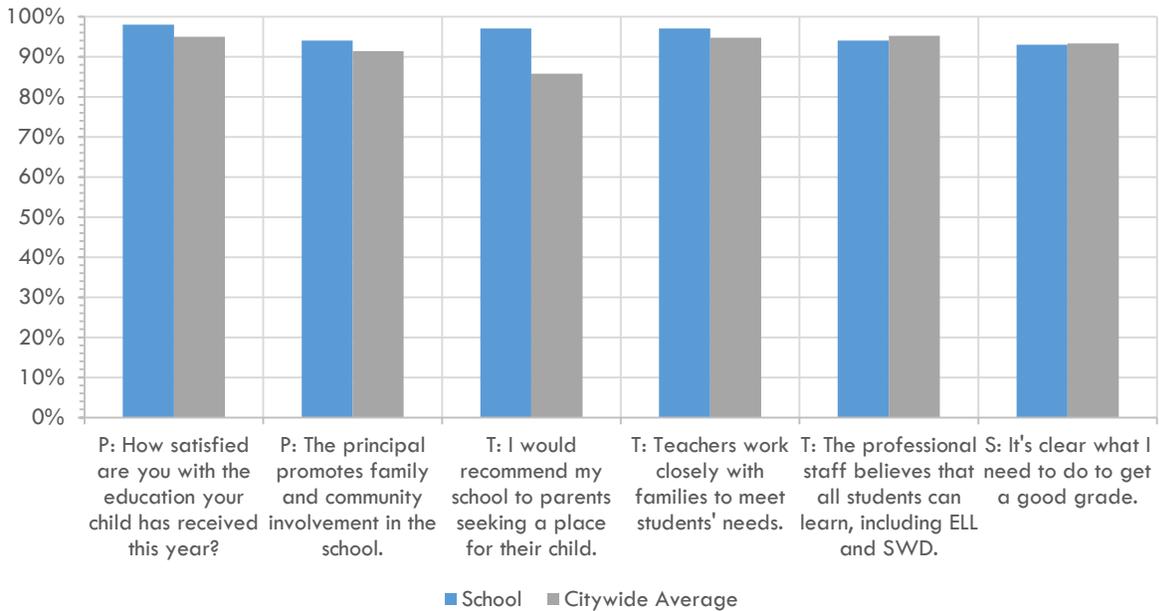
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School's SwD enrollment rate exceeds CSD rate			
School's ELL enrollment rate exceeds CSD rate			
School's FRPL enrollment rate exceeds CSD rate			
School's SwD retention rate exceeds CSD rate			
School's ELL retention rate exceeds CSD rate			
School's FRPL retention rate exceeds CSD rate			
School is in compliance with its charter and its charter agreement			
School is in good standing with authorizer			
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD			
School has required facility documents (lease, certificate of occupancy, fire and safety inspections)			
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)			
School is in compliance with employee fingerprinting requirements			
School has an appropriate safety plan			
School has appropriate insurance documentation			
School is meeting Department of Health immunization requirements			
School has submitted its Annual Report to NYSED and posted it online			
School has followed all applicable lottery and enrollment regulations			
Board held the required number of meetings			
School and board follows posting and procedural requirements of NYS Open Meetings Law			
School and board follows posting and procedural requirements of Freedom of Information Law (FOIL) <sup>12</sup>			N/A

### Partly Met Standards – Compliance

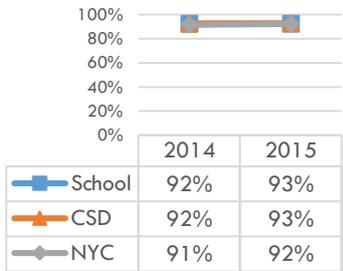
- The school did not exceed the ELL retention rate of its CSD in 2013-14.
- The school did not exceed the FRPL retention rate of its CSD in 2014-15.
- The school did not meet teacher certification requirements in 2014-15.

<sup>12</sup> The New York Charter Schools Act makes charter schools subject to FOIL (§2854[1][e]). The New York City Department of Education monitors charter school compliance with FOIL through the complaint process outlined in §2855(4) of the New York State Charter Schools Act. All complaints received through this process are investigated by the Office of School Design and Charter Partnerships. Noncompliance with any applicable laws and regulations, including FOIL, are addressed and documented.

