



Charter School Renewal Report  
Charter Schools Accountability and Support  
2012-2013

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL  
RENEWAL REPORT**

**2012-13 SCHOOL YEAR**

## Part 1: Executive Summary

### School Overview and History:

Future Leaders Institute Charter School began operating as a conversion charter school in 2005, and is in its second charter term after having previously received a 3-year renewal. The school serves grades K-8 and has a student population of 366<sup>1</sup>, consisting of 4% ELL, 13% SPED, and 69% FRL.<sup>2</sup> Future Leaders Institute is located in the Harlem section of New York City, within CSD 3.

	2011-12 PR overall grade	2012 ELA, 3+%	2012 Math, 3+%	FRL %	SWD %	ELL %
School <sup>3</sup>	B	34.7	50.2	69.4	12.6	3.8
CSD 3 <sup>4</sup>		58.7	67.8	49.7	13.7	6.3

### Renewal Recommendation:

In order for a charter school to be renewed it must demonstrate that it has earned renewal and is worthy of continuing the privilege of educating New York City students. While the academic performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are important factors that inform a renewal decision.

Based on the evaluation of the renewal application, renewal visit, historical annual reports and visits, performance on Progress Reports, comparisons to the CSD, and other factors, the New York City Department of Education Charter Schools Accountability & Support team (NYC DOE CSAS) recommends a **Three-Year Renewal with Conditions** of the charter for Future Leaders Institute Charter School.

## Part 2: Renewal Decision and Findings

### Renewal Framework:

The New York State Charter Schools Act ("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 [also] include:

(a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.

<sup>1</sup> ATS data pull on 11/15/12.

<sup>2</sup> ATS audited register as of 10/31/12.

<sup>3</sup> Proficiency rates from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>. Demographics from ATS 11/20/12.

<sup>4</sup> CSD ELA and Math data from NYC DOE website and measures average performance of common grades only. Demographics from ATS 11/26/12 data pull.

(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. 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.

(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.

The Charter Schools Accountability and Support (CSAS) team may recommend four potential outcomes for charter schools applying for renewal: full-term renewal, renewal with conditions, short-term renewal, or non-renewal.

#### ***Full-Term Renewal***

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has yielded strong student performance and progress, has met the majority of its charter goals, has demonstrated financial stability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

#### ***Renewal with Conditions***

In cases where a school has demonstrated mixed academic results or concerns about organizational viability, renewal is contingent upon changes to the prospective application or new charter, new performance measures, or both. These may include changes to curriculum, leadership, or board governance structure that are intended to yield improved academic outcomes during the next chartering period.

#### ***Short-Term Renewal***

In cases where a school is up for renewal of its initial charter and has fewer than two years of state-assessment results, a renewal of three-years or fewer may be considered. In very limited circumstances, a school not in its initial charter or in its initial charter with more than three years of state assessment data, may be considered for a short-term renewal if the school's most recent year results are good (for

example, an A or B on the NYC DOE Progress Report) while the previous year's results may have been poor (D or F).

***Non-Renewal***

Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

**NYC DOE CSAS Renewal Recommendation:**

Based on the evaluation of the renewal application, renewal visit, historical annual reports and visits, performance on Progress Reports, comparisons to the CSD, and other factors, the New York City Department of Education Charter Schools Accountability & Support team (NYC DOE CSAS) recommends a Three-Year Renewal with Conditions of the charter for Future Leaders Institute (FLI). The conditions are as follows:

- 1) 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.
  
- 2) Equal or surpass CSD proficiency levels in Math and ELA in grade to grade comparisons during new charter term.

This recommendation is made for reasons that include the following:

1. The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement (Education Law Section 2850(2)(a)).  
Future Leaders Institute has partially demonstrated student progress and achievement for the following reasons:
  - i. Receiving Overall grades of D, F, and B on the past three Progress Reports.<sup>5</sup>
  - ii. Underperforming the district and the city on the NYS Math and ELA exams each of the past three years.<sup>6</sup>
  - iii. The school's math proficiency rates increased substantially (+17 points) from 2010-11 to 2011-12.<sup>7</sup>
  - iv. The school earned a B grade in Student Progress on the 2011-12 Progress Report, indicating that students made strong gains versus their peers.
2. In accordance with Education Law Section 2852(2)(b), a charter applicant must demonstrate the ability to operate the school in a educationally and fiscally sound manner.  
Future Leaders Institute has proven to be an effective and viable organization:
  - i. The school has maintained annual budgets that met all short- and long-term financial responsibilities with available revenues.
  - ii. The school is compliant with local, state and federal laws, which includes documentation of staff fingerprint clearance, teacher certification, AED and immunization rate compliance.
  - iii. School leaders noted the need for a development plan and indicated the potential hiring of a development consultant.

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<sup>5</sup> 2009-2012 Progress Reports.

<sup>6</sup> <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

<sup>7</sup> 2010-11 and 11-12 Progress Reports.

3. In accordance with Education Law Section 2853(1)(f), the board of trustees of the charter school shall have final authority for policy and operational decisions of the school.

The board of FLI has proven to be effective for the following reasons:

- i. The school added two administrator positions that report to the Principal; particularly the two Heads of School were restructured so they could spend more time providing direct classroom support to teachers.
- ii. The school began to realign the curriculum to the Common Core Learning Standards (CCLS) believing that the alignment with CCLS would improve achievement, FLI began this process in 2010. This involved the development of curriculum maps, creation of units designed to improve teacher effectiveness and student achievement through inquiry, and assessments that capture what students know, understand, and are able to do at each grade level.
- iii. The school has established clear roles for the school operations staff. The school operations staff is led by the Director of Operations, who ensures the school is meeting all local, state and federal laws.

4. In accordance with Education Law Section 2850(2)(b), a primary objective of charter schools is to increase learning opportunities for students who are at-risk of academic failure.

FLI has been partially successful serving at-risk students:

- i. The school has placed a greater focus on differentiation of instruction for those students who demonstrate the lowest levels of proficiency. Educational assistants and push-in teachers assist with working with students at different levels.
- ii. The school has established a suite of special education services: daily push-in support in reading at each grade level, and at most levels for math, integrated co-teaching/collaborative team teaching classrooms at select grade levels, K-5, a special education resource room, offering limited pull-out instruction for individuals and/or small groups, on-site counseling services for individuals and groups (provided by licensed guidance counselors and social workers) and on-site facilitation of speech and language and occupational therapy (provided by external agencies).
- iii. The school has budgeted funding for professional development, including training in special education and ELL services for all faculty.
- iv. The school has provided more classroom teachers and supports to students, including underachieving, ELL, and special education students, as well as those receiving free and reduced lunch.
- v. The school revised job descriptions of associate teachers so that they work with individual and small groups of students differentiating instruction in ELA and math for students with special needs and those students who are underperforming.

5. In accordance with Education Law Section 2850(2)(e), a primary objective of charter schools is to provide parents and students with expanded educational opportunities.

Future Leaders Institute has partially provided expanded choice through the following:

- i. The school's Extended Day Program was reworked to include more tutoring to complement/support the academic program.
- ii. The school has placed great efforts into reaching out to parents, including parents of ELL, special education, and FRL students, to engage them in the school and its activities.

6. In accordance with Education Law Section 2855(1)(b) and Education Law Section 2855(1)(c), a charter may be terminated or revoked in the event of serious violations of law, and/or material and substantial violations of the charter.

Future Leaders Institute has been in compliance with its charter and applicable laws and regulations.

7. As defined by Part 4 of the NYC DOE CSAS Accountability Framework, a school is to be assessed on its plan for its next charter term.

Future Leaders Institute has demonstrated viable plans for its next term for the following reasons:

- i. The school plans on employing a full-time High School Placement Coordinator to ensure that graduates attend excellent high schools.
- ii. The school will continue to develop best practices and key personnel by promoting their participation in (1) the annual New York Charter School Association (NYCSA) conference, (2) workshops and trainings offered by the NYCSA and the New York City Charter Schools Center around governance and performance management, and (3) the annual Celebration of Teaching and Learning as a commitment to continuing professional growth.
- iii. The school has created and plans to continue Professional Learning Teams to gather and analyze data, research, share best practices and gauge student progress through common assessments.
- iv. The school has become more consistent with the use of the Code of Conduct and continues to move school-wide to a more holistic view of discipline, minimizing disciplinary distractions.

## Part 3: Charter School Goals

Future Leaders Institute Charter School has partially met the goals set forth in its charter agreement. Please see the table below detailing the school's performance towards charter goals.

Please note that information in this section is provided by the school, and may vary from data reported by the NYC DOE because, among other reasons, the NYC DOE reports on all students, while certain school goals may only apply to students falling under a given criteria. All data errors, discrepancies, or omissions in this section are not the responsibility of the NYC DOE.

Future Leaders Institute Charter School				
Goal Analysis				
Standard 1: High Academic Attainment and Improvement				
Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
1.1	Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Performance" section of the citywide Progress Report.	Last Quartile Citywide	Last Quartile Citywide	Awaiting Data from DDE
		Met: N	Met: N	Met
		The Performance Category Score of 4.2 placed FLI in the last quartile for all citywide Progress Reports.	The Performance Category Score of 1.8 placed FLI in the last quartile for all citywide Progress Reports.	
1.2	Each year, 75 percent of 3rd-8th-graders will perform at or above Level 3 on the New York State ELA examination.	3rd = 45%; 4th = 26%; 5th = 38%; 6th = 35%; 7th = 57%; 8th = 60%	3rd = 24%; 4th = 44%; 5th = 29%; 6th = 32%; 7th = 44%; 8th = 48%	3rd = 43%; 4th = 32%; 5th = 32%; 6th = 39%; 7th = 33%; 8th = 29%
		Met: N	Met: N	Met: N
		For 2009-10, performance was strongest for 7th and 8th graders with 57% and 60% scoring 3 or higher, respectively.	For 2010-11, performance lagged the previous year with the exception of 4th graders who improved their scores, with 44% scoring 3 or higher.	FLI rebounded from a dip in performance in 2010-11, with a higher percentage of students scoring a 3 or higher in 3 of the 6 grades tested (3rd, 5th and 6th graders) than the previous year.
1.3	Each year, 75 percent of 3rd-8th-graders will perform at or above Level 3 on the New York State Mathematics examination.	3rd = 43%; 4th = 46%; 5th = 41%; 6th = 24%; 7th = 26%; 8th = 33%	3rd = 32%; 4th = 50%; 5th = 38%; 6th = 19%; 7th = 25%; 8th = 27%	3rd = 50%; 4th = 49%; 5th = 46%; 6th = 69%; 7th = 42%; 8th = 44%
		Met: N	Met: N	Met: N
		For 2009-10, performance was strongest for 3rd, 4th, and 5th graders with 43%, 46%, and 41% scoring 3 or higher, respectively.	For 2010-11, performance lagged the previous year with the exception of 4th graders, 50% of who scored 3 or higher.	FLI rebounded from a dip in performance in 2011-12, with a higher percentage of students scoring 3 or higher in 5 of the 6 grades tested, with the most marked improvement in grade 6, where 69% of students scored 3 or higher.

Future Leaders Institute Charter School

**Goal Analysis**

**Standard 1: High Academic Attainment and Improvement**

Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
1.4	Each year, 75 percent of 4th and 8th-graders will perform at or above Level 3 on the New York State Science examination.	4th = 80%; 5th = 73%	4th = 78%; 5th = 44%	Awaiting Data from DDE
		Met: Partially	Met: Partially	Met:
		Performance in science was strong, with 4th graders meeting the goal (80% at 3 or higher) and 8th graders just shy of the goal (73% at 3 or higher.)	Performance in science remained strong with 4th graders meeting the goal (78% at 3 or higher) and 8th graders shy of the goal (44% at 3 or higher.)	
1.5	Each year, 75 percent of 5th and 8th-graders will perform at or above Level 3 on the New York State Social Studies examination.	5th = 57%; 8th = 67%	Awaiting Data from DDE	Awaiting Data from DDE
		Met: N	Met:	Met:
		Although the target was not met, performance in social studies was relatively strong, with 67% of 8th graders scoring 3 or higher.		
1.6	Each year, the school will be deemed "In Good Standing"	In Good Standing for all subjects	In Good Standing for all subjects	Awaiting Data from DDE
		Met: Y	Met: Y	Met:
		FUI was In Good Standing for all subjects at the elementary and middle school levels	FUI was In Good Standing for all subjects at the elementary and middle school levels	

Goal Analysis				
Standard 1: High Academic Attainment and Improvement				
Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
1.7	Diagnostic Reading Assessments (DRA) are used in all grades at FIU. The goal is that each year 85% of students in grades K-3 will score at or above grade level on these end-of-year assessments.	68% on grade level	Test not Administered	Test not Administered
		Met: N	Met: N/A	Met: N/A
		In the last year that the DRA was administered, 68% of students were on grade level.	FIU decided not to administer the DRA after year one instead using the Fountas and Pinnell Benchmark Assessment System, which places students into the Guided Reading Program across all grades, replacing the Developmental Reading Assessment (K-3) and the Writing Reading Assessment Profile (grades 4-8)	FIU decided not to administer the DRA after year one instead using the Fountas and Pinnell Benchmark Assessment System, which places students into the Guided Reading Program across all grades, replacing the Developmental Reading Assessment (K-3) and the Writing Reading Assessment Profile (grades 4-8)
1.8	Each year, 75% of the students in Grades K-2 will earn scores in reading, writing and mathematics at or above expectation as measured by the Children's Progress of Academic Achievement	Test results not available	Test not Administered	Test not Administered
		Met: N/A	Met: N/A	Met: N/A
		FIU did administer this assessment in year one, but test results are not available due to the departure of the administrator who had the only login.	FIU decided not to administer the Children's Progress of Academic Achievement assessment after year one of the current charter, since it did not give enough information to impact instructional planning and practices	FIU decided not to administer the Children's Progress of Academic Achievement assessment after year one of the current charter, since it did not give enough information to impact instructional planning and practices
1.9	FIU Charter School will employ a full-time High School Placement Coordinator to ensure that graduates attend excellent high schools. FIU Charter School's goal will be that 100% of its eighth-graders attend high schools that graduate at least 75% of their students.	100%	100%	100%
		Met: Y	Met: Y	Met: Y
		100% of our graduates were matched to a high school demonstrating or projecting a four-year graduation rate in excess of 75%, based on the latest statistical information available to the public when students completed their main round public high school choice forms.	100% of our graduates were matched to a high school demonstrating or projecting a four-year graduation rate in excess of 75%, based on the latest statistical information available to the public when students completed their main round public high school choice forms.	100% of our graduates were matched to a high school demonstrating or projecting a four-year graduation rate in excess of 75%, based on the latest statistical information available to the public when students completed their main round public high school choice forms.

**Goal Analysis**

**Standard 1: High Academic Attainment and Improvement**

Goal #	Value-added Performance Goals	Year 1	Year 2	Year 3
1.10	Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide Progress Report.	Last Quartile Citywide	Last Quartile Citywide	Awaiting Data from DQE
		Met: N	Met: N	Met:
		The Progress Category Score of 0.0 placed FU in the last quartile for all citywide Progress Reports.	The Progress Category Score of 0.0 placed FU in the last quartile for all citywide Progress Reports.	
1.11	For years 2 through 5 of the proposed charter, 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 State ELA exam and 90 percent at or above Level 3 on the current year's State ELA exam. If the number of students scoring above proficiency in a grade level cohort exceeded 90 percent on the previous year's ELA exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.	Data Not Available	Data Not Available	Data Not Available
		Met:	Met:	Met:
1.12	For years 2 through 5 of the proposed charter, grade-level cohorts of the same students will reduce the gap between the percent at or above Level 3 on the previous year's State Math exam and 90 percent at or above Level 3 on the current year's State Math exam. If the number of students scoring above proficiency in a grade level cohort exceeded 90 percent on the previous year's Math exam, the school is expected to demonstrate growth (from proficient to advanced) in the current year.	Data Not Available	Data Not Available	Data Not Available
		Met:	Met:	Met:

Future Leaders Institute Charter School

**Goal Analysis**

**Standard 1: High Academic Attainment and Improvement**

Goal #	Comparative Performance Goals	Year 1	Year 2	Year 3
1.13	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Community School District 3.	In 33% of the 6 grades tested, a higher % of FIU students scored higher than CSD 3 students.	In 17% of the 6 grades tested, a higher % of FIU students scored higher than CSD 3 students.	FIU students did not score higher than CSD 3 students in any of the 6 grades tested.
		Met: N	Met: N	Met: N
		Although this goal compares FIU to its resident CSD (3), the student population at FIU more closely resembles students from CSD 5. If a comparison were made to CSD 5 students, FIU would have met this goal, since FIU students scored better than CSD 5 students on 83% percent of tests taken.	Although this goal compares FIU to its resident CSD (3), the student population at FIU more closely resembles students from CSD 5. If a comparison were made to CSD 5 students, FIU would have met this goal, since FIU students scored better than CSD 5 students on 67% percent of tests taken.	Although this goal compares FIU to its resident CSD (3), the student population at FIU more closely resembles students from CSD 5. If a comparison were made to CSD 5 students, FIU would have met this goal, since FIU students scored better than CSD 5 students on 100% percent of tests taken.
1.14	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of Community School District 3.	FIU students did not score higher than CSD 3 students in any of the 6 grades tested.	FIU students did not score higher than CSD 3 students in any of the 6 grades tested.	FIU students did not score higher than CSD 3 students in any of the 6 grades tested.
		Met: N	Met: N	Met: N
		Although this goal compares FIU to its resident CSD (3), the student population at FIU more closely resembles students from CSD 5. If a comparison were made to CSD 5 students, FIU would have met this goal, since FIU students scored better than CSD 5 students on 50% percent of tests taken.	Although this goal compares FIU to its resident CSD (3), the student population at FIU more closely resembles students from CSD 5. If a comparison were made to CSD 5 students, FIU would have met this goal, since FIU students scored better than CSD 5 students on 17% percent of tests taken.	Although this goal compares FIU to its resident CSD (3), the student population at FIU more closely resembles students from CSD 5. If a comparison were made to CSD 5 students, FIU would have met this goal, since FIU students scored better than CSD 5 students on 100% percent of tests taken.

Future Leaders Institute Charter School

**Goal Analysis**

**Standard 1: High Academic Attainment and Improvement**

Goal #	Comparative Performance Goals	Year 1	Year 2	Year 3
1.15	Each year the school will receive a 'B' or higher on the Student Progress section of the NYCDOE Progress Report.	Progress Grade= F	Progress Grade= F	Awaiting Data from DDE
		Met: N	Met: N	Met:
		Progress goal was not met.	Progress goal was not met.	

**Standard 2: Responsive Educational Program and Environment**

Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
2.1	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 1.	95.3%	96.4%	92.9%
		Met: Y	Met: Y	Met: N
		FLI met this goal in 2009-10.	FLI met this goal in 2010-11.	After meeting this goal the preceding 2 years, FLI fell short of this goal in 2011-12.

Future Leaders Institute Charter School

**Goal Analysis**

Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
2.2	Each year, 95 percent of all students enrolled during the course of the year will return the following September.	94% Retention Rate	80% Retention Rate	79% Retention Rate
		Met: N	Met: N	Met: N
		For 2009-10, of the peak enrollment of 364, thirty-three students were not retained, representing a 91% retention rate. However, 11 of those students moved out of state or left because of lack of transportation reasons. Essentially, 22 students left voluntarily, which represents a voluntary retention rate of 94%.	For 2010-11, of the peak enrollment of 366, 84 students were not retained, representing a 77% retention rate. However, 11 of those students moved out of state or left because of lack of transportation reasons. Essentially, 73 students left voluntarily, which represents a voluntary retention rate of 80%.	For 2011-12, of the peak enrollment of 365, 89 students were not retained, representing a 75% retention rate. However, 13 of those students moved out of state or left because of lack of transportation reasons. Essentially, 76 students left voluntarily, which represents a voluntary retention rate of 79%.
2.3	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.	In Full Compliance	In Full Compliance	In Full Compliance
		Met: Y	Met: Y	Met: Y
		FUI is in full compliance with all laws and regulations.	FUI is in full compliance with all laws and regulations.	FUI is in full compliance with all laws and regulations.
2.4	Each year, the percent of the student body referred for disciplinary infractions will be fewer than 20%.	5%	18%	11%
		Met: Y	Met: Y	Met: Y
		FUI met this goal by a substantial margin.	FUI Met this goal by 2%	FUI met this goal by a substantial margin.

