



**Department of  
Education**

*Carmen Fariña, Chancellor*

Renewal Report  
for Imagine Me Leadership  
Charter School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION  
Office of School Design and Charter Partnerships  
52 Chambers Street  
New York, NY 10007  
Tel: 212-374-5419  
[CharterSchools@schools.nyc.gov](mailto:CharterSchools@schools.nyc.gov)  
[schools.nyc.gov/charters](http://schools.nyc.gov/charters)

## Table of Contents

<b>PART 1: SUMMARY OF RENEWAL RECOMMENDATION .....</b>	<b>3</b>
<i>CHARTER SCHOOL BACKGROUND.....</i>	<i>3</i>
<i>SCHOOL MISSION.....</i>	<i>3</i>
<b>PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS .....</b>	<b>5</b>
<i>RENEWAL PROCESS.....</i>	<i>5</i>
<i>STATUTORY BASIS FOR RENEWAL .....</i>	<i>6</i>
<i>RENEWAL OUTCOMES .....</i>	<i>7</i>
<i>Full-Term Renewal .....</i>	<i>7</i>
<i>Short Term Renewal .....</i>	<i>7</i>
<i>Non-Renewal.....</i>	<i>7</i>
<b>PART 3: FINDINGS .....</b>	<b>8</b>
<i>ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS? .....</i>	<i>9</i>
<i>Comparative Academic Performance.....</i>	<i>10</i>
<i>Academic Growth.....</i>	<i>10</i>
<i>Closing the Achievement Gap.....</i>	<i>11</i>
<i>College &amp; Career Readiness (for grades 9-12 only) .....</i>	<i>11</i>
<i>ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN? .....</i>	<i>14</i>
<i>Supportive Environment.....</i>	<i>16</i>
<i>Operational Stability.....</i>	<i>17</i>
<i>Compliance (with all applicable laws &amp; regulations) .....</i>	<i>18</i>
<i>ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE? .....</i>	<i>21</i>
<i>Short-term Financial Viability .....</i>	<i>22</i>
<i>Long-term Financial Sustainability.....</i>	<i>22</i>
<b>APPENDIX A: SCHOOL OVERVIEW .....</b>	<b>23</b>
<b>APPENDIX B: ACADEMIC PERFORMANCE .....</b>	<b>25</b>
<b>APPENDIX C: CHARTER SCHOOL GOALS .....</b>	<b>26</b>
<b>APPENDIX D: ENROLLMENT &amp; RETENTION OF SPECIAL POPULATIONS .....</b>	<b>28</b>
<b>APPENDIX E: ADDITIONAL ACCOUNTABILITY DATA .....</b>	<b>29</b>
<b>APPENDIX F: HISTORICAL ACADEMIC PERFORMANCE .....</b>	<b>30</b>

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

Imagine Me Leadership Charter School is an all-boys elementary school located in the East New York neighborhood of Brooklyn in Community School District 19. The school is located in private space and is not co-located with any other New York City public schools.

The school is in its second charter term.

### School Mission

Imagine Me Leadership Charter School (IMLCS) will provide a positive, nurturing environment, along with an exciting, rigorous, academic and cultural program where boys learn to become responsible citizens, life-long learners and community leaders. They will develop a sense of self by knowing who they are, and what they are expected to become, thus, allowing them to be confident and prepared to face the challenges in a competitive world.

---

Imagine Me Leadership Charter School	
School Leader(s)	Dr. Katherine Corbett (Executive Director), Mr. Bevon Thompson (Principal)
Board Chair(s)	David Aviles
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 19
Physical Address(es)	818 Schenck Avenue, Brooklyn, NY 11207
Facility Owner(s) <sup>1</sup>	Private
Enrollment <sup>2</sup>	220
Grades Served	K-5

---

<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**

Imagine Me Leadership Charter School was previously renewed for a 1.5 year term in the 2014-15 academic year with the following conditions:

- In each year of the charter term, the school must demonstrate its ability to close the achievement gap for students in the lowest third citywide: the school's percentage of students in the lowest third citywide in the 75th growth percentile on the New York State ELA assessment must meet or exceed the elementary school citywide average for students in the lowest third citywide in the 75th growth percentile.
- In each year of the charter term, the school must demonstrate its ability to close the achievement gap for students in the lowest third citywide: the school's percentage of students in the lowest third citywide in the 75th growth percentile on the New York State math assessment must meet or exceed the elementary school citywide average for students in the lowest third citywide in the 75th growth percentile.
- The school will submit quarterly financial statements to the NYC DOE within 45 days of the close of each fiscal quarter. The school will submit a memorandum describing strategies for how the school will increase its unrestricted days of cash on hand from 18 to at least 30, without an infusion of cash, by the end of the 2015 fiscal year (June 30, 2015).
- By the time of evaluation for renewal, the School must have met or exceeded 70 percent of the applicable DOE mandated goals as set forth herein in Exhibit D in order to be eligible for renewal. Failure to meet at least 70 percent of the mandated goals may result in NYC DOE recommendation to the Regents for non-renewal at the conclusion of the charter term.