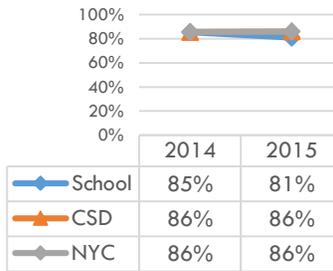
### Percent Satisfaction on the NYC School Survey



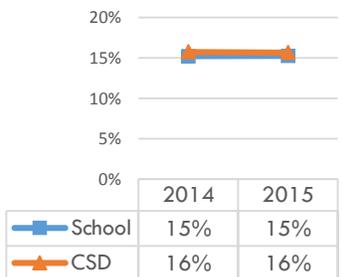
#### Attendance Rates



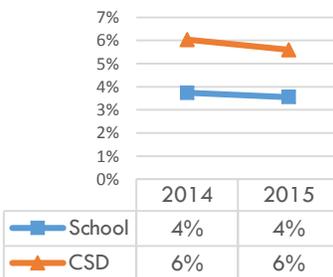
#### Retention Rates



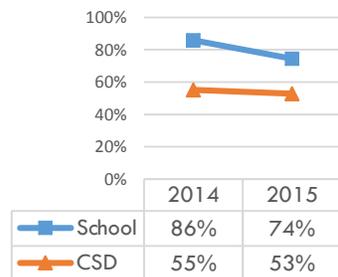
#### Enrollment - Students with Disabilities

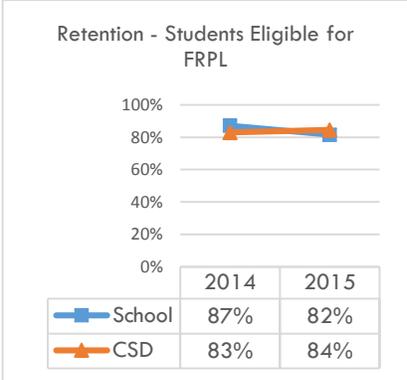
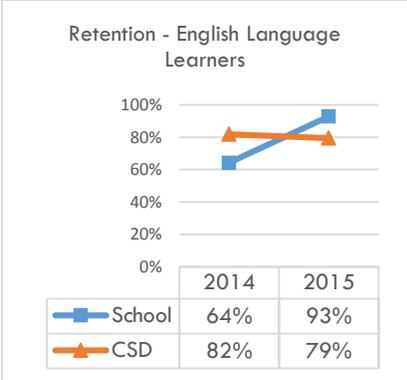
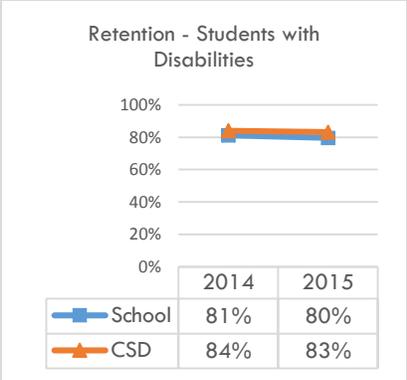


#### Enrollment - English Language Learners



#### Enrollment - Students Eligible for FRPL





***Essential Question 3: Is the school financially viable?***

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Future Leaders Institute met or did not meet the standards for Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

At the time of this school's renewal, Future Leaders Institute has demonstrated financial viability.

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix C. These goals relate to short- and long-term financial viability.

Detail on OSDCP's findings for Essential Question 3 is below.

### Short-term Financial Viability

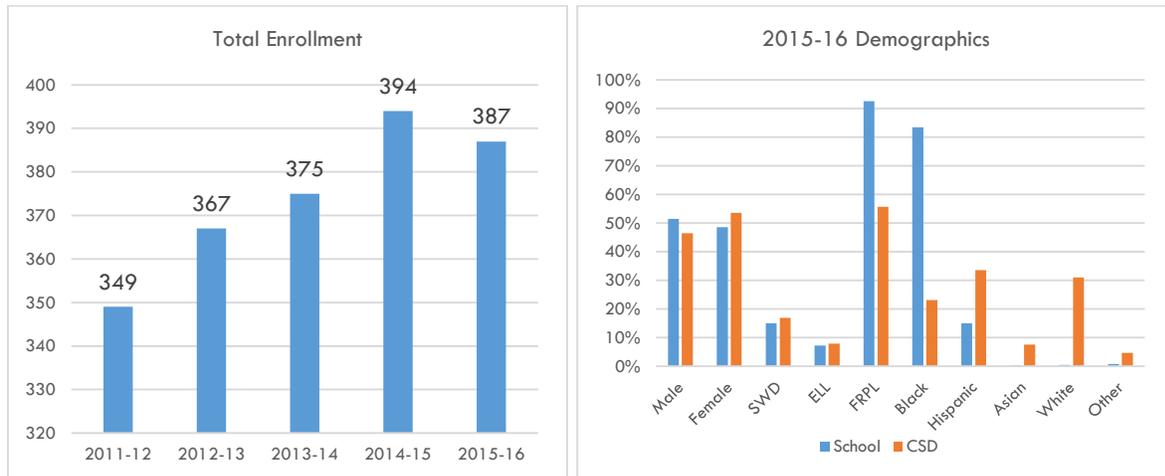
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Cash position – school has at least 60 days of cash on hand to cover operating expenses			
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months			
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment			
Debt management – school is meeting all current debt obligations			