Future Leader's Institute Charter School

**Goal Analysis**

**Standard 3: Responsible School Leadership, Governance and Management**

Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
3.1	Each year, 80% of the board members will attend more than 50% of the regularly scheduled meetings.	76% Average Attendance	81% Average Attendance	91% Average Attendance
		Met: Y	Met: Y	Met: Y
		On average, FLI board members attended 76% of the 9 board meetings held in 2009-10.	Board attendance improved in 2010-11. On average, FLI board members attended 76% of the 6 board meetings held in 2010-11.	Board attendance continued to improve in 2011-12. On average, FLI board members attended 91% of the 8 board meetings held in 2010-11.
3.2	Each year, 80% of the board members and all senior administrators will participate in at least two workshops sponsored by charter or other accredited professional organizations.	Data not explicitly tracked	Data not explicitly tracked	Data not explicitly tracked
		Met: N	Met: N	Met: N
		Board members and senior administrators did attend training programs sponsored by charter-affiliated organizations in each of the three years of the charter, but specific attendance was not tracked. Even so, FLI did not meet the 80% goal.	Board members and senior administrators did attend training programs sponsored by charter-affiliated organizations in each of the three years of the charter, but specific attendance was not tracked. Even so, FLI did not meet the 80% goal.	Board members and senior administrators did attend training programs sponsored by charter-affiliated organizations in each of the three years of the charter, but specific attendance was not tracked. Even so, FLI did not meet the 80% goal.

Future Leaders Institute Charter School

**Goal Analysis**

**Standard 4: Financial Sustainability and Internal Controls**

Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
4.1	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.	12% of Full Enrollment	3% of Full Enrollment	8% of Full Enrollment
		Met: Y	Met: Y	Met: Y
		In 2009-10, 333 students were enrolled at FLI in comparison to full enrollment which was 379.	In 2010-11, 367 students were enrolled at FLI in comparison to full enrollment which was 379.	In 2011-12, 350 students were enrolled at FLI in comparison to full enrollment which was 379.
4.2	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Audit Completed	Audit Completed	Audit Completed
		Met: Y	Met: Y	Met: Y
		FLI received an unqualified opinion with no major findings.	FLI received an unqualified opinion with no major findings.	FLI received an unqualified opinion with no major findings.
4.3	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Net Surplus = 87,207	Net Surplus = 738,866	Net Deficit = (18,006)
		Met: Y	Met: Y	Met: Partially
		Revenue in 2009-10 was 5,179,387 and expenses were 5,092,180, representing a net surplus of 87,207 and a stable cash flow.	Revenue in 2010-11 was 6,026,458 and expenses were 5,287,592, representing a net surplus of 738,866 and a stable cash flow.	Revenue in 2011-12 was 5,521,125 and expenses were 5,539,131, representing a small, net deficit of 18,006. Cash flow, however, was very stable given the significant surplus from the prior year.

Future Leaders Institute Charter School

**Goal Analysis**

**Standard 5: Strong Culture and Supportive Relationships**

Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
5.1	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 domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of the parents participate in the survey.	Academic Expectations = 8.0 Communications = 8.3 Engagement = 8.3 Safety & Respect = 8.6 Parent Participation Rate = 33%	Academic Expectations = 8.0 Communications = 8.1 Engagement = 8.3 Safety & Respect = 8.6 Parent Participation Rate = 61%	Academic Expectations = 7.7 Communications = 7.6 Engagement = 7.5 Safety & Respect = 7.9 Parent Participation Rate = 28%
		Met: Partially	Met: Y	Met: Partially
		Although FIU exceeded a score of 7.5 on all measures, the participation rate did not meet the 50% target.	FIU exceeded the targeted and participation rates exceeded 50%	Although FIU exceeded a score of 7.5 on all measures, the participation rate did not meet the 50% target.
5.2	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 Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 75% or more of the teachers participate in the survey.	Academic Expectations = 6.1 Communications = 5.8 Engagement = 6.3 Safety & Respect = 6.4 Teacher Participation Rate = 87%	Academic Expectations = 5.6 Communications = 5.7 Engagement = 6.0 Safety & Respect = 6.1 Teacher Participation Rate = 92%	Academic Expectations = 7.7 Communications = 7.5 Engagement = 7.4 Safety & Respect = 7.8 Teacher Participation Rate = 88%
		Met: N	Met: N	Met: Partially
		FIU did not exceed a score of 7.5 on any measures, but did exceed the 50% participation target.	FIU did not exceed a score of 7.5 on any measures, but did exceed the 50% participation target.	FIU exceeded a score of 7.5 on 3 of 4 measures and exceeded the 50% participation target.

Future Leaders Institute Charter School				
Goal Analysis				
Standard 5: Strong Culture and Supportive Relationships				
Goal #	Absolute Performance Goals	Year 1	Year 2	Year 3
5.3	Each year, 75% of the full-time teaching staff employed in June will return for the following September.	58% Retention Rate	68% Retention Rate	86% Retention Rate
		Met: N	Met: N	Met: Y
		For 2009-10, FLI employed 26 teachers, 11 of whom did not return to teach at FLI the following September. Of the 11 who were not retained, one was not retained by FLI.	For 2010-11, the retention rate for teachers improved, with FLI employing 28 teachers, 9 of whom did not return to teach at FLI the following September.	For 2011-12, the retention rate for teachers continued to improve. FLI employed 35 teachers, 5 of whom will not return to teach at FLI the following September.
5.4	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% or more of the students enrolled participate in the survey.	Academic Expectations = 8.2 Communications = 6.4 Engagement = 7.3 Safety & Respect = 6.6 Student Participation Rate = 87%	Academic Expectations = 8.3 Communications = 7.8 Engagement = 6.9 Safety & Respect = 7.1 Student Participation Rate = 100%	Academic Expectations = 7.9 Communications = 6.9 Engagement = 6.8 Safety & Respect = 6.2 Student Participation Rate = 97%
		Met: Partially	Met: Partially	Met: Partially
		FLI exceeded a score of 7.5 on 1 of 4 measures and exceeded the 50% participation target.	FLI exceeded a score of 7.5 on 2 of 4 measures and exceeded the 50% participation target.	FLI exceeded a score of 7.5 on 1 of 4 measures and exceeded the 50% participation target.

## Part 4: Charter School Performance Data

The tables presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 3 and New York City.

### Percent of Students Scoring at or above Level 3- Whole School<sup>8</sup>

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	83.1	40.5	31.9	34.7
CSD 3*	75.5	52.8	56.0	58.7
NYC*	68.9	42.4	43.9	46.9
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	83.9	38.2	33.2	50.2
CSD 3*	84.6	59.9	65.7	67.8
NYC*	81.8	54.1	57.3	60.0

### Percent of Students Scoring at or above Level 3- By Grade

#### Grade 3

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	86.0	45.1	0.0	42.5
CSD 3	71.8	54.4	61.0	61.7
NYC	69.4	46.5	48.1	49.0
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	88.0	43.1	31.7	50.0
CSD 3	91.7	56.0	64.0	66.9
NYC	91.4	54.3	54.8	57.0

<sup>8</sup> All data from NYC DOE website. <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

\*CSD and City data represent the average performance of the same testing grades of the school.

Grade 4

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	70.8	26.0	43.8	31.9
CSD 3	74.5	54.5	59.1	65.3
NYC	68.9	45.6	51.0	52.4
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	91.7	46.0	50.0	48.9
CSD 3	86.8	63.1	68.9	73.6
NYC	84.9	58.4	62.3	65.7

Grade 5

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	76.6	38.1	29.3	31.7
CSD 3	80.3	55.8	57.3	58.6
NYC	74.7	46.2	49.0	52.2
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	88.6	40.9	38.5	46.3
CSD 3	44.0	22.0	39.0	41.0
NYC	85.5	59.7	62.9	65.2

Grade 6

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	96.4	35.0	32.4	39.5
CSD 3	81.3	49.4	60.0	58.4
NYC	72.6	40.1	43.6	45.3
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	78.6	24.4	19.4	69.2
CSD 3	81.0	60.3	68.8	68.9
NYC	77.0	53.0	56.0	59.3

Grade 7

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	87.5	57.1	44.4	33.3
CSD 3	77.0	55.2	52.2	55.7
NYC	70.9	38.2	36.5	43.3
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	93.8	35.7	25.0	41.7
CSD 3	83.8	62.7	65.6	69.8
NYC	80.8	52.6	55.5	57.3

Grade 8

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	83.3	60.0	48.0	29.4
CSD 3	68.3	47.7	46.4	52.5
NYC	57.0	37.5	35.0	39.0
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Future Leaders Institute Charter School	58.3	33.3	26.9	44.1
CSD 3	77.3	53.6	61.6	60.3
NYC	71.3	46.3	52.5	55.2

## Part 5: Future Leaders Institute Charter School Renewal Visit



**Department of  
Education**

*Dennis M. Walcott, Chancellor*

Charter School Renewal Visit Report  
Charter Schools Accountability and Support  
2012-2013

# FUTURE LEADERS INSTITUTE CHARTER SCHOOL RENEWAL VISIT REPORT

**NOVEMBER 2012**

# Part 1: Executive Summary

## **School Overview and History:**

Future Leaders Institute Charter School (FLI) began operating as a conversion charter school in 2005, and is in its second charter term after having previously received a 3-year renewal. The school serves grades K-8 and has a student population of 366<sup>9</sup>, consisting of 4% ELL, 13% SPED, and 69% FRL.<sup>10</sup> Future Leaders Institute is located in the Harlem section of New York City, within CSD 3.

Future Leaders Institute (FLI) is an independent charter school not associated with a charter management organization (CMO). The school earned a B on the 2011- 2012 Progress Report, scoring in the 43<sup>rd</sup> percentile of its peers.<sup>11</sup> The school scored Average on the Academic Expectations, Communication, Engagement and Safety & Respect sections of the NYC DOE School Survey in 2011-2012, less than citywide averages. Twenty-eight percent of the school's parents responded to the survey, and 88% of the school's teachers.<sup>12</sup>

## **Renewal Review Process Overview:**

The New York City Department of Education (NYC DOE) Charter Schools Accountability and Support (CSAS) team conducts renewal visits of charter schools authorized by the NYC DOE. The renewal visit is designed to address four questions: is the school an academic success; is the school a fiscally sound, viable organization; is the school in compliance with its charter and all applicable laws and regulations; and what are the school's plans for its next charter term? The visits are conducted by representatives of CSAS and may also include the district superintendent and other DOE staff or consultants. The visits last the duration of two to three school days. The renewal visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. They also review academic and operational documents. Additionally, reviewers meet with one or more of the school's Board representatives and speak to a sampling of the school's parents. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security. The renewal visit is intended to provide a snapshot of the school and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on November 7-8, 2012:

- Sonia Park, Executive Director, NYC DOE CSAS
- Sonya Hooks, Senior Director, NYC DOE CSAS
- Andrea McLean, Director of Oversight, NYC DOE CSAS
- Keisha Womack, Director of Operations, NYC DOE CSAS
- Lily Haskins, Chief of Staff, NYC DOE OPM
- Simeon Stolzberg, Consultant to NYC DOE CSAS

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<sup>9</sup> ATS data pull on 11/15/12.

<sup>10</sup> ATS audited register as of 10/31/12.

<sup>11</sup> NYC DOE Progress Report – [www.schools.nyc.gov/progressreport](http://www.schools.nyc.gov/progressreport)

<sup>12</sup> NYC DOE School Survey – [www.schools.nyc.gov/survey](http://www.schools.nyc.gov/survey)

## Part 2: Findings

### Areas of Strength

- Future Leaders Institute is making deliberate and significant changes to its academic program in response to student performance and other feedback.
  - FLI has made a number of changes to its organizational structure, including a Principal supported by two Heads of School for the elementary and middle school divisions. The school also hired a parent coordinator and technology coordinator.
  - FLI's schedule has been modified to provide students with more educational opportunities, including expansion of the enrichment program to Fridays and to include Kindergarten students. In addition, because the school's labor contract limits the use of afterschool professional development, the schedule was changed to weekly grade team meetings during the school day. The schedule is continuing to be adjusted to meet student needs; for example, at the time of the renewal visit one 6<sup>th</sup> grade class was receiving two periods of math and the practice was going to be expanded to the other 6<sup>th</sup> grade class the following week.
  - FLI is in the process of revising its curriculum to increase rigor and align it to the Common Core Learning Standards and new state assessments. Faculty and staff created curriculum maps and unit plans during the summer of 2012 to articulate objectives and raise expectations for teaching and learning. A variety of new curriculum resources have also been purchased, including textbooks and science lab materials.
  - FLI is in the beginning stages of implementing a new data system based on components used by the Icahn Charter Schools. In addition, recognizing the considerable burden on novice teachers, the school is now purchasing some assessments rather than asking teachers to generate them.
  - FLI has shifted from using education assistants who focused primarily on behavior to certified teachers who can provide more instructional support to students within the classroom.
  
- Future Leaders Institute has established a school culture that is conducive to learning.
  - On the days of the renewal visit, the school was calm, safe and orderly. Students were respectful and transitions in public spaces were quiet and efficient. The building was clean and classrooms welcoming with student work posted and celebrated. There also appeared to be consistent adherence to the uniform policy.
  - During the summer the school revised its code of conduct to clarify expectations and procedures. School leaders indicated that it is now more age appropriate for a school serving students from Kindergarten through 8<sup>th</sup> grade.
  - FLI has devoted time to training and professional development around school culture and discipline with an emphasis on order and consistency across teachers, grade configurations and classrooms.
  - School leaders reported increased data collection around school culture, coding infractions to facilitate analysis and evaluating individual teachers to monitor use of leveled consequences.
  - Faculty reported an improved school culture among both students and staff, noting more use of common language and data to develop consistency. School

- leaders also indicated more explicit use of core values such as referencing them during celebrations of students.
- Observed classroom management was generally focused on creating an environment conducive to learning. Many observed teachers used praise and positive reinforcement to instill desired behaviors and some used effective techniques to re-direct student behaviors that did not meet expectations.
  - FLI has implemented a number of systems and procedures to build school culture, including a token economy based on “FLI dollars” with weekly paychecks and an honor roll and student achiever of the month.
  - FLI has an advisory program. The school’s counselor leads some discussions during advisory and teachers indicated a more proactive approach to bullying prevention this year.
- Future Leaders Institute has taken steps to promote strong parent involvement.
    - FLI hired a parent coordinator who conducts outreach to parents and works to raise student attendance. Teachers reported noticeable benefits from having a parent coordinator who connects with parents, particularly with regards to attendance.
    - FLI has enhanced communication with parents; for example, its website contains timely news and the school sends regular newsletters to parents. The middle school is piloting EnGrade, which facilitates reporting to parents on student performance; the school plans to implement it school-wide next year.
    - The FLI renewal hearing, which occurred during inclement weather, was attended by 43 parents, faculty, students and community supporters of the school
  - Future Leaders Institute has recently stabilized its staff.
    - After a change in leadership over the course of the 2010-11 academic year, FLI has a permanent Principal and two Heads of School for its elementary and middle school programs. Stakeholders including board members and faculty reported a sense that the school is now finally in a position to “move forward.”
    - School leaders reported reduced staff turnover this year compared to past years; only four teachers left from the previous year. The middle school was completely reconstituted during 2011-12 and middle school faculty reported a unified staff that after a year focused on daily teaching is now more outwardly focused on building community. Teachers indicated one of the most important changes this year is faculty retention, which has fostered a common desire for school improvement.
  - Future Leaders Institute is devoting significant resources to supporting and developing its faculty.
    - FLI established professional learning teams (PLTs) in 2011-12 to foster collaboration among faculty and facilitate peer support and sharing of effective practices. Middle School students are dismissed early on Fridays and PLTs meet weekly to discuss students of concern, performance data, pedagogy, and other issues facing all grades, K-8.
    - One-third of surveyed teachers last year indicated that they did not get regular and helpful feedback. FLI has established two head of school positions this year, one each for the elementary and middle schools. The heads of school are

responsible for providing support and feedback to their teachers and coordinating professional development and assessments. FLI has also hired a variety of consultants to coach teachers and provide subject-specific professional development. Teachers indicated increased frequency and scope of feedback and said it was useful. An open door policy among faculty is also developing, allowing for more peer observation and sharing.

- FLI's schedule provides weekly professional development and planning time for all faculty and staff, which one quarter of surveyed faculty last year indicated was a need. Professional development is targeted in some cases to meet individual teacher's needs and some opportunities exist for staff to participate in external trainings. Professional development has focused on curriculum, assessment, culture, and intervention strategies, including the use of new materials and test preparation programs.
- Future Leaders Institute effectively manages day-to-day operations based on compliance and review.
  - FLI has added staff and established clear roles for both instructional and operations staff members. Teachers reported knowing who to go for what and there were no complaints about the availability of resources.
  - FLI is generally compliant with applicable rules and regulations.
- Future Leaders Institute has an organized Board that is focused on achieving the mission of the school.
  - The Board of Trustees is effectively organized to govern the school. It meets regularly and has established committees focused on relevant tasks and issues.
  - The school's Board of Trustees has supported the changes implemented by school leadership with a focus on improving student performance. It works closely with the school leader and surveys staff and parents to identify needs and provide resources and implement strategies to address them.
  - Board members contribute financially to the school with significant donations supporting the school's tutoring program.
  - Board has also effectively added new board members that are actively engaged in school governance.

### **Areas of Growth**

- Future Leaders Institute is encouraged to continue enhancing the rigor and engagement of instruction.
  - Classroom observations on the days of the renewal visit found inconsistent instructional rigor and student engagement. For example, the level of questioning varied, with some teachers missing opportunities to challenge students to develop deeper understanding. Some teachers asked students to make inferences as well as text-to-text and text-to-life connections, while others asked basic recall questions or close-ended questions that did not require analysis. Some teachers used effective wait time to elicit more nuanced answers and pushed students to expand on their own or other students' answers. Some teachers required students to provide textual evidence to support their answers, while others never asked students to refer to the text in front of them. Some classes were also focused on teaching procedures without

- developing conceptual understanding. For example, one teacher modeled a concept in a way that left students with a very limited understanding and their practice activities mimicked the model rather than providing opportunities to expand and apply it in new ways. Some teachers expected students to use subject-specific vocabulary, while others explained topics and accepted discussion in basic language. Most classrooms incorporated a word wall, but their use varied with one teacher including Latin and Greek roots while another lacked words relevant to what was being taught. Some typos and errors in grammar were also evident in teacher comments and materials posted on walls.
- As observed on the day of the visit, FLI has not established or articulated a clear definition of rigor. Teachers interviewed reported that the word is used frequently and the focus of training and professional development activities, especially in English language arts and mathematics, but a common expectation does not exist. For some teachers, rigor was defined externally through their TFA or graduate school programs. School leaders noted the need for more support for teachers such as consultants to help develop instructional rigor and classroom learning environments.
  - While students were generally compliant and often attentive, it appeared teachers did not always create lessons that effectively engaged students in learning activities. For example, in one class observed, students spent a large amount of time copying material from the board that could have been provided in a handout to save instructional time. Students in some classes looked bored and disengaged from the lesson without consequences. For example, in one lesson observed, with the class seated on the rug a girl faced backwards during much of the lesson without looking at the activity being modeled to the other students on the easel. Pacing appeared to not always be appropriate; in a number of classes observed, some students finished the task and waited doing nothing or read a book while other students finished the assignment. Many of the observed classes were teacher-centered with little opportunity for students to respond to each other. In one class observed, the teacher loudly repeated every student's answer and interrupted a number of students, inhibiting student ownership of discussion.
  - Lessons appeared not always effectively designed to meet objectives. For example, in one class observed, an interesting task was adequately prepared, but the instructions were not clear, leaving many students confused. In another class, students were engaged in the activity, but no clear connection was made or evident to the unit of study. Another teacher allowed conversation to stray from the topic, leaving students unclear of the objective. Lessons were not always age appropriate and did not always reflect students' skill levels, conceptual understanding, and prior knowledge.
  - The school's shift from using additional adults in the classroom as behavior monitors to instructional roles is laudable. Nevertheless, it was not apparent that the school is maximizing the use of multiple adults in the classroom. In a number of classes observed, the co-teaching model was predominantly lead and assist/monitor with limited evidence of effectively targeted instruction for students who were struggling. In addition, team teaching was not always effective, with both teachers not on the same page about the learning objective or planned strategies.
  - Evidence of differentiated instruction was not consistent from class to class. In some classes materials such as worksheets were varied for different students,

but in other classes students worked on the same worksheet despite wide variation in skill levels. Some classes used targeted small group instruction with different activities and materials, but in others teachers circulated and assisted individual students or groups based on perceived need, but other students noticeably struggled without support.