Imagine Me Leadership Charter School has partially satisfied currently applicable conditions placed upon it for future renewal.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short term renewal of three years with the following conditions:

- Maintain at least 85% of authorized enrollment over the course of the charter term.
- By June 30, 2016, submit a revised three year budget based on enrollment of 225 students that shows positive net income for each year of the charter term.

---

<b>Imagine Me Leadership Charter School</b>	
School Opened For Instruction	2010-2011
Date of First Renewal	2014-2015
Current Charter Term Expiration Date	June 30, 2016
Current Authorized Grade Span	K-5
Current Authorized Enrollment	264
Proposed New Charter Term	3 years [July 1, 2016 – June 30, 2019]
Proposed Authorized Grade Span for New Charter Term	K-5
Proposed Authorized Enrollment for New Charter Term	264

---

## **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 whether Imagine Me Leadership Charter School 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>3</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, Imagine Me Leadership Charter School has partially demonstrated academic success.

The school was last renewed in January, 2015. As a result, the NYC DOE has one year of NYS assessment data and one year of other academic indicator(s) to evaluate the academic achievement and progress of the students at Imagine Me Leadership Charter School.

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>4</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.

---

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

<sup>4</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 2012-2013 and beyond because of the move to Common Core Learning Standards in 2012-2013. In addition, beginning with the 2013-2014 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 <sup>5</sup>			
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

## 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>5</sup> The school met the part of its charter goal related to ELA proficiency compared to the CSD. See Appendix C.

<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		N/A	
NYS ELA exam proficiency rates for ELLs exceed Citywide rates		N/A	
NYS Math exam proficiency rates for ELLs exceed CSD rates		N/A	
NYS Math exam proficiency rates for ELLs exceed Citywide rates		N/A	
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	

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

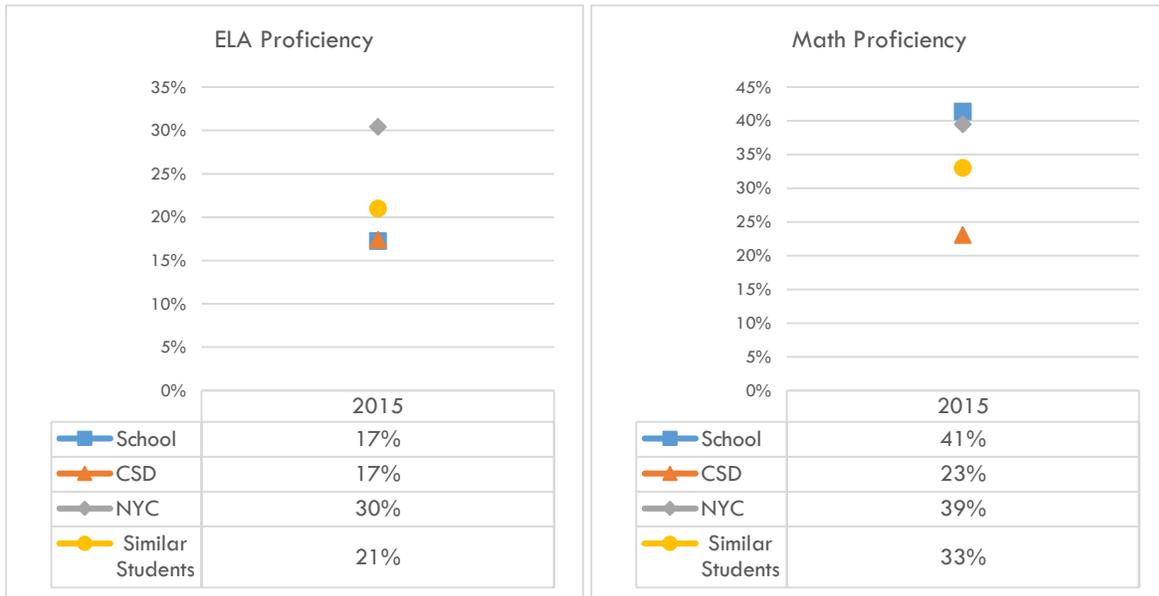
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Postsecondary enrollment rates exceed Citywide rates <sup>11</sup>		N/A	
College & Career Preparatory Course Index exceeds Citywide average		N/A	
College Readiness Index exceeds Citywide average		N/A	