### Long-term Financial Sustainability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)			
Aggregated three-year total margin – school operates at a surplus over three-year period		N/A	
Debt to assets ratio less than 1.0			
Aggregate assets to liabilities ratio greater than 1.0		N/A	
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)			
Multi-year cash flow – positive cash flow over previous three fiscal years		N/A	

## Appendix A: School Overview

### Enrollment and Demographics



### Programming, Admissions, and Lottery<sup>13</sup>

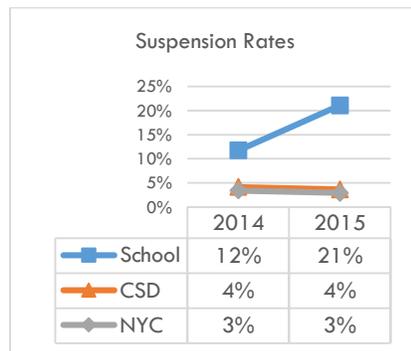
Number of Instructional Days	177
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Primary Entry Grade(s)	K, 1, 6
Additional Grade(s) for which Student Applications are Accepted	2-5, 7-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	1,056
Number of Students Accepted via the Lottery (School Year 2015-16)	58
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

<sup>13</sup> Based on self-reported data from the 2015-16 DOE Annual Charter School Survey.

### Current Board of Trustees

Board Member Name	Position	Committee(s)
1. Annie Adams	Trustee	Development and Legal/HR
2. Rudolph Austin	Treasurer	Executive, Finance and Educational Accountability
3. Katherine Brown	Chair	All
4. Jay Hatfield	Trustee	Educational Accountability
5. Andrew Hutcher	Trustee	Legal/HR and Educational Accountability
6. Natalie Deak Jaros	Vice Chair	Executive, Finance, and Board Governance
7. Joan Wicks	Trustee	Educational Accountability, Board Governance, and Legal/HR
8. Toye Wigley	Trustee	Development
9. Amanda Williams	Parent Representative/Secretary	Executive
10. Gilda Wray	Trustee	Board Governance, Development, and Educational Accountability

### Suspension and Expulsion Rates<sup>14</sup>



<sup>14</sup> Suspension rates include aggregated in- and out-of-school rates.

	2014	2015
# of Suspensions	119	203
Suspension Rate	12%	21%
# of Expulsions	0	0
Expulsion Rate	0%	0%

### **Future Plans**

As reported by school leadership and the school's Board, the following was noted:

- The school plans to continue to serve students in grades K-8.
- The school is not applying for any material or non-material revisions to its charter.

**Appendix B: Academic Performance**

Students scoring at or above Level 3 on NYS assessments:

<b>Grade-Level Proficiency in English Language Arts</b>		
	2013-2014	2014-2015
Future Leaders Institute Charter School		
Grade 3	18.2%	17.0%
Grade 4	22.0%	18.0%
Grade 5	21.7%	23.3%
Grade 6	4.7%	19.6%
Grade 7	31.4%	8.3%
Grade 8	25.0%	56.3%
PERCENTAGE POINT DIFFERENCE FROM CSD 3		
Grade 3	-26.8	-29.1
Grade 4	-32.0	-35.2
Grade 5	-25.7	-28.8
Grade 6	-36.5	-29.3
Grade 7	-10.1	-39.0
Grade 8	-16.4	8.7

<b>Grade-Level Proficiency in Math</b>		
	2013-2014	2014-2015
Future Leaders Institute Charter School		
Grade 3	31.1%	27.7%
Grade 4	46.3%	33.3%
Grade 5	23.9%	40.9%
Grade 6	23.3%	37.0%
Grade 7	22.9%	18.9%
Grade 8	27.5%	25.0%
PERCENTAGE POINT DIFFERENCE FROM CSD 3		
Grade 3	-22.2	-24.8
Grade 4	-14.1	-25.4
Grade 5	-30.2	-18.2
Grade 6	-23.1	-16.0
Grade 7	-20.4	-28.0
Grade 8	11.6	11.3

## Appendix C: Charter School Goals

According to annual reports submitted to NYSED over each year of the school's charter term, the school achieved/met its goals as follows:

- Academic Goals:<sup>15</sup>
  - 1 of 9 applicable academic charter goals in its most recent year
  - 3 of 20 applicable academic charter goals over the course of the charter term
- Operational Goals:
  - 7 of 10 applicable operational charter goals in its most recent year
  - 15 of 21 applicable operational charter goals over the course of the charter term
- Financial Goals:
  - 1 of 1 applicable financial charter goals in its most recent year
  - 1 of 2 applicable financial charter goals over the course of the charter term