- Future Leaders Institute is encouraged to continue developing systematic approaches to assessing students, collecting and analyzing data and using results to drive instructional improvement.
  - On the days of the visits, it appeared assessment and the use of data are a clear priority, implementation is inconsistent. The school is in the process of developing new interim assessments, with some teachers creating them as they go this year. Teachers reported a range of approaches and strategies to using assessment results, some of which are quite sophisticated and clearly tied to instructional planning and student performance. For example, some teachers had detailed spreadsheets that facilitated item and error analysis and informed re-teaching and student grouping. However, teachers described these efforts as a result of either their own initiative or the requirements of an external program, such as TFA or Relay graduate school, rather than a school-wide approach. Teachers did note that they share data regularly with instructional leaders, but said they were not sure how it was being used. There was limited evidence of longitudinal tracking of student performance or correlation of results to external accountability goals and metrics. Moreover, not all interviewed teachers were familiar with the school's goals, mentioning attendance rather than student performance goals.
  - As reported on the day of the visit, FLI had a one year grant for Performance Plus, but did not continue it. As noted, the school is has implemented the Scantron system to generate data reports. In addition, a discipline data system is in development.
  - As reported by the school, 49% of teacher in FLI are new to the school and/or new to teaching. With the relative inexperience of many teachers, it was not surprising that the practice of checking for understanding was inconsistent across classrooms. Some teachers used a variety of techniques to gauge student understanding during instruction, such as cold calling, individual white boards and observation of student work. However, in a number of classes it was evident that some students did not grasp the teaching point while teachers moved forward without checking for understanding. Some teachers tended to call on students who volunteered without verifying whether other students were following along. In some classes students carried out learning activities in small groups without basic foundational skills, such as adding. Students were observed completing assignments incorrectly despite teachers circulating throughout the classroom.
  
- Future Leaders Institute is encouraged to continue developing instructional leadership structures and practices that support school improvement.
  - As it appeared on the day of the visit, the school has a large number of new and/or novice teachers and last year the middle school faculty was comprised mostly of first year teachers. The school relies heavily on external sources for teacher support and development, including Teach For America (TFA) mentors, graduate school programs and consultants. Once teachers complete the TFA or

graduate school programs, those supports will no longer be available to these teachers, which school leaders will then need to provide. For examples, some teachers identified the steep learning curve in areas such as curriculum and assessment development and implementation as a challenge and noted the importance of TFA's guidance in these areas. Some teachers acknowledged this year's efforts by school administration to develop support systems, but others felt school leaders were stretched thin and provided limited support for curriculum implementation. For example, a teacher developed a new vertically aligned scope and sequence in her subject primarily with support from her TFA advisor. Another challenge for the school is the internal capacity to provide subject-specific support and professional development, which the school currently addresses by use of external consultants, who have not always been consistent and effective.

- While the creation of two head of school positions has provided a clear structure for teacher support, in practice these positions still have a very large number of responsibilities, including teacher observation and feedback, school culture and discipline, and assessment coordination. Moreover, the elementary head of school, who supervises more grades than the middle school head, is at the school 4-days out of the week. Consequently, the middle school head often has to address the needs of all teachers when the elementary head is not present in building. Ample discussion around new systems developed were had, however on the day of the visits, it was not evident that such systems have been standardized to support the implementation of new curriculum, a new assessment system, and the culture shift.
- Observed on the days of the visit, the school's teacher evaluation system is evolving. In the previous year not all teachers were formally evaluated. The school is using a variation of the Danielson rubric and has provided faculty with training on it. As reported, oversight is targeted to struggling teachers, including interim goals and additional support.
- As reported, the school's labor contract gives faculty veto power over the creation of administrative positions, limiting school leaders' ability to create the leadership structure they want to manage the school. Last year the faculty rejected a plan to create a data specialist position to support teachers in the use of assessment data, an area of clear need in the school.
- The school has undertaken significant changes in a wide variety of areas, including curriculum, professional development, interventions, and school culture. Nevertheless, school leadership has not consistently articulated the rationale for some of these changes as well as school-wide priorities to drive change. Interviewed teachers were generally positive about the direction of the school, but indicated that trust was being rebuilt after years of tension. Similarly, school leaders noted that more systematic accountability for teachers was relatively new and they were still in the process of securing buy-in. At the time of the visit, some teachers were not clear about their evaluation process this year.
- Staff turnover has been a challenge for the school, requiring significant investment in teacher orientation, training and support. However, school leaders noted a dramatic reduction in teacher attrition from the last year, which they believe will allow new programs and strategies to gain traction.
- As observed on the days of the visit, the school's labor contract limits professional development prior to the beginning of the school year to two days,

though some teachers volunteered to participate in some external trainings. Given the amount of change the school is trying to implement to improve student performance, this considerably limits time for critical teacher planning and collaboration. In addition, the labor contract also limits the school from requiring staff to attend afterschool trainings. The Heads of School do offer optional trainings with attendance voluntary, which is compensated.

- Future Leaders Institute is encouraged to continue monitoring implementation of programs and strategies to ensure consistency and improvement of student and teacher performance.
  - Given the magnitude of change being attempted at the school (school leaders describe it as a “turnaround” effort), it is strongly encouraged that the school effectively monitor program implementation and evaluate impact. Teachers noted changes in student performance but could not attribute them to any specific interventions or improvements. For example, a teacher noted that math scores had gone up but said she was not sure why.
  - Teachers reported inconsistency in a number of areas, such as uniforms and implementation of the code of conduct. Some were frustrated by what they thought were agreed upon norms at the beginning of the year not being upheld by all staff as the year progressed.
  - As observed and reported on the days of the visit, the quality of observed classroom management varied considerably. Some teachers have established warm environments that simultaneously maintained high expectations for student work and behavior. Other teachers struggled to maintain student attention, did not consistently identify misbehavior and effectively re-direct it back to learning activities.
  - Teachers interviewed appreciated the enhanced role of school culture staff, but some said their role was unclear, their consequences for disruptive behavior were inconsistent. In addition, some felt instructional leaders were being distracted from their teacher support role by discipline issues.
  - Teachers interviewed reported that a large amount of data is collected, but analysis is limited. For example, the allocation of FLI dollars is tracked but not evaluated to determine the impact on student behavior and achievement. Similarly, the school has enhanced its interventions for low achieving students, but is not clearly tracking student progress to evaluate the impact of the program.
  - With so many novice teachers reported and observed, instructional planning is a key area for growth. However, in accordance to the school’s labor contract, collection of lesson plans on a regular basis cannot be mandated. This presents an on-going challenge for instructional leadership from efficiently monitoring instructional planning, providing feedback and archiving lessons for future use. Teachers reported minimal feedback on instructional planning; it was described as informal during grade team meetings.
  - Some teachers interviewed also questioned the efficacy and coordination of services for students with disabilities within their general education classrooms. There was some concern about limited academic expectations for students in special education and accountability for differentiated instruction.
  - The Board is implementing a data dashboard, which is now focused on quantifiable measures. However, the Board has no academic expertise and

relies on an external consultant for academic program and leadership evaluation.

- Future Leaders Institute is encouraged to enhance planning and strategies to ensure the long-term viability of the school.
  - School leaders noted the need for a development plan and indicated the potential hiring of a development position or consultant.
  - The school currently relies on CSBM, Inc. for all financial backend services. While school leaders envision working with CSBM for the foreseeable future, in the long run they would like to hire an internal finance position and move towards independence.

## Part 3: Essential Questions and Accountability Framework

### The CSAS Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Accountability and Support team (CSAS) has developed an Accountability Framework build around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable law and regulations?
4. What are the school's plans for its next charter term?

## 1. Is the School an Academic Success?

### 1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

### 1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring

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Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

### **1c. Responsive Education Program**

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

## 1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

## 2. Is the School a Fiscally Sound, Viable Organization?

### 2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and

- Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

## **2b. School Climate and Community Engagement**

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

## **2c. Financial and Operational Health**

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

### **3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?**

#### **3a. Approved Charter and Agreement**

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

#### **3b. Applicable Federal and State Law**

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location<sup>13</sup> or are making documented good faith efforts to reach comparable percentages for enrollment and retention

<sup>13</sup> School-specific targets for enrollment and retention are to come from NY State Education Department

- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

### **3c. Applicable Regulations**

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

## **4. What Are the School's Plans for its Next Charter Term?**

### **4a. School Expansion or Model Replication**

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

#### **4b. Organizational Sustainability**

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

#### **4c. School or Model Improvements**

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

## Part 6: Background on the Charter Renewal Process

### I. PROCESS BACKGROUND

#### A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.<sup>14</sup>

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.<sup>15</sup>

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.<sup>16</sup> As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- 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;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.<sup>17</sup>

#### B. NYCDOE’s Charter Renewal Process

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<sup>14</sup> See § 2850 of the Charter Schools Act of 1998.

<sup>15</sup> See §§ 2851(4) and 2852 of the Act.

<sup>16</sup> See generally §§ 2851(3) and 2851(4).

<sup>17</sup> § 2852(5)

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.<sup>18</sup>

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Charter Schools Accountability and Support team of the NYCDOE ("NYCDOE CSAS").

The NYCDOE CSAS then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYCDOE CSAS reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

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<sup>18</sup> The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://schools.nyc.gov/community/planning/charters/default.htm>

## Part 7: The CSAS Accountability Framework

Throughout the Renewal Process and the life of each school’s charter, the NYCDOE Charter Schools Office uses the following Accountability Framework to monitor Charter School success:

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the CSAS team has developed an Accountability Framework built around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school’s plans for its next charter term?

There is no strict, number-driven point scale for applying the framework to a school’s overall performance record. Although academic performance is primary, the NYC DOE takes into account a wide variety of factors (as indicated by the framework strands and available evidence detail) when evaluating a school.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what CSAS looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions. As schools use the Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so they can be high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city’s commitment to superior academic performance as the most important factor in a school’s performance.

### 1. Is the School an Academic Success?

#### 1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school’s charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
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- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

### **1c. Responsive Education Program**

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
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- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

### **1d. Learning Environment**

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the

school

- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

## 2. Is the School a Fiscally Sound, Viable Organization?

### 2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel

- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

## **2b. School Climate and Community Engagement**

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

### **2c. Financial and Operational Health**

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

### **3. Is the School in Compliance with its Charter and All Applicable Laws and Regulations?**

#### **3a. Approved Charter and Agreement**

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

#### **3b. Applicable Federal and State Law**

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location<sup>19</sup> or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

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<sup>19</sup> School-specific targets for enrollment and retention are to come from NY State Education Department

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

### **3c. Applicable Regulations**

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

## 4. What Are the School's Plans for its Next Charter Term?

### 4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way.

Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

### 4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

#### 4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

## Part 8: NYC DOE School Progress Reports

Please see the attached Progress Reports for this school.

**Future Leaders Institute Charter School**

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PRINCIPAL: Ismael Colon

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DBN: 84M861

ENROLLMENT: 349

SCHOOL TYPE: K-8

PEER INDEX\*: 50.51

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\*See p. 6 for more details on Peer Index.

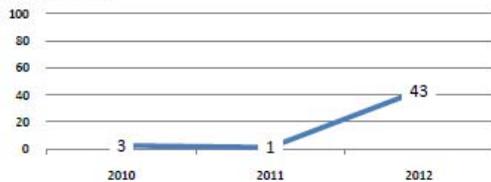
PROGRESS REPORT			
<b>B</b>	OVERALL SCORE	out of 100	OVERALL PERCENTILE
	<b>52.7</b>		<b>43</b>
This school's overall score is greater than or equal to that of 43 percent of K-8 schools.			
For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.			
Progress Report Grades - K-8			
GRADE	SCORE RANGE	% OF SCHOOLS	
A	64.1 or higher	26% of schools	
B	51.8 - 64.0	34% of schools	
C	37.6 - 51.7	31% of schools	
D	30.0 - 37.5	7% of schools	
F	29.9 or lower	2% of schools	

**Overview** Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs.

CATEGORY	SCORE	GRADE	DESCRIPTION
<b>Student Progress</b>	<b>36.2</b> out of 60	<b>B</b>	Student Progress measures how much individual students improved on state tests in English and Math between 2011 and 2012, compared to other students who started at the same level and weights the results of the 2012 3rd grade tests.
<b>Student Performance</b>	<b>8.4</b> out of 25	<b>D</b>	Student Performance measures student results on the 2012 state tests in English and Math.
<b>School Environment</b>	<b>5.8</b> out of 15	<b>C</b>	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
<b>Closing the Achievement Gap</b>	<b>2.3</b> (17 max)		Schools receive additional credit for exceptional graduation and college/career readiness outcomes of students with disabilities, English Language Learners, and students who enter high school at a low performance level.
<b>Overall Score</b>	<b>52.7</b> out of 100	<b>B</b>	The overall grade is based on the total of all scores above. Category scores may not add up to total score because of rounding.

### Performance Over Time

Percentile rank of this school's overall Progress Report score for the past three years:



The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time in response to school and community feedback, changes in state policy, and higher standards. For a description of methodology changes, visit:

<http://schools.nyc.gov/ProgressReport>

### Progress Report Implications

Strong Progress Report results are the basis for recognition and potential rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see:

<http://schools.nyc.gov/community/planning/Support+and+Intervention.htm>

### State Accountability

The school's current status: **In Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here:

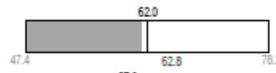
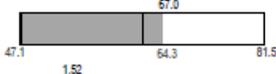
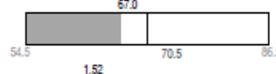
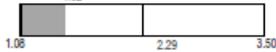
<http://schools.nyc.gov/Accountability/tools/accountability/default.htm>

GRADE	<b>B</b>	GRADE	SCORE RANGE
		A	38.4 or higher
		B	31.0 - 38.3
		C	22.5 - 30.9
		D	18.0 - 22.4
SCORE	36.2	F	17.9 or lower
	(out of 60)		

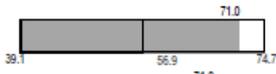
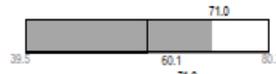
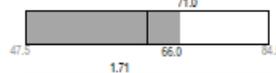
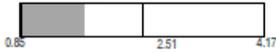
Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2011 and 2012.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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**English**

Median Adjusted Growth Percentile (n=180)	62.0		65.8%		47.4%	12.50	7.65
Median Adjusted Growth Percentile for School's Lowest Third (n=63)	67.0		57.8%		39.1%	12.50	6.64
Early Grade Progress (n=43)	1.52		18.2%		24.8%	5.00	0.99

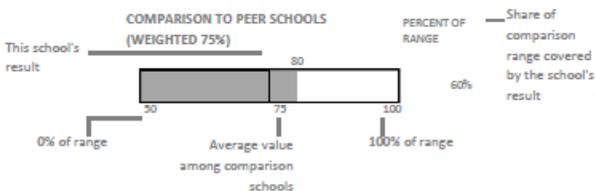
**Mathematics**

Median Adjusted Growth Percentile (n=180)	71.0		89.6%		76.5%	12.50	10.79
Median Adjusted Growth Percentile for School's Lowest Third (n=70)	71.0		72.2%		63.5%	12.50	8.75
Early Grade Progress (n=43)	1.71		25.9%		35.8%	5.00	1.42

TOTAL POINTS	60.00	36.24
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**How To Interpret These Charts**

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



**Score Calculation Example**

FORMULA	$( \text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25 ) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$
EXAMPLE	$( 60\% \times 0.75 + 80\% \times 0.25 ) \times 12.5 = 8.13$

GRADE **D**  
SCORE **8.4**  
(out of 25)

GRADE	SCORE RANGE
A	16.0 or higher
B	12.9 - 15.9
C	9.4 - 12.8
D	7.5 - 9.3
F	7.4 or lower

Student Performance represents 25% of the total score. The Student Performance grade is based on results on the 2012 state tests in English and Math and core course pass rates. State test metrics evaluate the percent of students who reach or exceed proficiency (Level 3 and 4) and students' average proficiency rating. Core course pass rates look at the percent of students in 6th through 8th grade who passed a course in a core subject area.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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**English**

Percentage of Students at Level 3 or 4 (n=236)	35.2%		33.1%		5.00	1.70
Average Student Proficiency (n=236)	2.71		31.7%		5.00	1.66

**Mathematics**

Percentage of Students at Level 3 or 4 (n=237)	50.2%		33.9%		5.00	1.78
Average Student Proficiency (n=237)	3.00		31.4%		5.00	1.66

**Percent of Students Passing a Core Course**

English (n=104)	81.7%		60.7%		1.25	0.71
Math (n=104)	74.0%		38.1%		1.25	0.41
Science (n=104)	65.4%		9.2%		1.25	0.09
Social Studies (n=104)	75.0%		33.2%		1.25	0.36

TOTAL POINTS	25.00	8.37
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**How To Interpret These Charts**

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.

**Score Calculation Example**

FORMULA	PERCENT OF PEER RANGE	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
$( \text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25 ) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$	60%	80%	5	3.25

GRADE **C**  
 SCORE **5.8**  
 (out of 15)

GRADE	SCORE RANGE
A	9.6 or higher
B	7.7 - 9.5
C	5.6 - 7.6
D	4.5 - 5.5
F	4.4 or lower

School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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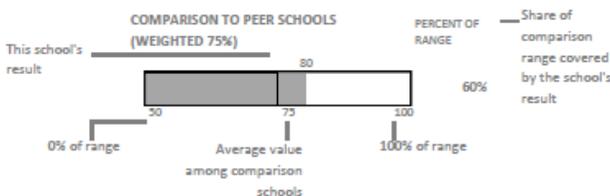
School Survey Results

Academic Expectations	7.7		36.4%		40.0%	2.50	0.93
Communication	7.3		54.2%		58.3%	2.50	1.38
Engagement	7.2		41.7%		41.7%	2.50	1.04
Safety and Respect	7.3		39.3%		39.3%	2.50	0.98
Attendance Rate	92.5%		24.0%		45.7%	5.00	1.47

TOTAL POINTS 15.00 5.80

How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.