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

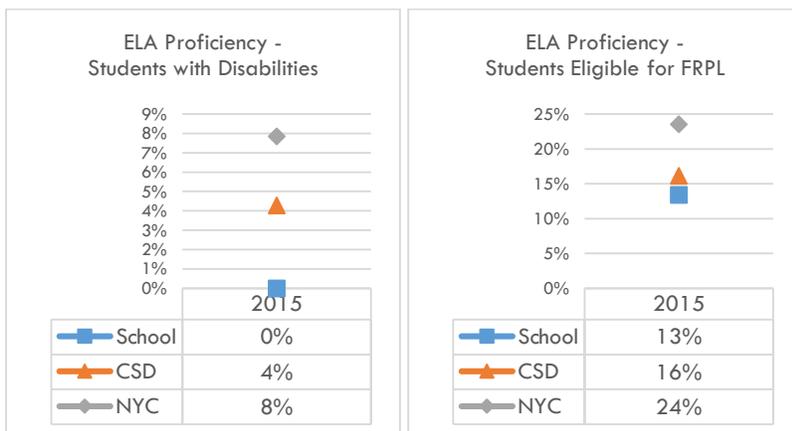
<sup>10</sup> The NYC DOE does not report Citywide graduation rates for students eligible for FRPL; this standard will be marked “NA” for all Chancellor-authorized charter schools.

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

**Overall Proficiency<sup>12</sup>**



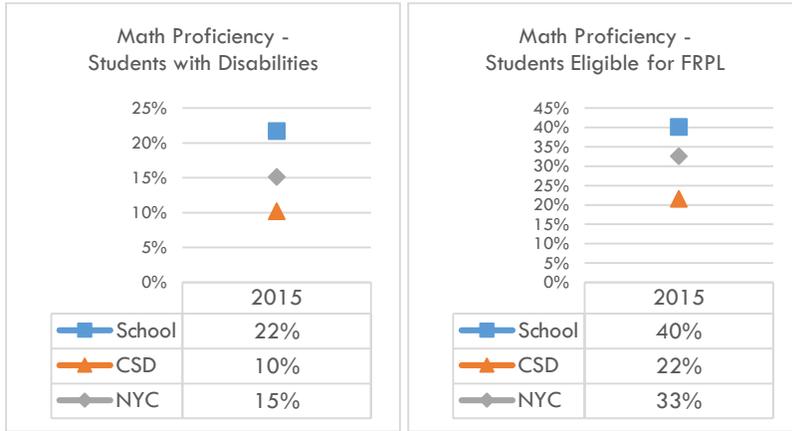
**Closing the Achievement Gap – English Language Arts<sup>13</sup>**



<sup>12</sup> Due to the length of the prior charter term (1.5 year), this school only has one year of assessment data available. For a comparison of the school's current academic results to the previous year's academic results, please see Appendix F. Note that Appendix F is provided for informational purposes, not evaluative purposes.

<sup>13</sup> Please note that the school did not serve the minimum number of English Language Learner students in any school year to receive data on the ELA proficiency of English Language Learner students

**Closing the Achievement Gap – Math<sup>14</sup>**



<sup>14</sup> Please note that the school did not serve the minimum number of English Language Learner students in any school year to receive data on the Math proficiency of English Language Learner students.

### **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 Imagine Me Leadership Charter School 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, Imagine Me Leadership Charter School has demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

### **Curriculum**

The school uses the Journeys curriculum for reading in all grades, and Go Math (grades K-1) and Envision Math (grades 2-5) for math. The school uses the New York City K-5 Science Scope and Sequence to guide their Science instruction, and the New York City K-5 Social Studies Scope and Sequence to guide their Social Studies instruction. The school also uses the New York State Living Environment Core Curriculum for their 4<sup>th</sup> graders who are preparing to take the New York State Living Environment Regents Exam.

Over the course of the Charter Authorizing Team's visits, they observed consistent use of the school's "Know, Plan, Strategy" technique for having students respond to word problems, across content areas.