Charter Goals		2013-2014	2014-2015
Academic Goals	Each year, the school will earn a score sufficient to place in the 75th percentile of all schools on the "Performance" section of the NYC DOE Progress Report.	N/A	N/A
	Each year, 75% of third through eighth grade students will perform at or above Level 3 on the NYS ELA Exam.	Not Met	Not Met
	Each year, 75% of third through eighth grade students will perform at or above Level 3 on the NYS Math Exam.	Not Met	Not Met
	Each year, 75% of fourth and eighth grade students will perform at or above Level 3 on the NYS Science Exam.	Partially Met	Partially Met
	Each year, 75% of third through eighth grade students will perform at or above Level 3 on the NYS Social Studies Exam.	N/A	N/A
	Each year, the school will be deemed "In Good Standing."	Met	Met
	Each year, 85% of students in grades kindergarten through three will score at or above grade level on the end-of-year Diagnostic Reading Assessments (DRA).	Not Met	N/A
	Each year, 75% of the students in grades kindergarten through two will earn scores in reading, writing, and mathematics at or above expectation as measured by the Children's Progress of Academic Achievement.	Not Met	N/A
	Each year, 100% of the school's eighth-grade students will attend high schools that graduate at least 75% of their students. The school will employ a full-time High School Placement Coordinator to ensure that graduates attend excellent high schools.	Met	Not Met

<sup>15</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam and 90% at or above Level 3 on the current year's NYS ELA Exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 90% on the previous year's NYS ELA Exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.	Not Met	Not Met
	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce the gap between the percent at or above Level 3 on the previous year's NYS Math Exam and 90% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 90% on the previous year's NYS Math Exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.	Not Met	Not Met
	Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students in the same grades of Community District 3.	Not Met	Not Met
	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students in the same grades of Community District 3.	Not Met	Not Met
	Each year, the school will receive a 'B' or higher on the Student Progress section of the NYC DOE Progress Report.	N/A	N/A
Operational Goals	Each year, the school will have an average daily student attendance rate of at least 95 percent. This will be measured by school reported data, from our internal attendance tracking system, on the annual report submitted August 1st.	Not Met	Not Met
	Each year, 95 percent of all students enrolled during the course of the year will return the following September.	Not Met	N/A
	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and Federal Family Educational Rights and Privacy Act.	Met	Met
	Each year, the percent of the student body referred for disciplinary infractions will be fewer than 20 percent.	Not Met	Not Met
	Each year, 80 percent of board members will attend more than 50 percent of regularly scheduled meetings.	Met	Met
	Each year, 80 percent of board members and all senior administrators will participate in at least two workshops sponsored by charter authorizers or other accredited professional organizations.	Met	Partially Met
	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi monthly.	Met	Met
	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey	Met	Met

	domains: Academic Expectation, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 75% of more of the parents participate in the survey.		
	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectation, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 75% of more of the teachers participate.	Met	Met
	Each year, 75 percent of the full-time teaching staff employed in June will return the following September.	Met	Met
	Each year, students will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 75 percent or more of the students enrolled participate in this survey.	Met	Met
Financial Goals	Each year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major negative findings.	N/A	N/A
	Each year, the school will operate on a balanced budget and maintain a steady cash flow.	Not Met	Met

## **Appendix D: Enrollment & Retention of Special Populations**

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

### **English Language Learner (ELL) Students**

To recruit ELLs, all of the school's recruitment and enrollment materials are printed in Spanish as well as English. In addition, for the past several years, Future Leaders Institute has targeted the ELL population by advertising in the El Diario, a Spanish language newspaper, as well as in Harlem and South Bronx publications, which target the large West African immigrant population in District 3 and its surrounding districts. To retain these students, the school endeavors to always translate parent notices and other materials into whatever language is needed and utilize translators at all school events. The school relies on the high quality of the ELL services they provide to ensure that the needs of their English Language Learners are being met.

### **Students with Disabilities (SWD)**

The school's efforts to retain Special Education students are focused primarily on the provision of effective services and individualized, differentiated instruction. The school highlights these services during their registration sessions with families, and works with individual families to ensure their services meet their children's needs.

### **Students Eligible for the Free or Reduced Price Lunch (FRPL) Program**

The school is dedicated to serving students in low-income communities, Harlem and the South Bronx in particular, the majority of their recruitment efforts are targeting students who qualify for free and reduced price lunch.

## **Appendix E: Additional Accountability Data**

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the [2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools](#).