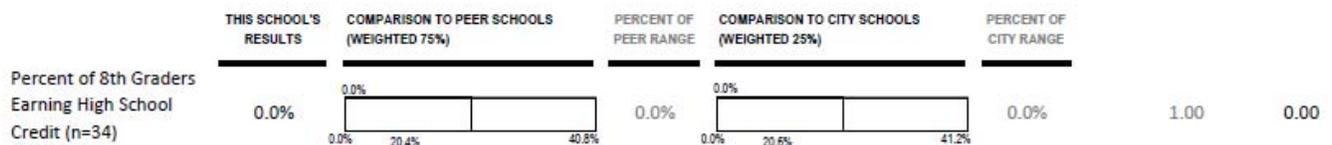


Score Calculation Example

FORMULA	$( \text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25 ) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$
EXAMPLE	$( 60\% \times 0.75 + 80\% \times 0.25 ) \times 2.5 = 1.63$

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns additional credit when each high-need student meets the success criteria for an eligible metric. The number of points will depend on the percentage of the school's population that is in the high-need group, the percentage of that group that is successful, and a "fixed point value" based on how difficult it is to achieve the success criteria. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary schools are eligible for points on 16 additional credit metrics while middle and K-8 schools are eligible for points on up to 17 metrics, each of which is worth up to one point. (In the table below, "." in "This School's Results" indicates that a school has fewer than 5 eligible students in one of the categories.)

CATEGORY	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
<b>Percent at Level 3 or 4</b>					
<b>English</b>					
Self-Contained (n=1)	.	.	0.531	0.00	.
Integrated Co-Teaching (ICT) (n=8)	0.0%	3.4%	0.170	1.00	0.00
Special Education Teacher Support Services (SETSS) (n=19)	10.5%	8.1%	0.194	1.00	0.16
<b>Mathematics</b>					
Self-Contained (n=1)	.	.	0.179	0.00	.
Integrated Co-Teaching (ICT) (n=8)	12.5%	3.4%	0.085	1.00	0.04
Special Education Teacher Support Services (SETSS) (n=19)	5.3%	8.0%	0.105	1.00	0.04
<b>Percent at 75th Growth Percentile or Higher</b>					
<b>English</b>					
English Language Learners (n=8)	50.0%	4.4%	0.031	1.00	0.07
Lowest Third Citywide (n=85)	36.5%	47.2%	0.014	1.00	0.24
Self-Contained/ICT/SETSS (n=23)	39.1%	12.8%	0.023	1.00	0.11
Black and Hispanic Males in Lowest Third Citywide (n=47)	31.9%	26.1%	0.028	1.00	0.23
<b>Mathematics</b>					
English Language Learners (n=8)	62.5%	4.4%	0.029	1.00	0.08
Lowest Third Citywide (n=107)	39.3%	59.4%	0.017	1.00	0.40
Self-Contained/ICT/SETSS (n=24)	33.3%	13.3%	0.030	1.00	0.13
Black and Hispanic Males in Lowest Third Citywide (n=52)	42.3%	28.9%	0.036	1.00	0.44
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=23)	0.52	6.6%	0.083	1.00	0.28
English Language Learner Progress (n=12)	58.3%	3.4%	0.051	1.00	0.10



SPECIAL RECOGNITION

TOTAL POINTS 2.32



## PEER INDEX CALCULATION

The Peer Index is used to sort schools on the basis of demographics. A higher Peer Index indicates a higher need population. The Peer Index operates on a 1-100 scale and is calculated using the following formula:

$$\text{FORMULA} \quad ( \text{Economic Need Index} \times 30 ) + ( \% \text{ Students with Disabilities} \times 30 ) + ( \% \text{ Black/Hispanic} \times 30 ) + ( \% \text{ English Language Learners} \times 10 ) = \text{PEER INDEX}$$

$$\text{FOR THIS SCHOOL} \quad ( 0.58 \times 30 ) + ( 11.7\% \times 30 ) + ( 97.7\% \times 30 ) + ( 3.2\% \times 10 ) = 50.51$$

Note: the Economic Need Index is calculated as follows:  $(1.0 \times \text{Percent Temporary Housing}) + (0.5 \times \text{Percent HRA-eligible}) + (0.5 \times \text{Percent Free Lunch Eligible})$

PEER GROUP FOR: Future Leaders Institute Charter School

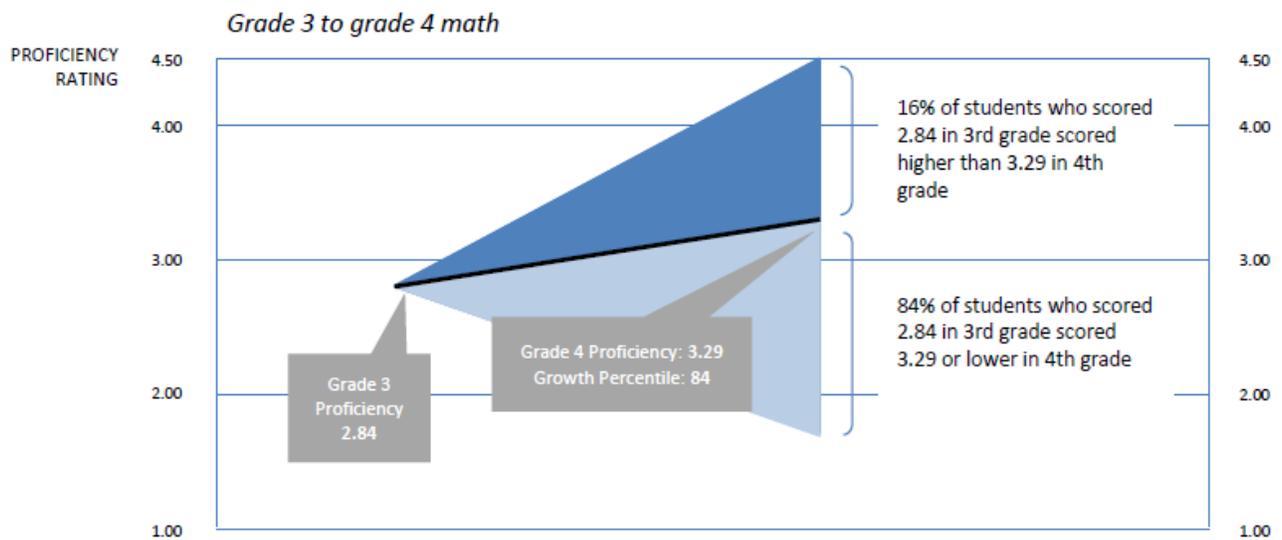
Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the Peer Index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

DBN	SCHOOL	PEER INDEX	ECONOMIC NEED INDEX	% IEP	% BLACK or HISPANIC	% ELL
13K282	P.S. 282 Park Slope	45.60	0.50	9.7%	91.5%	1.5%
84M330	Girls Preparatory Charter School of New York	45.97	0.43	12.4%	95.8%	4.8%
20K192	P.S. 192 - The Magnet School for Math and Science Inquiry	46.15	0.69	22.1%	52.2%	32.7%
11X194	PS/MS 194	46.39	0.71	12.3%	66.7%	13.8%
18K066	P.S. 66	47.44	0.50	9.7%	97.6%	1.7%
84K593	Excellence Charter School of Bedford Stuyvesant	47.71	0.49	12.5%	98.0%	0.0%
29Q147	PS/MS 147 Ronald McNair	48.02	0.51	9.1%	97.9%	4.8%
84K702	Community Partnership Charter	48.59	0.48	15.5%	98.4%	0.3%
29Q156	P.S. 156 Laurelton	49.11	0.48	16.8%	98.0%	2.9%
27Q333	Goldie Maple Academy	49.26	0.62	9.2%	92.7%	0.2%
06M278	Paula Hedbavny School	49.41	0.63	12.1%	84.1%	15.4%
84K356	Achievement First- Crown Heights Charter School	49.61	0.54	11.7%	100.0%	0.1%
29Q138	P.S. 138 Sunrise	50.11	0.61	10.0%	94.9%	3.3%
11X089	P.S. 089 Bronx	50.32	0.69	19.2%	73.3%	19.3%
84X717	Icahn Charter School	50.48	0.62	6.6%	98.8%	1.5%
<b>84M861</b>	<b>Future Leaders Institute Charter School</b>	<b>50.51</b>	<b>0.58</b>	<b>11.7%</b>	<b>97.7%</b>	<b>3.2%</b>
03M180	P.S. 180 Hugo Newman	50.78	0.65	10.2%	92.3%	6.6%
84K358	Achievement First East New York School	50.91	0.62	9.0%	98.0%	1.2%
84K704	Explore Charter School	50.93	0.53	15.9%	99.8%	1.8%
84M284	Harlem Children's Zone/Promise Academy Charter School	51.22	0.61	11.8%	97.4%	1.7%
84M341	Harlem Children's Zone/Promise Academy II	51.57	0.59	15.1%	96.4%	4.7%
84K359	The Uft Charter School	51.75	0.65	8.8%	98.0%	1.2%
84K731	Brooklyn Excelsior Charter	51.97	0.67	9.0%	97.4%	0.1%
21K238	P.S. 238 Anne Sullivan	51.98	0.82	25.8%	56.5%	26.4%
17K161	P.S. 161 The Crown	52.03	0.72	12.1%	88.3%	2.6%
84K703	Beginning With Children Charter School	52.35	0.58	18.2%	96.4%	6.5%
06M311	Amistad Dual Language School	52.59	0.66	12.3%	89.1%	23.4%
84X185	The Bronx Lighthouse Charter School	52.67	0.65	10.7%	97.7%	6.1%
84K538	Achievement First Bushwick Charter School	53.24	0.64	11.8%	98.9%	7.3%
84X706	Harriet Tubman Charter School	53.52	0.67	10.6%	98.8%	5.5%
02M111	P.S. 111 Adolph S. Ochs	53.79	0.68	30.0%	74.9%	20.5%
PEER GROUP AVERAGES		50.19	0.61	13.3%	90.9%	7.1%

The Progress Report for elementary and middle schools focuses on students' growth to proficiency and beyond, regardless of their starting point. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles.

**1 GROWTH PERCENTILES**

A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. It is a number between 0 and 100 which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. For example, a student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score as he did last year.



**2 ADJUSTED GROWTH PERCENTILES**

To evaluate a school on its students' growth percentiles, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

CATEGORY	ADJUSTMENT
Students with Disabilities (Self-contained)	+0.25
Students with Disabilities (ICT)	+0.15
Students with Disabilities (SETSS)	+0.10
Economic Need Index (per 0.10)	+0.005

Note: "Students with Disabilities" for purposes of adjustments is based on the most restrictive setting of students over the last four school years.

**3 MEDIAN ADJUSTED GROWTH PERCENTILES**

The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.

This page provides more granular data on students' state exam scores and the percent of 8th grade students earning high school credit. It disaggregates these scores by grade and subject for 2011-12 and deconstructs the high school credit metric. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2011-12 student performance.

State Exam Scores by Grade	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
<b>Mathematics</b>			
3rd Grade (n = 43)	2.93	44.2%	
4th Grade (n = 49)	3.04	51.0%	55.0
5th Grade (n = 39)	2.86	48.7%	43.0
6th Grade (n = 38)	3.28	68.4%	85.0
7th Grade (n = 34)	2.92	44.1%	73.0
8th Grade (n = 34)	2.95	44.1%	87.0
<b>English</b>			
3rd Grade (n = 43)	2.66	39.5%	
4th Grade (n = 49)	2.71	34.7%	59.5
5th Grade (n = 39)	2.65	30.8%	65.5
6th Grade (n = 37)	2.77	40.5%	73.0
7th Grade (n = 34)	2.76	35.3%	66.0
8th Grade (n = 34)	2.69	29.4%	52.0
<b>Science</b>			
4th Grade (n = 48)	3.46	79.2%	.
8th Grade (n = 34)	2.97	55.9%	.

### High School Readiness Indicators

#### % of 8th Graders Earning High School Credit

FORMULA:	(	% taking accelerated courses	) × (	% taking accelerated courses who passed	) =	% EARNING HIGH SCHOOL CREDIT
ALL SUBJECTS:	(	0.0%	) × (	.	) =	0.0%
MATHEMATICS:	(	0.0%	) × (	.	) =	0.0%
SCIENCE:	(	0.0%	) × (	.	) =	0.0%
LANGUAGE OTHER THAN ENGLISH:	(	0.0%	) × (	.	) =	0.0%

	THIS SCHOOL'S RESULTS	PEER AVERAGE	CITY AVERAGE
<b>Phase-In Metric</b>			
9th Grade Credit Accumulation of Former 8th Graders (n = 14 )	.	82.0%	80.0%

<b>Future Leaders Institute Charter School</b>	
PRINCIPAL:	Peter Anderson
DBN:	84M861
ENROLLMENT:	371
SCHOOL TYPE:	K-8
PEER INDEX:	48.37
(see p. 7 for more details on peer index)	

OVERALL GRADE

# F

OVERALL SCORE

**6.8**  
out of 100

PERCENTILE RANK

# 1

This school's overall score is greater than or equal to that of 1 percent of K-8 schools.

### Overall Grades - K-8

GRADE	SCORE RANGE	% of Schools
A	57.1 or higher	25% of schools
B	41.3 - 57.0	35% of schools
C	25.3 - 41.2	30% of schools
D	14.5 - 25.2	7% of schools
F	14.4 or lower	3% of schools

For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.

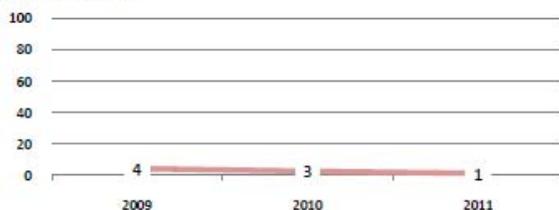
## Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see [schools.nyc.gov/community/planning/Support+and+Intervention.htm](http://schools.nyc.gov/community/planning/Support+and+Intervention.htm).

CATEGORY	SCORE	GRADE	DESCRIPTION
<b>Student Progress</b>	<b>0.0</b> out of 60	<b>F</b>	Student Progress measures how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level.
<b>Student Performance</b>	<b>1.8</b> out of 25	<b>F</b>	Student Performance measures student results on the 2011 state tests in English and Math.
<b>School Environment</b>	<b>4.0</b> out of 15	<b>C</b>	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
<b>Closing the Achievement Gap</b>	<b>1.0</b> (15 max)		Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide.
<b>Overall Score</b>	<b>6.8</b> out of 100	<b>F</b>	The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add up to total score because of rounding.

## Performance over time

Percentile rank of this school's overall Progress Report score for the past three years:



The Progress Report is a one-year snapshot of a school's performance. The Progress Report methodology has evolved over time, in response to school and community feedback, changes in state policy, and higher standards. In 2009-10, New York State raised the cutoff for proficiency on English and Math tests, and the Progress Report introduced growth percentiles. For a description of methodology changes, visit [schools.nyc.gov/ProgressReport](http://schools.nyc.gov/ProgressReport).

## Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

### Quality Review

The school's most recent Quality Review Score:

The Quality Review is an observational evaluation conducted by an experienced educator, focused on how well a school is organized to educate its students.

### State Accountability

The school's current status:

**In Good Standing**

2010-11

This status is determined by the New York State Department of Education under the No Child Left Behind Act.

GRADE	F	GRADE	SCORE RANGE
		A	34.2 or higher
		B	24.7 - 34.1
		C	15.1 - 24.6
		D	8.7 - 15.0
SCORE	0.0	F	8.6 or lower
	(out of 60)		

Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2010 and 2011, compared to other students who started at the same level. The section evaluates growth percentiles for all students, and students in the school's lowest third. An explanation of growth percentiles is at the end of this report.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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**English**

Median Adjusted Growth Percentile (n=178)	53.0		0.0%	15	0.00
Median Adjusted Growth Percentile for School's Lowest Third (n=69)	56.0		0.0%	15	0.00

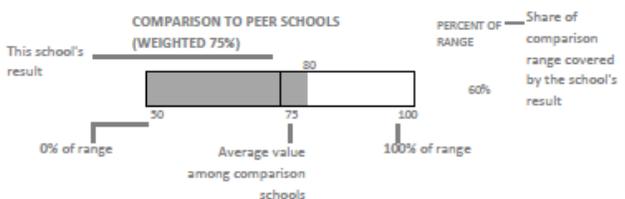
**Mathematics**

Median Adjusted Growth Percentile (n=180)	43.0		0.0%	15	0.00
Median Adjusted Growth Percentile for School's Lowest Third (n=65)	44.0		0.0%	15	0.00

TOTAL POINTS	60	0.00
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**How To Interpret These Charts**

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



**Score Calculation Example**

FORMULA	$( \text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25 ) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$
EXAMPLE	$( 60\% \times 0.75 + 80\% \times 0.25 ) \times 15 = 9.75$

GRADE **F**  
 SCORE **1.8**  
 (out of 25)

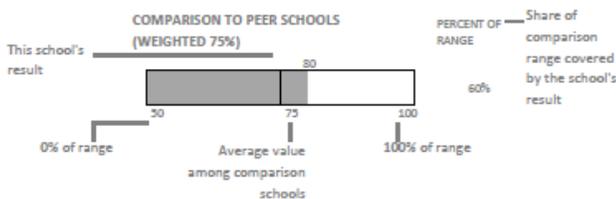
GRADE	SCORE RANGE
A	14.2 or higher
B	10.3 - 14.1
C	6.1 - 10.2
D	3.0 - 6.0
F	2.9 or lower

Student Performance represents 25% of the total score. The Student Performance grade is based on results on the 2011 state tests in English and Math. The section evaluates the percent of students who reach or exceed proficiency (Level 3 and 4), and the average proficiency rating of students.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
<b>English</b>							
Percentage of students at level 3 or 4 (n=230)	35.7%		12.5%		25.6%	6.25	0.99
Average Student Proficiency (n=230)	2.67		2.5%		22.5%	6.25	0.47
<b>Mathematics</b>							
Percentage of students at level 3 or 4 (n=230)	33.0%		0.0%		9.6%	6.25	0.15
Average Student Proficiency (n=230)	2.76		0.0%		12.3%	6.25	0.19
<b>TOTAL POINTS</b>						25	1.80

**How To Interpret These Charts**

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



**Score Calculation Example**

FORMULA	( PERCENT OF PEER RANGE x 0.75 + PERCENT OF CITY RANGE x 0.25 ) x POINTS POSSIBLE	= POINTS EARNED
EXAMPLE	( 60% x 0.75 + 80% x 0.25 ) x 6.25	= 4.06

GRADE **C**  
 SCORE **4**  
 (out of 15)

GRADE	SCORE RANGE
A	8.5 or higher
B	6.1 - 8.4
C	3.7 - 6.0
D	2.1 - 3.6
F	2.0 or lower

School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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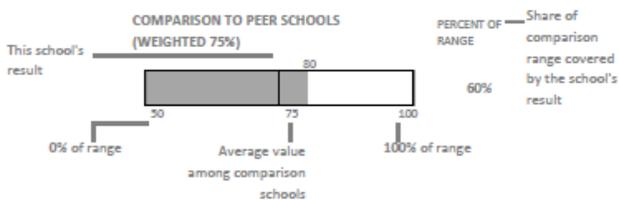
School Survey Results

Academic Expectations	7.3		11.1%		2.5	0.33
Communication	7.1		50.0%		2.5	1.30
Engagement	7.2		40.9%		2.5	1.05
Safety and Respect	7.3		33.3%		2.5	0.89
Attendance Rate	91.7%		0.0%		5	0.41

**TOTAL POINTS** 15 3.98

How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	( PERCENT OF PEER RANGE x 0.75 + PERCENT OF CITY RANGE x 0.25 ) x POINTS POSSIBLE	=	POINTS EARNED
EXAMPLE	( 60% x 0.75 + 80% x 0.25 ) x 2.5	=	1.63

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns full additional credit when its results are in the top 20% of schools citywide. It earns half credit when its results are in the top 40%. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary, middle, and K-8 schools are eligible for points on 15 additional credit metrics, each of which is worth up to 1 point. (In the table below, "." indicates that a school has fewer than 15 eligible students in a category.)