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

The school collects and analyzes four sets of data: New York State examinations in ELA, Mathematics, and Science; Rally! Interim assessments; iReady assessments in ELA and Mathematics, and Fountas and Pinnell reading levels. The school's data coordinator prepares item analysis reports of the assessments for the principal, who reviews the data and analysis with teachers at their regularly scheduled meetings. Teachers are expected to adjust lesson plans and instructional materials to respond to assessment data.

### **Enrichment Opportunities**

The school offers an Academic Intervention Extended Day program that takes place Mondays through Thursdays from October to January for students in all grades who are not making progress toward performance standards. Test prep is offered for students in grades 3-5 on Saturdays from January to April and during Mid-Winter Break.

### **Special Populations**

As an all-boys school, Imagine Me Leadership Charter School makes efforts to meet the learning needs of young males through a variety of classroom strategies and professional development for teachers. Teachers are encouraged to use movement and regular breaks from academic activities in their classrooms and allow students to use tactile tools to improve their focus. Implementation of these strategies is inconsistent across the school.

Members of the Simeon Guild, a community organization, volunteer their time at the school to mentor students, and each grade has a male advisor that remains with the cohort over the course of their time at the school, serving as a point of contact for families and social/emotional support for students.

The school is a member of the Coalition of Schools Educating Boys of Color and has contracted with the Gurian Institute to provide professional development on how boys learn and methods of increasing engagement in all-male classrooms.

### **Staffing**

48% of the school's staff – 43% of instructional staff – did not return for the 2015-16 school year. The school invited all but two staff members to return, however many chose not to for a variety of reasons. The Professional Learning Coach, a member of the leadership team, changed from a full time to a part time role. The school intentionally seeks to hire male teachers who can serve as mentors to their male students. Currently 39% of the school's staff is male.

### **Professional Development**

The school offered a week-long professional development session prior to the start of the 2015-16 school year, and a full-day professional development session in November, 2015, with another full-day session scheduled for June, 2016. A significant portion of the summer sessions were led by the Gurian Institute, focused on instructional practices targeted at young males.

The leadership team leads monthly meetings for the upper and lower school staff teams and grade teams meet on a weekly basis.

A contracted coach meets with each math teacher every other week, leads professional development for the math team and occasionally models instruction.

Teachers meet in Professional Learning Communities in order to deepen their content knowledge and improve student achievement by discussing, debating and sharing best practices of reading and math strategies. These sessions are led on a bi-weekly basis by a veteran ELA teacher and the math coach.

### **Supportive Environment**

Imagine Me Leadership Charter School's student attendance rate for the 2014-15 school year was 94%, which was five percentage points higher than the district average and two percentage points higher than the city average. The student retention rate from the 2014-15 school year to this year was 80%, which was two percentage points below the district average and six percentage points below the city average.

The school has an active Student Support Team, which plans incentives and culture-building activities; Parent Association, which plans parent engagement activities and workshops; and Personnel Advisory Team, which works with the school's leadership team to address personnel issues that arise. Grade advisors serve as primary points of contact for parents and as a support system for students over the course of their time at the school.

The principal frequently observes teachers informally and meets with them regularly to debrief observations and plan. Teachers are evaluated using the Danielson Framework for Teaching and Learning and are given an annual rating of Highly Effective, Effective, Developing, or Ineffective. Teachers who earn ratings of Effective or Highly Effective can qualify for performance based bonuses through the school's Teacher Incentive Fund grant.

### **School Culture**

Imagine Me Leadership Charter School holds monthly school-wide assemblies that celebrate student achievement, progress, and attendance.

The school partners with the Simeon Guild, a community organization, to provide students with male role models.

Students participate in a coming-of-age ceremony before advancing to 6<sup>th</sup> grade.

The school implements a Response to Intervention (RTI) protocol, where at-risk students are assessed to determine individual needs and where recommendations for individualized instructional strategies are made.

On December 8, 2015, a public hearing was held to solicit comments from the school community. 63 members of the community attended. 17 speakers were in favor of the school’s renewal and no speakers were in opposition to the renewal.

**Governance**

The current Board of Trustees is comprised of six members and is chaired by David Aviles. The founding board chair is still a member of the Board. The level of membership is consistent with the minimum of five and maximum of 13 members established in the Board’s bylaws, but is inconsistent with the bylaw stating that “at all times there shall be an odd number of trustees”.

The school’s bylaws indicate that the Board is to hold monthly meetings. The Board met 11 times in 2015 and has posted the minutes on the school’s website.