CATEGORY	THIS SCHOOL'S RESULTS	TOP 20% CUTOFF	TOP 40% CUTOFF	POINTS EARNED
<b>Percent at level 3 or 4</b>				
<b>English</b>				
Self-Contained (n=2)	.	8.3%	5.0%	.
CTT (n=11)	.	21.7%	16.7%	.
SETSS (n=18)	5.6%	27.3%	17.6%	.
<b>Mathematics</b>				
Self-Contained (n=2)	.	21.1%	12.8%	.
CTT (n=11)	.	40.0%	34.4%	.
SETSS (n=17)	0.0%	53.3%	37.0%	.
<b>Percent at 75th Growth Percentile or Higher</b>				
<b>English</b>				
English Language Learners (n=5)	.	50.0%	42.9%	.
Lowest Third Citywide (n=67)	29.9%	55.3%	49.4%	.
Self-Contained/CTT/SETSS (n=28)	28.6%	60.4%	55.3%	.
Black and Hispanic Males in Lowest Third Citywide (n=31)	32.3%	56.1%	50.0%	.
<b>Mathematics</b>				
English Language Learners (n=7)	.	50.0%	41.1%	.
Lowest Third Citywide (n=86)	12.8%	50.0%	45.3%	.
Self-Contained/CTT/SETSS (n=28)	17.9%	49.3%	42.3%	.
Black and Hispanic Males in Lowest Third Citywide (n=35)	11.4%	50.8%	42.2%	.
Movement of students with disabilities to less restrictive environments (n=23)	0.43	0.38	0.27	1.0
<b>TOTAL POINTS</b>				<b>1.0</b>

The most powerful accountability lies in the tasks students do. In many New York City middle school classrooms, teachers are asking students to defend arguments, solve complex problems, and perform real experiments—tasks that measure the kind of critical thinking skills defined by the Common Core Learning Standards, which students require for high school and postsecondary success.

Students’ performance on these classroom projects and assessments are captured in the course grades teachers give at the end of each semester. Students who pass more rigorous courses by eighth grade are more likely to graduate from high school ready for college and career.

As New York City schools begin to integrate the Common Core Learning Standards, the Progress Report is evolving to measure and reward the more rigorous classroom work.

Students’ middle school course outcomes are reported below as unscored metrics, and will be integrated into schools’ Progress Report scores and grades beginning with the 2011-12 Progress Report.

**CORE COURSE METRICS**

This section measures the percentage of students in 6th through 8th grade who received a passing grade in a full year course in the relevant core subject area.

	THIS SCHOOL'S RESULTS	PEER AVERAGE	CITY AVERAGE
<b>Percent of Students Who Passed a Core Course</b>			
English (n=96)	96.9%	82.9%	84.4%
Math (n=96)	81.3%	83.7%	82.3%
Science (n=96)	97.9%	83.5%	83.8%
Social Studies (n=96)	91.7%	83.3%	84.3%

**8th GRADERS WHO EARNED HIGH SCHOOL CREDIT**

This section measures the percentage of students in 8th grade who, during their 8th grade year, passed a course and related Regents exam that entitles them to high school credit. Students who pass more than one accelerated course count the same as those who pass one.

	THIS SCHOOL'S RESULTS	PEER AVERAGE	CITY AVERAGE
<b>PERCENT OF 8th GRADERS WHO EARNED HIGH SCHOOL CREDIT (n=25)</b>	0.0%	22.4%	18.3%

## PEER INDEX CALCULATION

The Peer Index is used to sort schools on the basis of demographics. A higher Peer Index indicates a higher need population. The Peer Index operates on a 1-100 scale and is calculated using the following formula:

FORMULA  $( \% \text{ eligible for free lunch} \times 30 ) + ( \% \text{ students with disabilities} \times 30 ) + ( \% \text{ Black/Hispanic} \times 30 ) + ( \% \text{ English language learners} \times 10 ) = \text{PEER INDEX}$

FOR THIS SCHOOL  $( 49.3\% \times 30 ) + ( 12.1\% \times 30 ) + ( 98.7\% \times 30 ) + ( 3.5\% \times 10 ) = 48.37$

PEER GROUP FOR: Future Leaders Institute Charter School

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the peer index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

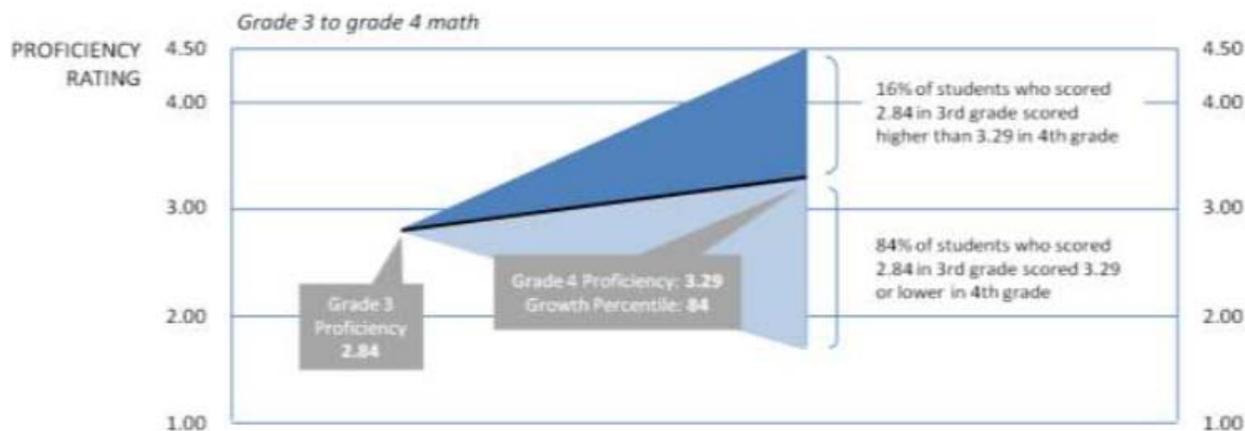
DBN	SCHOOL	PEER INDEX	% FREE LUNCH	% IEP	% BLACK or HISPANIC	% ELL
24Q087	P.S. 087 Middle Village	40.76	57.0%	29.2%	46.4%	10.1%
21K099	P.S. 099 Isaac Asimov	41.34	76.2%	20.5%	33.1%	23.8%
84K362	Hellenic Classical Charter School	41.41	49.3%	9.4%	77.5%	5.6%
06M187	P.S./I.S. 187 Hudson Cliffs	41.43	60.4%	13.0%	61.0%	11.2%
02M225	Ella Baker School	41.46	35.5%	13.9%	87.2%	4.8%
25Q200	PS/MS 200 - The Pomonok School & STAR Academy	41.90	59.6%	23.4%	54.5%	6.6%
08X071	P.S. 071 Rose E. Scala	42.11	57.0%	20.4%	61.2%	5.5%
21K226	P.S. 226 Alfred De B. Mason	42.38	78.7%	22.9%	30.5%	27.6%
29Q208	P.S. / I.S. 208	42.98	41.8%	13.4%	87.3%	2.3%
11X083	P.S. 083 Donald Hertz	42.99	63.3%	14.7%	61.6%	11.2%
25Q219	P.S. 219 Paul Klapper	44.30	65.6%	29.4%	47.7%	14.9%
21K121	P.S. 121 Nelson A. Rockefeller	44.85	75.0%	23.1%	45.8%	16.8%
29Q268	PS/IS 268	45.55	63.5%	14.1%	72.1%	6.3%
29Q270	The Gordon Parks School	46.43	44.5%	14.2%	95.8%	0.8%
13K282	P.S. 282 Park Slope	46.75	54.4%	8.5%	91.8%	3.3%
<b>84M861</b>	<b>Future Leaders Institute Charter School</b>	<b>48.37</b>	<b>49.3%</b>	<b>12.1%</b>	<b>98.7%</b>	<b>3.5%</b>
29Q147	PS/MS 147 Ronald McNair	48.41	54.6%	6.9%	98.2%	5.1%
29Q156	P.S. 156 Laurelton	48.63	47.8%	15.1%	98.0%	3.4%
84K593	Excellence Charter School of Bedford Stuyvesant	49.25	52.9%	12.6%	98.6%	0.0%
18K235	P.S. 235 Lenox School	49.73	62.2%	5.5%	97.6%	1.4%
84M704	Harbor Sciences and Arts Charter School	50.21	56.7%	13.2%	96.8%	1.8%
11X194	PS/MS 194	50.90	83.6%	12.6%	68.6%	14.8%
18K066	P.S. 66	51.32	65.3%	9.8%	95.2%	2.3%
21K238	P.S. 238 Anne Sullivan	51.42	80.4%	26.4%	54.7%	29.7%
84K356	Achievement First- Crown Heights Charter School	51.76	61.2%	11.5%	99.9%	0.0%
84X717	Icahn Charter School	51.84	67.9%	6.0%	98.2%	2.1%
06M311	Amistad Dual Language School	51.87	63.6%	11.7%	90.0%	22.9%
17K161	P.S. 161 The Crown	51.90	71.9%	11.9%	88.2%	3.0%
20K192	P.S. 192 - The Magnet School for Math and Science Inquiry	52.00	79.0%	27.8%	54.2%	37.1%
84K704	Explore Charter School	52.40	59.2%	14.9%	100.0%	1.7%
03M180	P.S. 180 Hugo Newman	53.15	71.6%	9.8%	92.9%	8.5%

PEER GROUP AVERAGES 47.09 61.6% 15.4% 76.9% 9.3%

The Progress Report for elementary and middle schools focuses on students' growth to proficiency and beyond, regardless of their starting point. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles.

### 1 GROWTH PERCENTILES

A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. For example, a student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score as he did last year.



### 2 ADJUSTED GROWTH PERCENTILES

To evaluate a school on its students' growth percentiles, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics, and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

CATEGORY		ADJUSTMENT
Special Education	Self-contained	+0.25
Special Education	CTT	+0.15
Special Education	SETSS	+0.10
Title I Free Lunch		+0.01 per 10% of students eligible

Note: special education program for purposes of adjustments is based on the most restrictive setting of students over the last four school years.

### 3 MEDIAN ADJUSTED GROWTH PERCENTILES

The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.

**This Progress Report is for:**

SCHOOL	Future Leaders Institute Charter School (84M861)
SCHOOL LEADER	Petar Anderson
ENROLLMENT	335
SCHOOL TYPE	K-8
PEER INDEX	50.45

**Green School Award for the 2010 School Survey**

Progress Report Grade

**D**

**What does this grade mean?**

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

**How did this school perform?**

- This school's overall score for 2009-10 is 12.3
- This school did better than 3% of all K-8 schools citywide.

Category	Calculated Score	Category Grade
School Environment	7.6 out of 15	B
Student Performance	4.2 out of 25	D
Student Progress	0.0 out of 80	F
Additional Credit	0.5 (15 max)	
Overall Score	12.3 out of 100	D

**How scores translate to grades:**

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 16.0 - 29.4 receive a letter grade of D
- 2.7% of schools earned a D in 2009-10

**K-8 School Table – Overall Grades**

Grade	Score range	City summary
A	57.1 or higher	25.7% of schools
B	41.2 - 57.0	34.5% of schools
C	29.5 - 41.1	36.5% of schools
D	18.0 - 29.4	2.7% of schools
F	17.9 or lower	0.7% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

**In This Report:**

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

**School Environment**

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

**Student Performance**

measures student skill levels in English Language Arts and Math.

**Student Progress**

measures median student improvement from last year to this year in English Language Arts and Math.

**Closing the Achievement Gap**

gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

**Quality Review Score**

This school has not received a Quality Review.

**State Accountability Status**

Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

**Additional Information**

**Closing the Achievement Gap**

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		Percent at Proficiency
-		Self-Contained (ELA)
-		CTT (ELA)
+0.5	16.0%	SETSS (ELA)
-		Self-Contained (Math)
-		CTT (Math)
4.0%		SETSS (Math)
		Percent at 75th Growth Percentile or Higher
-		English Language Learners (ELA)
44.1%		Lowest Third Citywide (ELA)
-		Self-Contained/CTT/SETSS (ELA)
-		English Language Learners (Math)
20.3%		Lowest Third Citywide (Math)
-		Self-Contained/CTT/SETSS (Math)

(-) indicates less than 15 students in this category

**Peer Schools**

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

The peer schools for Future Leaders Institute Charter School are:

DBN	School Name	DBN	School Name
11X093	P.S. 093 Donald Hertz	02M111	P.S. 111 Adolph S. Ochs
84M704	Harbor Sciences and Arts Charter School	84X717	Carl C. Icahn Charter School
21K121	P.S. 121 Nelson A. Rockefeller	84X704	Kipp Academy Charter School
13K282	P.S. 282 Park Slope	20K192	P.S. 192 - The Magnet School for Math and Science Inquiry
29Q268	PS/IS 268	11X089	P.S. 089 Bronx
84M355	Ross Global Academy Charter School	84K359	The UR Charter School
84X706	Harriet Tubman Charter School	03M191	P.S. 191 Amsterdam
25Q219	P.S. 219 Paul Klapper	29Q138	P.S. 138 Sunrise
29Q156	P.S. 156 Laundon	10X095	P.S. 095 Sheila Mencher
29Q147	PS/MS 147 Ronald McNair	84M284	Harlem Children's Zone/Promise Academy Charter School
29Q270	The Gordon Parks School		
18K235	P.S. 235 Lenox School		
18K066	P.S. 66		
84K538	Achievement First Bushwick Charter School		
84K704	Explore Charter School		
84M861	Future Leaders Institute Charter School		
84K703	Beginning With Children Charter School		
84K356	Achievement First-Crown Heights Charter School		
11X194	PS/MS 194		
21K238	P.S. 238 Anne Sullivan		
06M311	Amistad Dual Language School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/tools/report/default.htm>, or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov)

# Results by Category

SCHOOL **Future Leaders Institute Charter School (84M861)**  
 SCHOOL LEADER **Peter Anderson**

K-8

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (8.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

## School Environment

Comprises 15% of the Overall Score

This Year's Score: **7.6** out of 15

**B**

**Green School Award!**

*This school saved paper, energy, and costs by taking the 2010 School Survey online.*

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
<b>Survey Scores (10 points)</b>											
Academic Expectations: 7.4	28.6%					30.0%					
Communication: 6.8	45.5%					45.5%					
Engagement: 7.3	57.1%					54.5%					
Safety and Respect: 7.2	40.0%					40.0%					
Attendance (5 points): 95.1%	65.0%					71.6%					

## Student Performance

Comprises 25% of the Overall Score

This Year's Score: **4.2** out of 25

**D**

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
<b>English Language Arts</b>											
Percentage of Students at Proficiency (Level 3 or 4): 41.2%	28.4%					33.0%					204
Median Student Proficiency (1.00-4.50): 2.64	32.6%					37.8%					204
<b>Mathematics</b>											
Percentage of Students at Proficiency (Level 3 or 4): 38.0%	-7.6%					2.2%					205
Median Student Proficiency (1.00-4.50): 2.74	5.8%					15.3%					205

## Student Progress

Comprises 60% of the Overall Score

This Year's Score: **0** out of 60

**F**

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
<b>English Language Arts</b>											
Median Growth Percentile: 52.5	8.4%					-6.6%					142
Median Growth Percentile for School's Lowest Third: 54.0	-4.1%					-24.2%					57
<b>Mathematics</b>											
Median Growth Percentile: 42.0	4.3%					-7.3%					142
Median Growth Percentile for School's Lowest Third: 44.5	-1.7%					-17.6%					50

Progress Report Grade

# B

### What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

### How did this school perform?

- This school's overall score for 2008-09 is 57.5
- This score places the School in the 4 percentile of all K-8 schools Citywide—i.e., 4 percent of those schools scored lower than this school

### This Progress Report is for:

SCHOOL	Future Leaders Institute Charter School (84M81)
SCHOOL LEADER	Peter Anderson
ENROLLMENT	328
SCHOOL TYPE	K-8
PEER INDEX	47.42

Category	Calculated Score	Category Grade
School Environment	9.0 out of 15	B
Student Performance	17.2 out of 25	A
Student Progress	27.5 out of 60	C
Additional Credit	3.8 (15 max)	
Overall Score	57.5 out of 100	B

### How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 54-87.9 receive a letter grade of B
- 13% of schools earned a B in 2008-09

### K-8 School Table – Overall Grades

Grade	Score range	City summary
A	88.0-100	85.4% of schools
B	54-87.9	13.1% of schools
C	43.0-53.9	1.5% of schools
D	33.0-42.9	0% of schools
F	0-32.9	0% of schools

### In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

#### School Environment

Uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

#### Student Performance

Measures student skill levels in English Language Arts and Math.

#### Student Progress

Measures average student improvement from last year to this year in English Language Arts and Math.

#### Closing the Achievement Gap

Gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

### Quality Review Score

This school did not receive a Quality Review in 2008-09.

### State Accountability Status

Based on its 2008-09 performance, this school is:

**In Good Standing**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

## Additional Information

### Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
-	-	English Language Arts
-	-	English Language Learners
+1.5	52.9%	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
+1.5	53.6%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
-	-	Mathematics
-	-	English Language Learners
-	18.8%	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
+0.75	29.2%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) indicates less than 10 students in this category

### Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Future Leaders Institute Charter School are:

DBN	School Name	DBN	School Name
84M704	Harbor Science and Arts Charter School	18K065	P.S. 66
24C087	P.S. 067 Middle Village	29Q147	P.S. 147 Ronald Merritt
21K025	P.S. K25 - The Ellen E. Zaglin	84C703	Beginning With Children Charter School
21K099	P.S. 099 Isaac Aalov	21K238	P.S. 238 Anne Sullivan
27Q124	P.S. 124 Diamond A. Church	84M254	Herlem Children's Zone/Promise Academy Charter School
21K121	P.S. 121 Nelson A. Rockefeller	10K280	P.S. 280 Moshulu Parkway
04M012	Tag Young Scholars	84C717	Carl G. Icahn Charter School
25Q200	P.S. 200 Pomonoak	30Q127	P.S. 127 Aerospace Science Magnet
02M125	P.S. 125 Jacob August Rite	84C259	The Uff Charter School
02M225	Elle Baker School	09M311	Amistad Dual Language School
11X063	P.S. 063 Donald Hertz		
18Q235	P.S. 235 Lenox		
29Q270	P.S. / I.S. Q270		
09M187	P.S. 187 Hudson Cliffs		
09M223	The Moit Hall School		
29Q269	P.S. 269		
25Q219	P.S. 219 Paul Klapper		
29Q156	P.S. 156 Lauriston		
84C356	Achievement First-Crown Heights Charter School		
27Q225	P.S. 225 Seaside		

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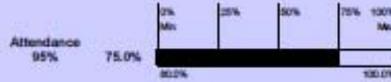
# Results by Category

SCHOOL: Future Leaders Institute Charter School  
SCHOOL LEADER: Peter Anderson

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
8 out of 15

**B**

Survey Scores (10 points)

Academic Expectations

Communication

Engagement

Safety and Respect

Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
7.5	50.0%	0.4	8.8	58.3%	8.1	8.8	190				
6.8	47.6%	0.8	7.7	54.5%	6.4	7.6	190				
6.8	50.0%	3.5	8.1	57.7%	3.2	7.9	188				
7.5	58.6%	0.8	8.7	65.6%	6.4	8.6	188				
95.0%	72.4%	92.5%	97.1%	79.4%	92.9%	97.1%	190				

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
17.2 out of 26

**A**

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
82.6%	86.6%	23.1%	90.1%	80.1%	13.2%	90.3%	190				
3.21	64.7%	2.77	3.48	68.0%	3.33	3.53	190				
84.0%	69.2%	46.1%	100.0%	75.1%	33.7%	100.0%	188				
3.41	50.4%	2.94	3.97	57.4%	3.96	4.04	188				

## Student Progress

Comprises 50% of the Overall Score

This Year's Score:  
27.6 out of 90

**C**

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
61.4%	67.6%	44.9%	99.3%	63.2%	44.9%	71.2%	150				
61.3%	60.6%	50.2%	91.9%	50.7%	50.9%	91.9%	48				
0.46	110.0%	0.12	0.43	110.0%	0.12	0.43	52				
(0.01)	75.3%	0.19	0.04	76.7%	0.29	0.56	98				
41.6%	-3.3%	43.1%	79.0%	5.9%	38.3%	82.8%	149				
52.2%	2.6%	31.2%	98.2%	6.4%	49.8%	97.1%	48				
0.31	48.0%	0.07	0.56	48.0%	0.07	0.57	19				
(0.11)	25.0%	0.19	0.13	32.5%	0.29	0.18	130				

**This Progress Report is for:**

SCHOOL	Future Leaders Institute Charter School (84M861)
SCHOOL LEADER	Gianna Cassetta
ENROLLMENT	294
SCHOOL TYPE	K-8
PEER INDEX	47.42

Progress Report Grade

**C**

**What does this grade mean?**

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

**How did this school perform?**

- This school's overall score for 2007-08 is 48.6
- This score places the School in the 29 percentile of all K-8 schools Citywide—i.e., 29 percent of those schools scored lower than this school
- This school did not have a 2008 target because it did not receive a grade last year

Category	Calculated Score	Category Grade
School Environment	8.9 out of 15	B
Student Performance	14.1 out of 25	B
Student Progress	25.6 out of 60	B
Additional Credit	0.0 (15 max)	
Overall Score	48.6 out of 100	C

**How scores translate to grades:**

- Schools receive letter grades based on their overall score
- Schools with an overall score between 38.4–49.6 receive a letter grade of C
- 24% of schools earned a C in 2007-08

**K-8 School Table – Overall Grades**

Grade	Score range	City summary
A	66.7–98.5	24% of schools
B	49.7–66.6	42% of schools
C	38.4–49.6	24% of schools
D	23.4–38.3	9% of schools
F	22.9–23.4	1% of schools

**In This Report:**

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

**School Environment**

uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

**Student Performance**

measures student skill levels in English Language Arts and Math.