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

- Over the course of the renewal visits, the Charter Authorizing Team noticed mixed evidence in classrooms and lesson plans of differentiated instruction for SWD.
- Over the course of the renewal visits, the Charter Authorizing Team noticed mixed evidence in classrooms and lesson plans of differentiated instruction for ELLs.
- Parent responses on the 2014-15 NYC DOE School Survey were 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			

### Partly Met Standards – Operational Stability

- The school’s Board is in the process of growing to include members that will be able to provide consistent and stable oversight to the school. The Board had no succession plan in place for the Executive Director or Principal, but are beginning to groom a teacher for an as-yet-undefined future leadership role.

**Compliance (with all applicable laws & regulations)**

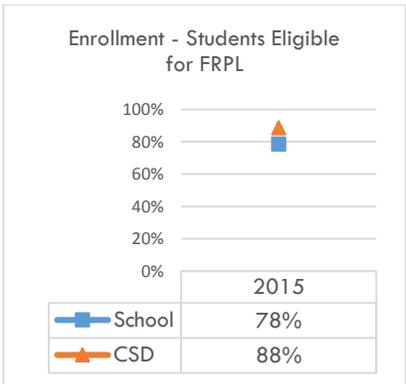
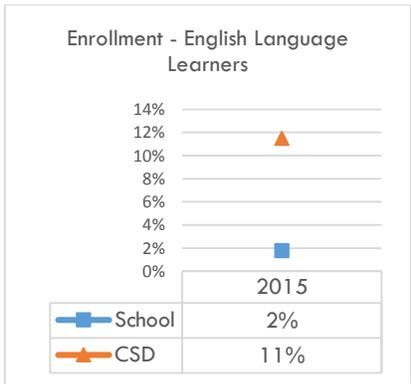
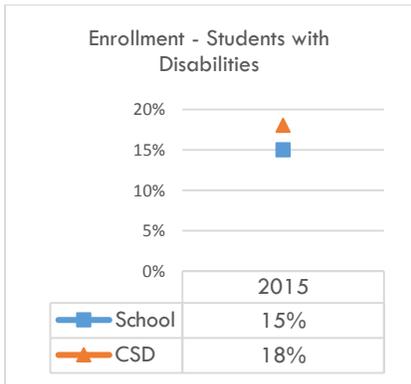
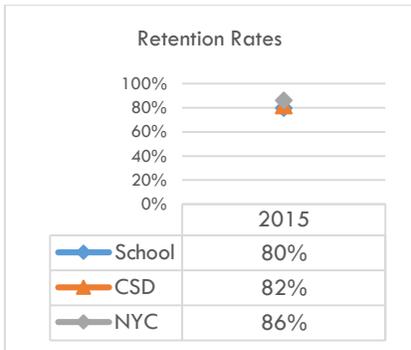
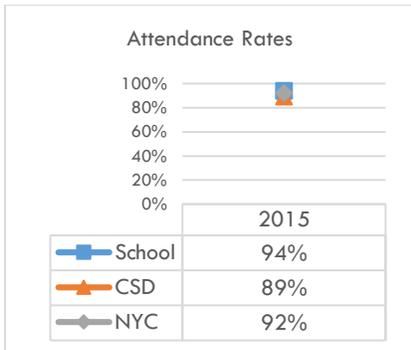
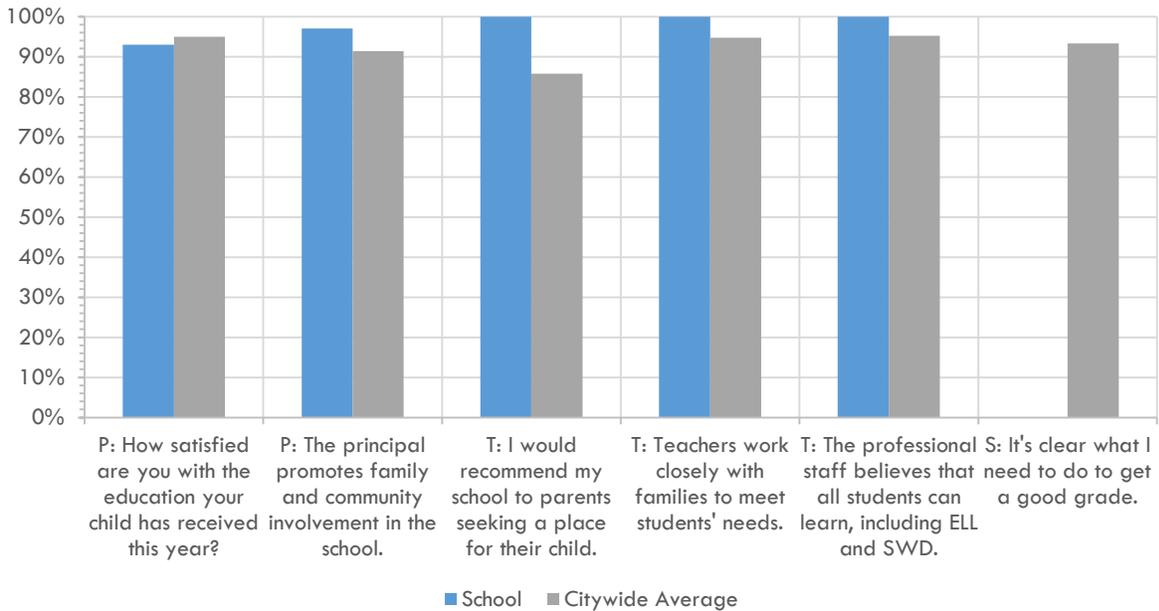
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School's SwD enrollment rate exceeds CSD rate			
School's ELL enrollment rate exceeds CSD rate			
School's FRPL enrollment rate exceeds CSD rate			
School's SwD retention rate exceeds CSD rate			
School's ELL retention rate exceeds CSD rate			
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>15</sup>			N/A