**Student Progress**

measures average student improvement from last year to this year in English Language Arts and Math.

**Closing the Achievement Gap**

gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

**Quality Review Score**

This school did not receive a Quality Review in 2007-08.

**State Accountability Status**

Based on its 2006-07 performance, this school is:

In Good Standing

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

**Additional Information**

**Closing the Achievement Gap**

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
-		English Language Learners
-		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
21.2%		Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
-		English Language Learners
-		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
26.0%		Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

**Peer Schools**

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Future Leaders Institute Charter School are:

DBN	School Name	DBN	School Name
84M704	Harbor Sciences and Arts Charter School	18K066	P.S. 66
24Q087	P.S. 087 Middle Village	29Q147	P.S. 147 Ronald McNair
21K225	P.S. K225 - The Eileen E. Zaglin	84K703	Beginning With Children Charter School
21K099	P.S. 099 Isaac Asimov	21K238	P.S. 238 Anne Sullivan
27Q124	P.S. 124 Osmond A Church	84M284	Harlem Children's Zone/Promise Academy Charter School
21K121	P.S. 121 Nelson A. Rockefeller	10K280	P.S. 280 Moshulu Parkway
04M012	Tag Young Scholars	84X717	Carl C. Icahn Charter School
25Q200	P.S. 200 Pomonok	30Q127	P.S. 127 Aerospace Science Magnet
02M126	P.S. 126 Jacob August Rits	84K359	The Uff Charter School
02M225	Ella Baker School	06M311	Amstard Dual Language School
11X083	P.S. 083 Donald Hertz		
18K235	P.S. 235 Lenox		
29Q270	P.S. / I.S. Q270		
06M187	P.S. 187 Hudson Cliffs		
06M223	The Mott Hall School		
29Q268	P.S. 268		
25Q219	P.S. 219 Paul Klapper		
29Q156	P.S. 156 Laureton		
84K356	Achievement First- Crown Heights Charter School		
27Q225	P.S. 225 Seaside		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

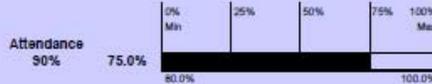
# Results by Category

SCHOOL Future Leaders Institute Charter School  
SCHOOL LEADER Gianna Casetta

## HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
0.596 x 15 = 8.9

**B**

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
7.6	54.5%	62.5%	
6.8	57.1%	63.6%	
6.8	50.0%	57.7%	
7.4	55.2%	62.5%	
94.4%	64.5%	73.5%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
0.564 x 25 = 14.1

**B**

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
61.4%	49.6%	59.7%	171
3.11	50.0%	58.0%	171
61.8%	64.9%	71.7%	170
3.44	53.1%	59.5%	170

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
0.426 x 60 = 25.6

**B**

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
52.6%	31.6%	30.1%	164
67.9%	10.8%	8.7%	56
0.19	20.0%	20.0%	62
(0.13)	26.1%	36.7%	102
61.8%	52.1%	51.5%	163
76.9%	73.4%	72.7%	52
0.26	38.8%	38.0%	49
0.04	71.9%	70.0%	114

Progress Report  
Elementary/Middle/K-8

FUTURE LEADERS INSTITUTE CHARTER SCHOOL

K-8

Grade:	<b>B</b>
Peer Index	<b>64.99</b> (0.00 - 100.00 for EKS; 1.00 - 4.50 for M)
Overall Score	<b>52.95</b> (out of 100+)
School Environment	<b>10.8</b> (out of 15)
Student Performance	<b>15.2</b> (out of 30)
Student Progress	<b>25.4</b> (out of 55)
Achievement Gap:	<b>1.50</b> (additional credit)

Grades on Charter School Progress Reports have been assigned based only on a calculation of student attendance, and student performance and student progress on New York State tests. The final grade is a combination of 15% of the school's student attendance score, 30% of the school's Performance Score, and 55% of the school's Progress Score. The grade does not include outcomes of parent, teacher, and student satisfaction surveys, and therefore it would be inaccurate to make a direct comparison to the grades assigned to non-charter DOE public schools. For information on student environment measures (e.g., parent satisfaction), and for further information on charter school performance, please visit [www.nyc.gov/charters](http://www.nyc.gov/charters) to view charter schools' annual reports, annual audits, and annual visit reports

	Your School's Score:		Peer Horizon:		City Horizon:		
	This Year	Your School Relative to Peer Horizon	Minimum	Maximum	Your School Relative to City Horizon	Minimum	Maximum
<b>1 School Environment (15%)</b>							
Attendance	94.2%	<b>72.4%</b>	88.7%	96.3%	<b>70.8%</b>	87.4%	97.0%
School Environment Score:	<b>10.8</b>						

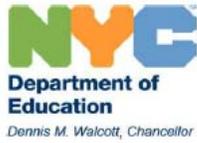
<b>2 Student Performance (30%)</b>							
<b>English Language Arts</b>							
Percent of Students at Proficiency (Level 3 or 4)	54.5%	<b>53.8%</b>	22.0%	82.4%	<b>53.5%</b>	15.5%	88.4%
Median Student Proficiency (1-4.5)	3.05	<b>56.5%</b>	2.59	3.41	<b>55.3%</b>	2.48	3.53
<b>Mathematics</b>							
Percent of Students at Proficiency (Level 3 or 4)	60.7%	<b>47.3%</b>	32.3%	92.4%	<b>46.4%</b>	28.2%	98.2%
Median Student Proficiency (1-4.5)	3.15	<b>46.3%</b>	2.58	3.81	<b>45.6%</b>	2.48	3.97
Student Performance Score:	<b>15.2</b>						

<b>3 Student Progress (55%)</b>							
<b>English Language Arts</b>							
Percent of Students Making at least 1 Year of Progress	58.3%	<b>69.1%</b>	41.3%	65.9%	<b>73.7%</b>	39.2%	65.1%
Average Change in Student Proficiency	0.16	<b>92.8%</b>	-0.08	0.17	<b>92.8%</b>	-0.10	0.18
Average Change in Proficiency in School's Lowest 1/3 of Students	0.37	<b>83.8%</b>	0.11	0.42	<b>90.1%</b>	0.12	0.40
<b>Mathematics</b>							
Percent of Students Making at least 1 Year of Progress	38.6%	<b>-7.6%</b>	38.8%	67.6%	<b>4.7%</b>	34.9%	71.2%
Average Change in Student Proficiency	-0.08	<b>11.7%</b>	-0.09	0.22	<b>17.0%</b>	-0.12	0.24
Average Change in Proficiency in School's Lowest 1/3 of Students	0.11	<b>17.4%</b>	0.04	0.42	<b>19.5%</b>	0.02	0.44
Student Progress Score:	<b>25.4</b>						

	Exemplary Proficiency Gains*	Additional Credit Received
	This Year	
<b>4 Closing the Achievement Gap</b>		
<b>English Language Arts</b>		
English Language Learners		
Special Education Students		
Hispanic Students Who Are in Lowest Third Citywide		
Black Students Who Are in Lowest Third Citywide	36.5%	<b>1.50</b>
Other Students Who Are in Lowest Third Citywide		
<b>Mathematics</b>		
English Language Learners		
Special Education Students		
Hispanic Students Who Are in Lowest Third Citywide		
Black Students Who Are in Lowest Third Citywide	13.6%	-
Other Students Who Are in Lowest Third Citywide		

\* Percent of students who gained half a proficiency level or more this year

## Part 9: Historic Accountability Reports



Charter School Renewal Report  
Charter Schools Office  
2011-2012

### FUTURE LEADERS INSTITUTE CHARTER SCHOOL ANNUAL SITE VISIT REPORT

MARCH 2012

## Part 1: Executive Summary

### **School Overview and History:**

Future Leaders Institute Charter School (FLI) is an elementary/middle school currently serving approximately 350 students in grades kindergarten -- eight in the 2011-2012 school year.<sup>1</sup> The school opened as a charter school conversion from a preexisting DOE public school in 2005 with grades kindergarten through grade eight. It is currently housed in DOE space at 134 West 122<sup>nd</sup> Street in Harlem in Community School District 3.

The student body includes 3.4% English language learners (ELL), 12.0% students with disabilities (SWD), and 74.5% Free and Reduced Lunch students (FRL).<sup>2</sup> The school has a student attrition rate of approximately 15% from 2010-11 to 2011-12.<sup>3</sup> As of March 2012, there are 350 students on the waitlist and the current daily attendance rate is 95%.<sup>4</sup> The average attendance rate for the school year 2010 - 2011 was 95.4%.<sup>5</sup>

The school scored slightly below Average on the Academic Expectations, Engagement, and Safety & Respect sections of the NYC DOE School Survey in 2011-2012; the school scored Average on the Communication section. Except for Communication, which FLI scored higher than citywide averages for all elementary/middle schools, the school scored lower than citywide averages in all other sections. Fifty-three percent of the school's parents, 82% of the school's students, and 82% of the school's teachers responded to the survey.<sup>6</sup>

The school earned an F on its progress report in 2011; a D in 2010; a B in 2009, and a C in 2008. The school is in good standing with regard to state and federal accountability.<sup>7</sup> The NYC DOE issued a Notice of Deficiency to FLI on December 7, 2011 that is in effect through the end of August, 2012.

### **Annual Review Process Overview:**

The New York City Department of Education (NYC DOE) Charter Schools Office (CSO) conducts an annual site visit of charter schools authorized by the NYC DOE. The site visit is designed to address three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, we also ask about the school's plans for its next charter term. The visits are conducted by representatives of the CSO and last the duration of one school day. The annual site visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators and teachers. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security. The site visit is intended to be a snapshot of the academic year and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on March 21, 2012:

- Sonia Park, Senior Director, NYC DOE CSO
- Debra Schwartzman, Senior Director, NYC DOE CSO
- Bertram Wyman, Analyst, NYC DOE CSO
- Paul O'Neill, Consultant to NYC DOE CSO

<sup>1</sup> NYC DOE ATS system as of April 2012

<sup>2</sup> Ibid.

<sup>3</sup> FLI self reported School Evaluation Visit Data Collection Form (3/14/12)

<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> NYC DOE School Survey – <http://schools.nyc.gov/survey>

<sup>7</sup> NYC DOE Progress Reports

### Overview:

In 2010, pursuant to the New York State Charter Schools Act, the New York City Department of Education ("NYCDOE") approved the three-year renewal of Future Leaders Institute Charter School ("FLI") to continue to operate a standards-based educational program to improve learning and achievement for students. A Notice of Concern was issued to FLI, dated August 29, 2011. A formal Notice of Deficiency was issued on December 7, 2011 based on the CSO's concerns over FLI's ability to:

- Deliver Quality Instruction
- Demonstrate Student Achievement
- Hire and Retain Quality Staff

As part of the school's response to the conditions of its renewal, several changes have been instituted such as: restructuring the instructional practices; implementing a teacher evaluation/observation rubric; and more frequent assessments.

### Areas of Strength:

- FLI has enacted measures in order to be in full compliance with the 2010 amended Charter School Act. Targeted populations for enrollment and retention, specifically the percentage of students receiving Free/Reduced Lunch (FRL) is higher than the school's community school district, CSD 3.
  - The school has a FRL population of 74.5% FRL<sup>8</sup>, higher than CSD 3's FRL rate of 48.95%<sup>9</sup>.
- School leadership and board is performance driven, thoughtful, engaged and recognizes the urgency of the school's status.
  - On the day of the visit school leadership (Principal, Assistant Principal, Lower School Grade Leader) discussed their practices and intent on meeting or exceeding the schoolwide goals they have set.
  - Leadership reported that the school has taken steps to align their curriculum to the Common Core Standards.
  - School board members interviewed appear to be committed to substantially improving the school's performance and are highly familiar with its needs and challenging circumstances.
- FLI has made progress towards establishing a positive, data-driven culture and connecting data analysis to instruction.
  - As evidenced by data binders and other materials, school is collecting and analyzing data on a regular basis. Leadership and interviewed teachers spoke of the improvement in the use of data to monitor student performance.
  - Targeted tutoring based on student data is being offered in 12 week instructional cycles.
  - On the day of the visit reviewers observed some higher order questioning in classrooms.
- FLI's special education program is well established, compliant and focused on strong educational outcomes for students with disabilities.
  - On the day of the visit special education staff articulated a clear vision for meeting student needs.
- The foundations of a safe and orderly learning environment have been established. Overall, students observed were generally engaged and well behaved.
  - Classrooms were orderly and safe.
  - Classrooms are print-rich environments with sufficient resources.

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<sup>8</sup> NYC DOE ATS system, April 2012

<sup>9</sup> Ibid

- Leadership provides ongoing support for teachers and implementation of the Danielson framework.
  - Interviewed teachers described measures that are in place to provide support for and feedback to teachers on a regular basis.
  - The school conducts weekly professional planning periods and bi-monthly professional learning teams for middle school teaching staff.
  - Observers noted the use of a teacher-based performance rubric to provide verbal and written feedback.
  - In the 2011-12 Learning Environment Survey teacher responses, positive response rates rose significantly to the statement: "School leaders place a high priority on the quality of teaching at this school." Rising from 43% Strongly Disagree/Disagree to 100% Strongly Agree/Agree.
- The school has made efforts to improve its operational effectiveness.
  - Reviewers noted a new purchasing order policy that better tracks expenses and inventory.
  - The school appears to have taken positive steps to address and limit financial challenges driven by under-enrollment.
  - Parent association is in place and active.

### Areas of Growth

- FLI is encouraged to continue to enact measures to be in full compliance with the 2010 amended Charter Schools Act. The primary area of concern regards meeting target rates for enrollment and retention for English Language Learners (ELL) and Students with Disabilities (SWD). The school should continue to refine and document its outreach strategies for recruitment and retention of ELLs and SWD in order to be comparable to district CSD 3.
  - FLI has a population of 3.4% ELLs, which is lower than CSD 3's ELL rate of 7.08%.<sup>10</sup>
  - FLI has a population of 12% SED, marginally lower than CSD 3's SWD rate of 13.9%.<sup>11</sup>
- FLI is encouraged to focus on developing consistency of instruction and lesson rigor across all classrooms.
  - Reviewers noted inconsistent quality in teaching of lessons observed, and inconsistent evidence of high expectations for quality student work. The school should continue in setting and maintaining high expectations for all classrooms. For example, some lower school students questioned were not able to recall the objective or directives of classroom assignments.
  - Higher order questioning was more inconsistent in observed lower grades than middle school grades. Questioning not as rigorous as it could be; there were several instances of "call and response" observed.
  - Transition between 5<sup>th</sup> grade to 6<sup>th</sup> grade has not been seamless for students. Teachers in lower grades do not regularly meet with the upper grade teachers to provide feedback and additional student information.
  - It was not clear to the observers of the standardized use of posted rubrics in relationship to evaluating student work. For example, student work posted was not always graded or marked with teacher feedback.
- FLI should continue efforts to develop and enhance systems to collect and analyze student performance data. A data driven culture was not observed to be fully developed and implemented and there is a need to fully articulate analyzing student work to inform instruction.

<sup>10</sup> NYC DOE ATS system, April 2012

<sup>11</sup> NYC DOE ATS system, April 2012

- While the school has begun administering interim assessments using past state test questions, it was unclear the extent to which teachers were using these results to plan their instruction.
  - Some classrooms visited lacked evidence of wrap-ups, check-lists, assessments or other checks for understanding that would allow teachers to gauge students' learning and pinpoint misunderstandings.
  - The school is encouraged to continue to train teachers to use data to inform their instruction to ensure that all students receive the support they need to perform at high levels and make progress.
  - While most teachers interviewed noted the importance of using data to differentiate instruction, in some classrooms observed it wasn't clear to what extent teachers were using data to plan or modify their lessons to meet individual or small group needs.
- FLI was observed to be in the process of reestablishing and standardizing school culture and norms.
    - For example, behavioral management was observed to be varied in its effectiveness from class to class and grade to grade.
    - Chants and slogans to engage students used by some teachers were not by others. Behavioral charts were displayed in classrooms, however it was unclear from class to class how the charts were being used to monitoring student behavior.
    - For example, on the day of the visit, students were respectful and felt comfortable with school leadership; some were also observed spending significant time in the hallways during classes without supervision.
  - FLI should continue to improve the communication between teachers, leadership, and families.
    - Teachers reported that changes at the school are not always clearly communicated though overall teachers supported most of the changes being implemented.

## Part 3: Essential Questions and Accountability Framework

### **The CSO Accountability Framework**

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Office (CSO) has developed an Accountability Framework build around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable law and regulations?
4. What are the school's plans for its next charter term?

### 1. Is the School an Academic Success?

#### 1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

## 1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

## 1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

## 1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education,

citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

## **2. Is the School a Fiscally Sound, Viable Organization?**

### **2a. Governance Structure and Organizational Design**

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

## **2b. School Climate and Community Engagement**

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

## 2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

### **3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?**

#### **3a. Approved Charter and Agreement**

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

#### **3b. Applicable Federal and State Law**

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location<sup>12</sup> or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations

<sup>12</sup> School-specific targets for enrollment and retention are to come from NY State Education Department

- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

### 3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

## 4. What Are the School's Plans for its Next Charter Term?

### 4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way.

Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

### 4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

## 4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors



**FUTURE LEADERS INSTITUTE CHARTER SCHOOL**  
ANNUAL SITE VISIT REPORT

MAY 2011

## Part 1: Executive Summary

### School Overview and History:

The Future Leaders Institute Charter School (FLI) is an elementary/middle school serving approximately 365 students from kindergarten through grade eight in the 2010-2011 school year.<sup>1</sup> The school opened as a charter school conversion from a preexisting DOE public school in 2005 with grades kindergarten through 8.<sup>2</sup> It is currently housed in a public school building in District 3, at 134 West 122<sup>nd</sup> Street in Harlem.<sup>3</sup>

The school population comprises 92 % Black, 7 % Hispanic and 1 % multiracial students. 73% of students are designated eligible for free or reduced lunch.<sup>4</sup> The student body includes approximately 3% English language learners and 11% special education students.<sup>5</sup>

The school earned a D on its progress report in 2010, a B in 2009, a C in 2008 and a B in 2007. The average attendance rate for the school year 2010 – 2011 was reported by the school as 96.4 %, as of May 11, 2011.<sup>6</sup> The school is in good standing with state and federal accountability.<sup>7</sup>

### Annual Review Process Overview:

The NYC DOE Charter Schools Office conducts an annual site visit of New York City Department of Education authorized charter schools in order to assess three primary questions: is the school an academic success; is the school a viable organization; and is the school in compliance with applicable laws and regulations. The visits are conducted by representatives of the New York City Department of Education Charter Schools Office and last the duration of one school day. The annual site visit begins with a meeting with the principal and school leadership team. Subsequently, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security.

The following experts participated in the review of this school May 19, 2011:

- Sonia Park, NYC DOE CSO Senior Director
- Karen Drezner, Consultant

### Notice of Concern:

As a result of the review, the NYC DOE, as the charter authorizer for the Future Leaders Institute Charter School, has issued a Notice of Concern on Sept 1, 2011 which is effective through the end of August 2012. The conditions that will need to be redressed beginning immediately are listed among the Areas of Improvement included in this report.

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<sup>1</sup> NYC DOE ATS system

<sup>2</sup> NYC DOE ATS system and charter agreement

<sup>3</sup> NYC DOE Location Code Generating System database

<sup>4</sup> Demographic data drawn from NYC DOE ATS enrollment database as of 1/11/10.

<sup>5</sup> FLI CS self reported School Evaluation Visit Data Collection Form (5/19/11)

<sup>6</sup> Ibid

<sup>7</sup> New York State Education Department - [www.nysed.gov](http://www.nysed.gov)

### Areas of Strength

- Classrooms were observed to be resource and reference-rich.
  - In each classroom visited (at least one classroom per grade was observed) there were robust classroom libraries, a range of manipulatives, word walls with evidence of growth, and general technology use by teachers. Multiple examples/High Quality student work were posted, along with agendas, schedules, and reference charts.
- Teachers were seen to employ a variety of instructional strategies.
  - In visited classrooms, there was teacher-directed instruction, pair shares between students, student turn and talks, small group instruction, and full class shared reading.
  - Most observed students, particularly in the lower grades, were seen engaged in learning activities.
- FLI utilizes a range of measurements to assess student achievement.
  - In addition to state mandated assessments, the school administers Fountas & Pinnell leveled reading, running records, mock NYS assessments (administered three times a year), and Children's Progress Assessments for grades K-2 (administered three times a year).
  - Teacher created assessments aligned to the Common Core are also used.
  - Teachers received training on running records and Fountas & Pinnell. -School-wide professional development is offered at least once a month.
- Interviewed special education staff spoke in positive terms of the school's push-in model and its flexibility, lending to frequent teacher collaboration.
  - Teachers described monthly special education meetings, student support team meetings, and weekly content meetings (which are every other week in middle school grades).
- FLI is self-reflective in terms of its operations management. The school has a conservative budgeting approach that is supplemented by fundraising.
  - The school anticipates a budget surplus for 2010-11 of over \$100,000. Over \$300,000 of revenue is derived from philanthropic and fundraising activities.

**What the school needs to improve:** this section is divided into three parts, one that identifies areas where we recommend that the school continues to focus on improvement; a second part that identifies the areas that the school needs to remedy; and a third section that outlines required elements for a Corrective Action Plan.

### Areas of Continued Improvement

- FLI should clarify modes and schedule of communications between leadership, staff and parents. FLI is encouraged to define a strategic, overarching plan and align communications and actions to these priorities. FLI should continue to actively reach out to parents and encourage its parent organization (PIC) to meet regularly and consistently.
  - During the visit, FLI was in the midst of leadership transition, which has posed challenges and contributed to communication deficits for parents and staff. Teachers expressed a lack of transparency with decisions made by the Board of Trustees and leadership of the school.

- FLI should continue to establish consistent, clear and transparent school-wide classroom management, discipline code, and protocols that reflect a shared understanding and common language of expectations for students, staff and families.
  - A range of classroom management techniques were employed by teachers (echo-clapping, 1 minute warnings, tambourine, heads down, if you can hear my voice, hands on heads/shoulders, etc.) but teachers rarely expected or received 100 % compliance. Students were permitted to remain off-task in assigned seats or in “time-out” chairs in several rooms. Although small groups were often initially engaged in learning, extension activities were not available if they completed the assignment.
  - Responsive Classroom training is currently arranged for 1 or 2 teachers off site. FLI should consider school-wide training.
  
- FLI should continue to focus on academic rigor and consistency across classrooms, especially in the middle school grades.
  - In some observed classes the pacing was slow, leading to disengagement as students waited for the teacher to write on the board or discuss an answer with a another student. The school is encouraged to utilize its professional development to improve classroom management.
  - FLI should continue the implementation of a school model with a focus on developing higher order skills. During classroom observations, questions were basic or leading and inadequate wait time was provided for students to come up with a nuanced answer.
  
- FLI is encouraged to continue to develop and use data to assess student performance and track growth.
  - At the time of the visit the school did not have fully developed, detailed rubrics that reflect high expectations and specific concepts/skills taught. A school-wide protocol to collect, review, plan and differentiate instruction with data needs was not evident though the Renewal Report in January 2010 noted that an interim assessment and data tracking system did exist (the “FLI Interim Assessment Model” and the enhanced system called “FLI Snapshot.”) It is not clear if implementation of the FLI Snapshot was delayed, revised or terminated.
  
- FLI should further refine its systems for teacher support and professional development (PD).
  - Teacher turnover is relatively high – 5 teachers left during the 2010-11 school year, and 2 were let go. Eleven teachers from the prior year either did not return or were not asked to return for the current school year.
  - The school should continue to refine its internal protocol for individual observations and provision of feedback, based on best practices and school-wide, grade level and individual learning priorities.
  - FLI should also assess the impact of current consultants and draft comprehensive plan for teachers to receive on-site and off-site PD opportunities to learn and turn-key information to peers.

#### **Areas of Violation of Charter Law or Charter Agreement**

- The Board of Trustees should enact corrective measures in order to be in full compliance with its bylaws. The Board of Trustees should meet bi-monthly as specified and approved by the CSO during the school's renewal in January 2010.
  - In reviewing the submitted minutes of Board meetings, the Board did not consistently meet on a bi-monthly basis. Submitted minutes only included Sept. 16, 2010; Oct. 21, 2010; and March 22, 2011.
  
- FLI should enact corrective measures in order to be in full compliance with its Charter Agreement and School Monitoring Plan.

- In accordance with Section 2.12 (a) Governance of the Agreement and subsection C of the Monitoring Plan, the FLI Board of Trustees must submit within 5 business days any additions or removal of board trustees. The name of any proposed member of the Board must be submitted with background information to the CSO office for approval. The Board did not consistently provide this required information for board changes that have taken place during the 2010-11 academic year. On the March 2011 submitted roster, 12 trustees are listed (not counting two ex-officio members). On the revised May 2011 roster, there are 8 trustees listed.
- FLI should enact corrective measures in order to be in full compliance with the 2010 amended Charter School Act. Areas of non-compliance regard meeting target rates for enrollment and retention of Special Education students, English Language Learners, and hiring Certified Teachers.
  - The school should document outreach to Special Education students in order to be comparable to the district, CSD 3. The school used a combination of methods, including word-of-mouth and holding parent sessions. None of these efforts were specifically targeted toward Special Education students. FLI's population includes 11%<sup>8</sup> Special Education students, which is lower than CSD 3's 14.3%<sup>9</sup>.
  - The school should document outreach to ELL students in order to be comparable to the district, CSD 3. FLI's population includes 3.2%<sup>10</sup> ELLs, which is lower than CSD 5's 8.4%<sup>11</sup>; and
  - FLI should continue to employ experienced, certified staff in order to meet the Act's requirement of non-certified teaching staff being only 5 or 30% of teaching staff, whichever is less. At the time of the CSO visit, the school reported that 6 teachers were either uncertified or reciprocity of certification was unclear.

**Corrective Action Plan Requirements:**

1. The Board revises its meeting schedule to comply with its bylaws.
2. The Board should verify its current Trustee roster and board background information with the CSO.
3. FLI should enact corrective measures in order to be in full compliance with the School Act in regard to teacher certification. As of the data provided on May 19, 2011, 6 of FLI's teachers were not certified. FLI should submit an updated staff roster, indicating certified and non-certified staff to the CSO.
4. FLI should develop an outreach plan that includes specific outreach to special education students and English Language Learners.

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<sup>8</sup> FLI CS self reported School Evaluation Visit Data Collection Form (5/19/11)

<sup>9</sup> ATS data, (June 30, 2011)

<sup>10</sup> FLI CS self reported School Evaluation Visit Data Collection Form (5/19/11)

<sup>11</sup> ATS data, (June 30, 2011)

## Part 3: Framing Questions

### FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

### Annual Site Visit Rubric:

1. Has the School Been an Academic Success?
  - Academic Goals and Mission
    - School components and curriculum align together and holistically support the mission
    - School has high academic expectations and employs strategies for the full range of students served by the school, including those at risk and those with special needs
  - Curriculum and Instruction
    - The educational plan is flexible and is adjusted to meet the performance levels and learning needs of all enrolled students
    - School implements programming to address the needs of students with disabilities and ELLs
    - Teachers demonstrate the use of differentiated instructional techniques to support the varying ways by which students learn
    - School has implemented programming for students who need remediation or acceleration
  - School Culture
    - The culture is strong, intentional, supportive and sustainable and promotes student learning
    - The school motivates all students and respects the diversity of learners and cultures in the community
    - School offers programs, activities or support services beyond academics to address students' social and emotional needs
    - School calendar and day are set to provide extra supports to ensure that students are able to meet and exceed academic goals
    - Schedule for communication to parents/students is timely and allows for due process, includes strategies to prepare students for transitions and strategies for those students who are not on schedule, presents a clear and fair system that complies with students' due process rights
    - Structures that foster the development of authentic, sustained, caring, respectful relationships among all stakeholders within school
    - Behavioral expectations and social supports that reflect the school's mission and comply with all applicable laws and regulations
  - Assessment
    - Establishes a culture of continuous improvement and accountability for student learning
    - Develops assessments that shape and inform instruction on an ongoing basis and develop data that's used to gauge student, teacher and school progress through formative and summative assessment
    - Student learning measured with multiple forms of assessments/metrics
    - Develops educational goals and performance metrics that are SMART – Specific, Measurable, Attainable, Reflect the Mission and Time-Specific
    - Develops assessments that are appropriately aligned with curriculum, instruction, and adopted standards

- Provides evidence of how data will influence instruction, professional development and curricular adjustments
  - Parent Engagement
    - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
    - Capacity to communicate effectively with parents and families
    - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
2. Is the School a Viable Organization
- Governance Structures and Organizational Design
    - School has articulated appropriate roles, responsibilities, and decision-making structure for school community members (including Board of Trustees and school leadership)
    - An accountability structure that provides effective oversight of the educational program and fiscal components of the school is in place and utilized
    - Board regularly reviews a data dashboard of student achievement and fiscal management that forms the basis for Board discussions and decisions
    - Board has diverse skill set that lends itself to strong educational / operational oversight
    - Board has an articulated process for ongoing policy development, Board member development and self-evaluation
    - Organizational charts are aligned with mission; roles and responsibilities are clearly defined
    - Board has developed essential strategic partnerships with organizations that support the mission of the school
  - Community Support
    - School Leadership demonstrated responsiveness to the unique needs and interests of the community to be served
    - School has established a presence in the community and has buy in from community members
3. Is the School in Compliance with Applicable Laws and Regulations
- Special Populations
    - Well-defined plan and sufficient capacity to service the learning needs of Special Education students, English Language Learners
    - School adequately addresses the academic and non academic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students
    - There is a coherent plan for meeting the non-academic needs of students with disabilities, students with interrupted formal education, and other populations
    - School employs a process to identify students at risk of not meeting expectations and creates intervention plans and follow up
    - School demonstrates a comprehensive recruitment, enrollment and retention approach that is sensitive to the diverse needs of students
    - School admission policy and lottery preferences serve to create a student body that reflects community demographics and give a preference to community school district residents
  - Safety and Security
    - School is well maintained
    - Transitions and student gatherings are orderly and well supervised
    - Expectations for student behavior are well known and are enforced fairly
    - School is current with all safety recruitments and drills.
    - AED machines are in operation and school staff is trained in CPR

# Quality Review Report

## 2008-2009

**Future Leaders Institute Charter School**

**Elementary/Middle School M861**

**134, West 122<sup>nd</sup> Street  
New York  
NY 10027**

**Board Chair: Suzanne Thompson**

**Dates of review: March 19, 2009**

**Lead Reviewer: Jeannemarie Hendershot, Aamir Raza,  
Chris Hawkins**

**&**

**Jo Cheadle (Cambridge Education)**

## Part 1: The school context

### Information about the school

Future Leaders Institute is an elementary-middle school with 310 students from kindergarten through grade 8. The school population comprises 90% Black, 7% Hispanic and 3% White and other students. The student body includes 2% English language learners and 10% special education students. The average attendance rate for the school year 2007-2008 was 94.5%.

### Overall Evaluation

Future Leaders Institute has a welcoming and lively atmosphere. Adults and students are respectful and relationships are positive. The current principal, new to the role this academic year, is very conscious of how carefully his leadership must maintain and further develop this culture. Along with his three Directors of Instruction (DOI), a role also new to the school, he has addressed a few minor issues and misunderstandings along the way towards an agreed vision for the school's future. There is now a realistic understanding of the school's current context and realization that some things must change and improve to assure success for all students. From analysis of data, the school has determined improvement priorities. Not all members of staff are aware of these foci, so there is not yet a uniform drive to support the achievement of whole school goals by all constituents. In addition, strategies for school improvement, including teacher professional development, are not all supported by detailed action plans with interim checkpoints, agreed success criteria and set timeframes. This means that the school cannot be certain that they are on the right path to achieving goals before it is too late to change the direction of the journey.

Members of the leadership team possess a range of skills and experience to support the change process. While not all DOIs have extensive whole-school leadership experience, their classroom leadership knowledge and skills are vital to develop teachers' ability to make effective use of data to set appropriate goals for student learning and to plan work that precisely meets students' needs. This is currently inconsistent across the school. Leaders are totally committed to doing whatever is necessary to make a difference to student outcomes. Their expectations of teachers are high and sometimes this is a challenge to individual teachers. These expectations are realistic however, and result in students knowing that they have the capacity to do well when teachers support them effectively. Students speak highly of all the extended curriculum opportunities available to them to make learning more interesting and relevant. At times however, the school makes insufficient use of the good range of assessment information it gathers and analyzes to rethink what is being taught in classrooms and whether it is exactly what students need to learn. This means that some students do not make consistently good progress.

Leaders are honest and reflective of current shortfalls. This is the foundation for future success because their understanding now guides them in doing what is right to maximize the potential of each student.

## Part 2: Overview

### What the school does well

- There is a strong recognition of the importance of data and a good range of information is gathered, collated and analyzed with a growing level of consistency and accuracy.
- There are clear systems in place to encourage the effective use of all student data and productive assessment arrangements that provide meaningful information.
- Expectations for student and teacher outcomes are appropriately high, with the result that students have clear aspirations for their futures.
- The school has set priorities for development and improvement, emerging from accurate data analysis, in order to realize the vision for future success.
- The good range of enrichment activities that support student learning add interest to school life, motivating and engaging students.
- The principal, other school leaders and many members of faculty reflect honestly and openly on the school's current context and share a willingness to change and improve to ensure that students learn effectively.

### Areas of improvement

- Ensure that there are regular opportunities for using data to construct realistic, measureable and timed goals for student learning, and support teachers in carrying out this work effectively.
- Communicate clearly the priority goals for the school's development and improvement, ensuring that all staff understand their role in achieving the school's vision and are committed to doing so.
- Ensure that all staff understand and fulfill their roles in maximizing student progress towards achieving their learning goals.
- Develop all teachers' knowledge and skills in making the most effective use of ongoing student data to plan work that exactly meets students' needs.
- Include interim checkpoints in all improvement plans, including teacher professional development plans, to facilitate regular evaluation of progress towards priority goals against determined success criteria.

## Part 3: Main Findings

### How well the school meets Office of Charter School's (OCS) evaluation criteria

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.**

**This area of the school's work is proficient.**

The school makes suitable use of a good range of student data. Leaders and most staff recognize that data is vital to support their detailed understanding of students' current levels of achievement. The school regularly collects data from sources such as diagnostic reading assessments, end of unit assessments, ACUITY and State tests. This information is collated and analyzed appropriately, giving school leaders a general overview of student outcomes and revealing major strengths and areas for improvement. Data shows for example, a clear disparity in student outcomes for math and English, especially for students in the middle school. There is also a useful set of information regarding the frequency and mode of behavior referrals. This data analysis guides school leaders' decision-making and directs support for individual teachers. The school presents current data in a clear and uniform way, supporting a top-level understanding of student performance.

The school has good computerized systems for collecting data that supports teachers in their analysis of outcomes. At weekly meetings, DOIs work with colleagues to evaluate assessment outcomes, establishing a growing understanding of student performance and progress. There is good evaluation of the progress made by special education students enabling the rewriting of individual education plans and good intervention planning to meet student needs with growing precision. Such frequent analysis for other subgroups is less regular and leaders admit that they need to 'drill down' further in this work, as they do not consistently analyze interim outcomes for pertinent subgroups. This means that it is not always clear to the school that progress for groups of students is as it should, indicating that they are on track to meet end of grade expectations.

Teachers share data with students in monthly academic update meetings. Students have a growing understanding of what data tells them about their learning and this is a good foundation for greater involvement in setting realistic targets towards achieving long-term goals. How the school regularly informs parents of this information is however inconsistent. This means that some teachers miss a very useful opportunity to involve parents in knowing how well their children are doing on an ongoing basis.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is underdeveloped with proficient features.**

From data analysis, leaders are clear in their prioritization of whole school goals for student outcomes. In some cases, leaders communicate priorities to the wider faculty, who understand the need to focus on essential aspects where there are gaps in achievement. Not all stakeholders are fully aware of these main goals at present, nor do they play an active role in looking at whole school data to establish priority development areas. In addition, although leaders establish long-term goals for all students, a more precise next level of goal setting is not fully established. Students allude to the setting of long-term goals at the start of the academic year, but these are broad and usually aspirational. There is evidence in classrooms that staff have considered and practiced the goal setting process, but limited indication of actual student goals at grade and class levels. As such, the goal setting process does not involve agreement on interim checkpoints within set timeframes against defined success criteria. For this reason, leaders and teachers cannot be sure that students are on track to meet their long-term goals, or are able to use interim data to adjust planning for the next steps in student learning.

In discussion with school leaders and staff, it is clear that expectations for student achievement are suitably high. Students feel that they are 'pushed' to do well, and they say that teachers 'teach us stuff that you should learn in the next grade'. Unfortunately, without detailed and precise goal setting for groups and individual students, it is hard for the school to focus exact attention on driving improvements where they are necessary. The school does not yet work 'smartly enough' to ensure that hard work and concerted effort result in targeted groups of students reaching their goals. Moreover, without a clear picture of exact projections for particular individuals and groups of students, some staff members do not know exactly what they must do to help their students to learn more effectively. Leaders and many teachers recognize this issue and in some classrooms, there are increasing examples of good practice for the school to build on.