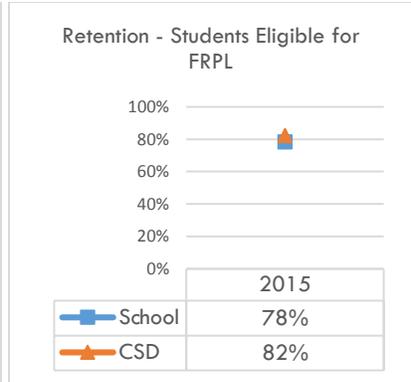
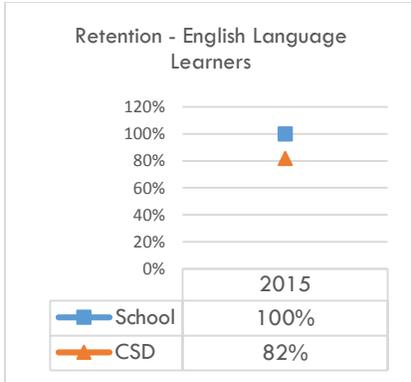
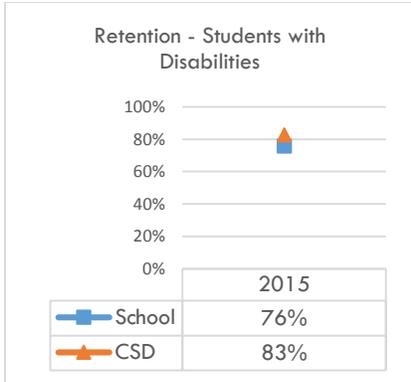
Not Met Standards – Compliance

- The school is below 85% of its authorized enrollment.

<sup>15</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





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

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether Imagine Me Leadership Charter School 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 renewal, Imagine Me Leadership Charter School has partially 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 <sup>16</sup>			
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 met all debt obligations			

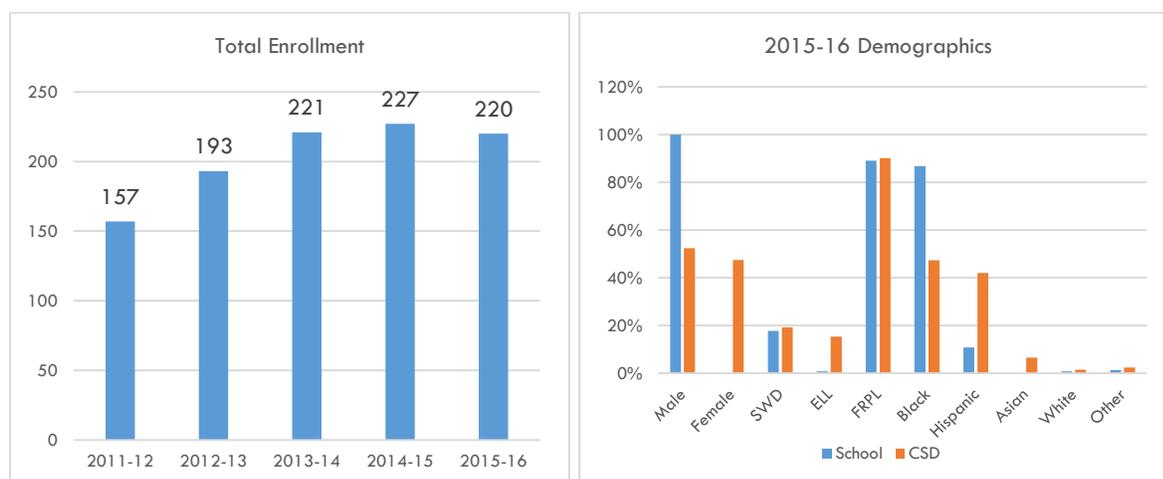
### Long-term Financial Sustainability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School operated at a surplus each year over the course of the previous charter term (more total revenues than expenses)			
Aggregated total margin – school operated at a surplus over the course of the previous charter term		N/A	
Debt to assets ratio less than 1.0 over the course of the previous charter term			
Aggregate assets to liabilities ratio greater than 1.0 over the course of the previous charter term		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 charter term		N/A	

<sup>16</sup> The school met its charter goal of increasing unrestricted days of cash on hand to at least 30. See Appendix C.

## Appendix A: School Overview

### Enrollment and Demographics



### Programming, Admissions, and Lottery<sup>17</sup>

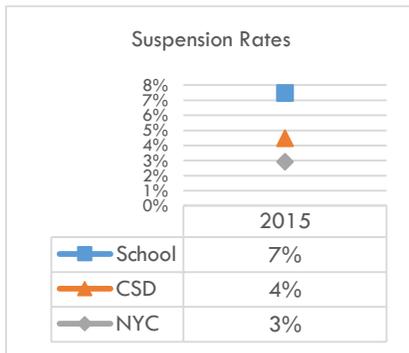
Number of Instructional Days	189
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-5
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-2016)	100
Number of Students Accepted via the Lottery (School Year 2015-2016)	25
<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>17</sup> Based on self-reported data from the 2015-2016 DOE Annual Charter School Survey.

**Current Board of Trustees**

Board Member Name	Position	Committee(s)
1. David Aviles	Chair	Executive, Academic Accountability
2. Ann-Marie Hunt	Vice Chair	Executive, Academic Accountability
3. Janice Chen	Treasurer	Executive, Finance
4. Rev. David Brawley	Secretary	Executive, Finance, Fundraising
5. Arthur Pritchard	Member	Academic Accountability
6. LaToya Kittrell	Member	Executive, Academic Accountability

**Suspension and Expulsion Rates<sup>18</sup>**



	2015
# of Suspension	17
Suspension Rate	7%
# of Expulsions	0
Expulsion Rate	-

**Future Plans**

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

- The school has applied to expand from a K-5 school to a K-8 school.

<sup>18</sup> Suspension rates include aggregated in- and out-of-school rates.

## Appendix B: Academic Performance

Students scoring at or above Level 3 on NYS assessments:

<b>Grade-Level Proficiency in English Language Arts</b>	
2014-2015	
Imagine Me Leadership Charter School	
Grade 3	21.6%
Grade 4	7.0%
Grade 5	27.3%
PERCENTAGE POINT DIFFERENCE FROM CSD 19	
Grade 3	4.6
Grade 4	-10.4
Grade 5	9.4

<b>Grade-Level Proficiency in Math</b>	
2014-2015	
Imagine Me Leadership Charter School	
Grade 3	41.2%
Grade 4	30.2%
Grade 5	63.6%
PERCENTAGE POINT DIFFERENCE FROM CSD 19	
Grade 3	19.1
Grade 4	9.4
Grade 5	37.1

## 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>19</sup>
  - 2 of 4 applicable academic charter goals in its most recent year
  - 2 of 4 applicable academic charter goals over the course of the charter term
- Operational Goals:
  - 2 of 4 applicable operational charter goals in its most recent year
  - 2 of 4 applicable operational charter goals over the course of the charter term
- Financial Goals:
  - 3 of 3 applicable financial charter goals in its most recent year
  - 3 of 3 applicable financial charter goals over the course of the charter term

Charter Goals		2014-2015
Academic Goals	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.	Partially Met
	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State math examination.	Met
	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year.	Partially Met
	For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the	Met

<sup>19</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.

	CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year.	
Operational Goals	In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.	Met
	In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey.	Met
	Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year.	Not Met
	Each year, the school will have an average daily student attendance rate of at least 95 percent.	Not Met
Financial Goals	The school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Met
	The will operate on a balanced budget and maintain a stable cash flow	Met
	The school will submit quarterly financial statements to the NYC DOE within 45 days of the close of each fiscal quarter. The school will submit a memorandum describing strategies for how the school will increase its unrestricted days of cash on hand from 18 to at least 30, without an infusion of cash, by the end of the 2015 fiscal year (June 30, 2015).	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.

- Team members of the school visited local pre-schools and pre-kindergarten programs.
- Team members of the school passed out fliers in English and Spanish outside of nearby elementary schools.
- The school held information sessions during the day, in the evening and on Saturdays.
- The Parent Ambassador canvassed local neighborhoods and handed out applications and flyers.
- The school created posters and flyers in English and Spanish and put on display throughout the community.
- The school mailed flyers in English and Spanish to current families asking them to recruit new families.

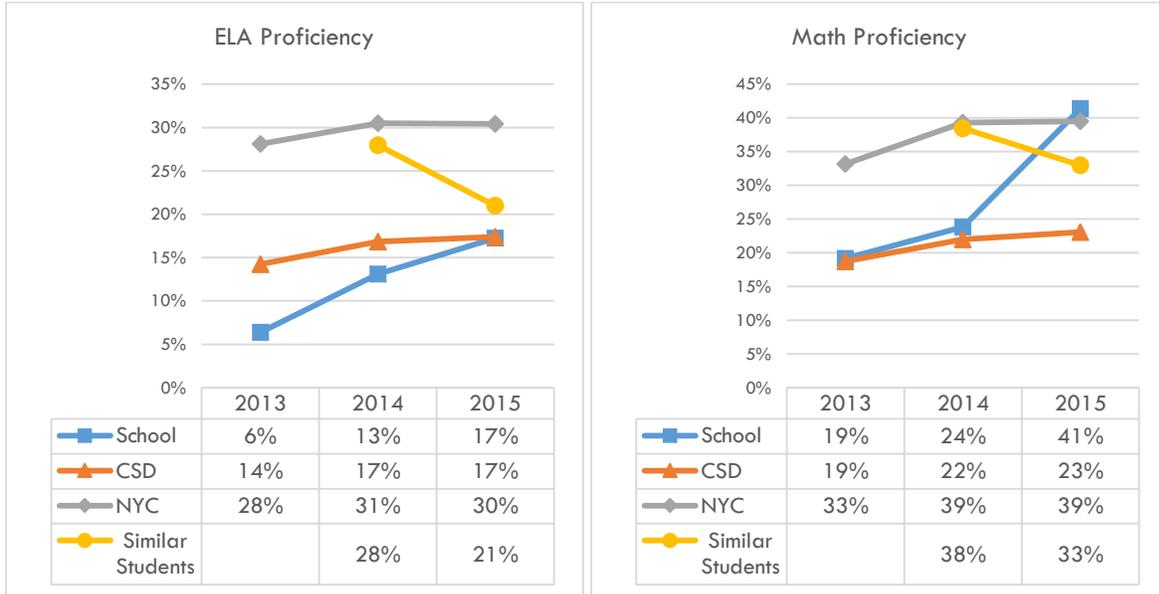
### **Appendix E: Additional Accountability Data**

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](#).

## Appendix F: Historical Academic Performance

Due to the length of the prior charter term (1.5 year), this school only has one year of assessment data available for evaluative purposes. Below are the school's academic results from previous years, for purely informational purposes.



<b>Grade-Level Proficiency in English Language Arts</b>			
	2012-2013	2013-2014	2014-2015
<b>Imagine Me Leadership Charter School</b>			
Grade 3	6.4%	12.8%	21.6%
Grade 4	-	13.5%	7.0%
Grade 5	-	-	27.3%
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-
<b>PERCENTAGE POINT DIFFERENCE FROM CSD 19</b>			
Grade 3	-7.8	-2.8	4.6
Grade 4	-	-4.6	-10.4
Grade 5	-	-	9.4
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-

<b>Grade-Level Proficiency in Math</b>			
	2012-2013	2013-2014	2014-2015
Imagine Me Leadership Charter School			
Grade 3	19.1%	21.3%	41.2%
Grade 4	-	27.0%	30.2%
Grade 5	-	-	63.6%
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-
PERCENTAGE POINT DIFFERENCE FROM CSD 19			
Grade 3	0.4	1.0	19.1
Grade 4	-	3.3	9.4
Grade 5	-	-	37.1
Grade 6	-	-	-
Grade 7	-	-	-
Grade 8	-	-	-