It is also clear that students are not yet fully involved in the goal setting process, since sharing data and expectations with them is a new and improving practice. While students have a fair idea of what a long-term goal may look like, especially in reading, they are not often enough involved in thinking about the 'steps in between' that would lead them towards success in this goal. They do not currently have simple short-term targets by which they can assess their own progress towards the long-term goal. Staff clearly understand the power of such 'mini-steps' in additionally encouraging parental involvement and support for learning at home. The school seeks to engage parents at a very active level. Leaders fully accept that sharing interim targets and checkpoint outcomes with parents is a very viable way of eliciting stronger understanding of progress and motivating parents to work with their children at home.

**Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.**

**This area of the school's work is proficient.**

There is an extended range of enrichment activities to enthuse and motivate student learning. Students are very proud of successes in sporting and musical events, but recognize that their chance to participate requires concerted efforts with their work and

conduct at school. Varied visits to museums, theaters and galleries encourage deeper understanding of many units of study. Students articulately explain why 'hands on' experiences are vital to their learning, giving extremely relevant examples. The school provides opportunities for students to make overnight visits, for example to Yellow Stone National Park. In this way, the extended curriculum provides support for students' academic, physical, emotional and social development with very positive effect.

The classroom curriculum is not yet as supportive of the full range of student academic needs. While the core curriculum yields good opportunity for assessment, the school does not consistently use this ongoing information to make essential adaptations to curriculum planning and teaching, ensuring that learning is always effective. The school does not yet always ask the essential question, 'Is this what the students need to learn to be successful?' There are suitably high expectations, based on how the school would want students to perform in State tests. These expectations do not always translate into a real desire to do what is essential to move them quickly on from their current levels of achievement, regardless of what the grade level curriculum plans may contain. The result is that some lower achieving students are not supported fully to learn basic skills, while higher achieving students are not challenged enough to make the progress they are capable of. Some teachers currently struggle to make consistently effective use of data to plan learning that is exactly right for groups of students at various achievement levels in one class. Leaders and many teachers are fully aware that learning will only be effective for all students when they use assessment data meaningfully to plan the next steps in learning. Some teachers find this level of accountability a challenge, as it requires the constant need to assess, adapt and implement more personalized learning experiences. This is hard work and a task that some teachers do not fully accept is part of their role in helping students to succeed in meeting their goals.

The school has overcome some challenges as a new style of leadership has emerged. There is now a tangible feeling of determination to change and improve. The students perceive this as a 'serious' new style, but their sentiments are positive. They truly believe that teachers care about them and want them to do well. Distribution of leadership roles has created better communication of what works well and where improvements remain necessary. Leaders are reflective of their practice and flexible in their approach to doing what is right to make a difference to student outcomes. New levels of trust, openness and mutual respect are growing and the school is building on these positive foundations.

**Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.**

**This area of the school's work is proficient.**

Through general walkthroughs, leaders have an accurate understanding of where learning and teaching are effective and where improvements are necessary. They give helpful feedback and support to colleagues, encouraging improvements in practice. There has been recent emphasis on the use of classroom charts to support learning for lower achieving students. It is clear in classrooms that professional development has encouraged good use of charts which are accessible to struggling readers for example. Other whole school training has included Responsive Classroom approaches and general classroom organization. These strategies are yielding some positive outcomes and leaders are carefully monitoring any inconsistencies that affect student learning.

Monday meetings allow staff time to talk about their teaching. Leaders work alongside their colleagues to ensure ongoing development of teaching practices. Where weaknesses exist, leaders provide support proportionate to need. This has included visits to other schools to observe best practice. The school is doing an increasingly good job in accurately providing the right level of training and professional development in relation to teacher needs. Many new teachers joined the school in the current academic year, so demands on support have been heavy. The creation of the DOI role has enabled focus on new teachers, helping them to settle into the demands of a new job and a new set of students. There remains room for further discussion regarding roles and responsibilities to ensure that all staff members fully understand the lines of support and accountability. These include the management of student behavior and the agreed behavior modes that result in referral to the dean or school leaders.

It is evident that the development of students' academic, personal and social skills are of equal importance to the school. Sporting, recreational and residential partnerships make a very positive contribution to social and personal development. Students recognize the value of this learning to their future lives.

**Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is proficient.**

There is a clear vision for the school's future. Structures and procedures are gradually being introduced to support the realization of this vision. New ways of working are encouraging a concrete strategy for development and improvement. The school is however, less well armed with precise action plans so that everyone knows what they must do, by when and to whom they are accountable. In addition, there are few interim checkpoints for school leaders and faculty to carry out regular evaluations of 'where are we now?' This means that the school cannot be sure that they are on the right path to reach whole school goals or in fact, if they have achieved goals in advance of agreed times, allowing new focus on other priorities. Similarly, while leaders are clear about where teaching needs to improve, they do not set specific goals for teachers with measurable, interim checkpoints so that progress towards improvement is easy to assess.

Nevertheless, there is open dialogue about what needs to be done, based on an honest representation of where the school currently is. Leaders are not fearful of making changes. There are good examples of where assessment data has directed change and redirection. These processes are not yet as formalized as they should be to ensure that developments and improvements are sustainable and continuous. Leaders accept that this is the next stage in their work to ensure that all members of staff are 'on the same page'.

**Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.**

**This area of the school's work is proficient.**

The Board is responsible for the overall direction and fiscal well-being of the school. As such, the Board has the authority and duty to adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results. Those administrative and daily operational responsibilities need to be delegated to principals, senior management/administrators, and board appointed officers to manage the school within the established policies. The principal /senior administrators, and board appointed officers should then be held accountable for performance.

The FLI board is providing adequate oversight to the school and holding the school leader accountable through ongoing reviews and discussions regarding student outcomes. The board receives information via principal's report and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (scores, summaries, internal measures) information as it relates to the programs offered by the school. Prior school year, the school went through some transition when the two Co-Directors left the school to pursue other opportunities in a different state. The school board took this opportunity to conduct strategic modeling and engaged Deloitte and Touche to explore other charter school organizational models besides a Co-Director led school. After receiving the full report from the consultants, the board hired a new principal who, according to the board, has made good efforts in reaching out to the school wide community. Currently, there are weekly meetings between the new principal and the school board. The board identified professional development of the new principal as a priority and has assigned a coach to the principal.

The board plans to conduct an annual evaluation of the principal at the end of the school year.

**Quality Statement 7 - Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.**

**This area of the school's work is proficient.**

A charter school shall be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools tends to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title funding, etc.) funding, a continued and growing negative net balance poses a threat to school's stability and the ability to fulfill its short and long-term financial obligations. In the end, it is worth noting that a school may implement and practice the best internal controls (procurement, check signing, balanced budget, etc.) and could still end up in a difficult financial condition.

The FLI board has been proactive in contracting an audit firm and has produced the school's financial statements in reasonable period. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of February '09 casts a solid financial position of the school with liquid assets totaling over \$2.7 million. The school has current liabilities of \$1.2 million and is in a good position to meet its short-term financial obligations. The statement of activities as of February '09 does not pose any particular concerns. The school provided the annual site visit team with a cash flow analysis projecting out until March '09. According to the cash flow projection, the school is expected to finish March '09 with a surplus of over \$1.3 million.

During the visit, the school officials were interviewed on the procurement process and check signing process, and three randomly selected paid invoices were inspected. The school is following its adopted financial policies and has adopted sound internal controls. A right balance of segregation of duties is in place among fiscal and operational staff. Paid invoices had the right purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. The school has tagged its assets for inventory purposes.

Please note that although a school may implement good internal controls (not applicable in this case), it is the ongoing financial information (cash flow, balance sheet, statement of activities, board approved budget), that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

## Office of Charter Schools Quality Criteria 2008-2009

<b>School name: Future Leaders Institute Charter School</b>				
<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.</b>				
<i>To what extent do school leaders and faculty have...</i>				
	△	➤	✓	+
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?			X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?				
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?		X		
1.5 a measurement of performance and progress based on the school's own past performance, and among students, classrooms, grades and subject areas?		X		
1.6 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?			X	
<b>Overall score for Quality Statement 1</b>			X	
<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.</b>				
<i>To what extent do school leaders and faculty...</i>				
	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?		X		
2.2 use collaborative and data-informed processes to develop the school's Strategic Development Plan?		X		
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?		X		
2.4 involve students in developing their learning goals and plans and in taking their next learning steps?		X		
2.5 convey consistently high expectations to students and their parents/carers?			X	
2.6 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X	
<b>Overall score for Quality Statement 2</b>			X	

<b>Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.</b>				
<i>To what extent do school leaders...</i>	△	▷	✓	+
3.1 select core curricular approaches that facilitate and provide meaningful interim data and hold teachers accountable for the progress and learning of the students in their charge?		X		
3.2 provide a broad and engaging curriculum to enhance learning both within and outside the school day and hold teachers for making instruction interesting and compelling?			X	
3.3 hold teachers accountable for creating a positive, safe and inclusive learning environment?			X	
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?		X		
3.5 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X	
3.6 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?			X	
<b>Overall score for Quality Statement 3</b>			X	
<b>Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.</b>				
<i>To what extent do school leaders...</i>	△	▷	✓	+
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?			X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?			X	
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?			X	
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?			X	
4.5 align youth development, guidance/advising, other student support services and partnerships with outside entities around stated academic and personal development goals?			X	
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective learning and effectively address discipline-related incidents?			X	
<b>Overall score for Quality Statement 4</b>			X	
<b>Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.</b>				
<i>To what extent do...</i>	△	▷	✓	+
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X		
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?			X	
5.4 teachers and school leaders use the information generated by periodic assessments and other progress measures to revise plans immediately and make strategic decisions to modify practices in order to reach stated goals?			X	
5.5 school leaders and staff use each plan’s interim and final outcomes to drive the next stage of goal setting and improvement planning?		X		
5.6 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X	
<b>Overall score for Quality Statement 5</b>			X	

<b>Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.</b>							
<i>To what extent does the Board.....</i>	△	➤	✓	+			
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District?			X				
6.2 manage any conflict of interest within the governing body and throughout the school?			X				
6.3 hold EMOs, CMOs and school leadership accountable in their positions?			X				
6.4 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?			X				
6.5 respond to parent, staff and student concerns/complaints?			X				
6.6 provide ongoing training for board members so that they are able to fulfill the duties of their positions?			X				
<b>Overall score for Quality Statement 6</b>			X				
<b>Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.</b>							
<i>To what extent do the school and its Board.....</i>	△	➤	✓	+			
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the OCS along with any other relevant documentation?			X				
7.2 comply with the adoption of an annual budget for the upcoming school year, which is submitted to the OCS for review?			X				
7.3 maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?			X				
7.4 implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, revenue recognition and travel reimbursement?			X				
7.5 align financial decision making to analysis and evaluation of student achievement data?			X				
7.6 focus budget decisions on the priorities for school development and improvement?			X				
<b>Overall score for Quality Statement 7</b>			X				
<b>Quality Review Scoring Key</b>							
△	<b>Underdeveloped</b>	➤	<b>Underdeveloped with Proficient Features</b>	✓	<b>Proficient</b>	+	<b>Well Developed</b>

### DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- 1 the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- 2 the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- 3 the school's Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school's curriculum (including Periodic, DYQ, and teacher-developed Classroom Assessments).

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Organizational decisions or strategies**” refer to a school's use of budget and resources, staffing, planning, scheduling, grade structure, department and teacher teams and other aspects of the school's structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

<b>Charter School Compliance Checklist</b>			
<b>Does the Board and the school . . .</b>	<b>YES</b>	<b>NO</b>	<b>In process</b>
1. have a documented policy for suspensions and expulsions?	<b>X</b>		
2. maintain up to date and compliant with IDEA Regulations for IEPs?	<b>X</b>		
3. send newsletters and other parent communications home in the predominant languages of the school community?	<b>X</b>		
4. implement a comprehensive special education program that complies with applicable governing laws?	<b>X</b>		
5. implement a comprehensive program for English Language Learners that complies with federal law?	<b>X</b>		
6. publish a schedule of regular board meetings that is easily accessible to the general public?	<b>X</b>		
7. ensure that accurate minutes from Board meetings are maintained and published?	<b>X</b>		
8. ensure that proposed contracts with EMOs and CMOs are submitted punctually to the OCS for review?	<b>X</b>		
9. maintain a functioning parent organization?	<b>X</b>		
10. ensure that parents are informed of the time and location of Board meetings that are open to the public?	<b>X</b>		
	<b>X</b>		



**The New York City Department of  
Education**



**Quality Review  
Report**

**Future Leaders' Institute Charter School**

**84M861**

**134 West 122nd Street  
New York, NY 10027**

**Principal: Gianna Cassetta,**

**Dates of review: April 20, 2007**

**Reviewer: Peter Lewis, Aamir Raza**

### **Part 1: The School Context**

Information about the school

### **Part 2: Overview**

What the school does well

What the school needs to improve

### **Part 3: Main Findings**

Overall evaluation

How well the school meets Office of Charter School's (OCS) evaluation criteria

### **Part 4: School Quality Criteria Summary**

## Part 1: The school context

### Information about the school

The Future Leaders' Institute Charter School is a charter school that was accredited two years ago, having opened as a district kindergarten to 8th grade public school some eight years previously. Its mission is 'to expand opportunities for students who historically have had limited access to rigorous academic instruction, and to empower them to make informed, deliberate decisions so that they may lead socially responsible, productive lives'. The school currently serves around 300 students, the majority of whom are Black and come from the immediate area. Attendance is high in comparison with City and State schools, at over 95%. The school improved its performance on the state English language arts and mathematics tests between 2005-06 and 2006-07.

The most recent Charter School Renewal document was reviewed during this visit and any additional findings are reflected in this report.

## Part 2: Overview

### What the school does well

- The principal and other leaders have established a clear vision for the school which is increasingly reflected in its practice.
- Staff development has a high priority in the school and has achieved considerable success in securing improvement.
- Over a comparatively short time, the school has secured improvements in tone and culture that have established a calm and stimulating climate for learning.
- The school is particularly good at developing students' self esteem and confidence.
- The curriculum is carefully planned and increasingly provides continuity of experience for students.
- The work of senior leaders, staff and students is characterized by high expectations.
- Data on the performance of different students is used increasingly well to identify areas of strength and aspects of the school's work that require improvement.
- The school has implemented clear organizational structures. Systems are clearly understood, operated consistently and to good effect.
- The confidence and trust between students and adults is clear and is backed by a high degree of mutual respect.
- Support for special education students is well planned and ensures that they make good progress.
- The school has a strong high school placement program in place.
- The board is strong with a diversified skill set.
- Parents are informed of board meetings and provided with a meeting calendar.
- The board committee evaluates school leadership and interviewed all departing staff.

### What the school needs to improve

- Produce a medium/long term plan that maps the future development of the school and share the main objectives with staff, parents and students so that all parties know the timescale for what needs to be done.
- Improve the quality of teaching in the middle school department by leading and managing the staff more effectively and making better use of assessment data to inform planning.
- Improve the quality and consistency of teaching throughout the school so that all staff follow agreed procedures for the management of student behavior and students are given even better opportunities to develop as independent learners.

- Further develop the differentiation of planning so that the needs of higher achieving students are more effectively met.
- Explore ways to increase the involvement of parents in the progress and achievement of their children.
- Develop ways to offer students a voice in the future development of their school.
- Incorporate a parent or community member on the board of trustees.
- Further segregation of duties is needed to nurture internal controls.
- Develop proper inventory policy to address growing needs of the school.

## Part 3: Main findings

### Overall Evaluation

Since the school's registration as a charter school in June 2005, the principal and the chief operating officer have worked well in building a team who share their strong focus on ensuring a consistently high quality of teaching and learning. This has resulted in considerable improvement. The school has collated a good range of assessment data which has given it a clear picture of the patterns of student performance across classes and grades. It has made a good start in using this information to plan for improvement although, at present, this lacks sufficient detail to enable the school to track its progress sufficiently.

Relationships, teamwork and collaboration, particularly in grades K to 5 are good because of the level of discussion and evaluation that has been established, and because of the high expectations of students and staff that are set well by the principal. The school has identified the need to improve student learning further through planning lessons more effectively targeted at students' different needs and has made a good start in establishing consistency in this. Students are confident and articulate and, particularly when they are taught effectively, are well motivated. The school has recognized that there remains too much inconsistency in the level of stimulation or challenge provided for students, particularly those in the middle school grades, and those with higher attainment. The great majority of students enjoy coming to school and concentrate and collaborate well in those lessons where opportunities are planned to enable them to work together. Student motivation is seen both in their self confidence as learners and in the low attrition rate which, for this academic year is slightly lower than last year's 7%. Parents too are committed to the school, although the parents who are regularly involved and school leaders would like to see a much stronger partnership developing.

The FLI board has provided adequate oversight in most aspects of school's operation. The board demonstrates fair capacity and a mix of skill sets that has delivered for the school. The board may rethink how parents and community members can become more involved in the school that will provide the parents a true voice. The school has established good internal controls and policies to guide its day to day operation with some areas in need of minor improvement.

Overall, the school displays good financial outlook to meet its financial obligations. Parents hold positive opinion of the school and the programs offered by the school. However, there

are no formal avenues for the parents to bring their collective concerns to the school board.

### **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.**

#### **This area of the school's work is proficient.**

The school collects and makes effective use of a good range of student assessment information from published sources and from interim testing. Following the recognition that access to state or district testing information in October did not enable it to make best use of the information, the school has made a very good start in developing its own interim assessment model. From analysis, discussion of the implications of assessment data is used effectively, particularly by the principal and by staff developers, in comparing student achievement between classes and grades. This has helped in identifying achievement differences between the elementary grades and those in the middle school, and is particularly seen in the school's analysis of achievement in English language arts and in mathematics. As a result, the school has a good understanding of the performance of its lowest achieving students, as well as of where teaching is most successful. As yet, the school has yet to make full use of data in understanding the comparative performance of different groups of students, for example, boys and girls. This is particularly important in relation to the remaining behaviour issues in the school, which predominantly involve boys. Students who have the potential to be moved from level 1 into level 2, in contrast, are identified and interventions appropriately planned. A good understanding has been developed of the progress made by English language learners although the school recognizes that more use could be made of the information in analyzing the performance of students with different backgrounds. In a similar way, while the school has built up a good picture of the performance of special education and lower attaining students, it knows that there is as yet too little focus on students who achieve at higher levels.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.**

#### **This area of the school's work is proficient.**

Over a short period of time and particularly since becoming a charter school, the principal and the chief operating officer have placed considerable emphasis on improving the range of available data and in using this to identify aspects of its work that require improvement. The principal works very well in collaboration with staff developers, lead teachers and staff in evaluating student achievement, and in planning revisions to the intervention strategies that are in place. A strong focus of the school's efforts, for example, is in improving the progress of the lowest attaining students which has had a positive impact on their learning, particularly in the elementary grades. Effective tracking of the performance of students, particularly those at risk and those of lower attainment, has enabled the school to set targets for the achievement of these students which can be checked over the year. The school recognizes that a closer analysis of the comparative performance of groups by

gender and ethnicity, as well as of higher attaining students, has the potential to help it in identifying needs even more precisely.

The principal is very well supported by other staff in leadership positions in setting high expectations of what students will achieve and of how they will be supported by teachers. As a group, they have achieved a great deal in communicating this vision across to all the staff. Although some students have an understanding of their goals, this is neither consistent nor sufficiently specific. Parents who are involved with the school feel fully included and well informed about the progress that their children have made. The school has recognized the need to find ways to involve a much wider range of its parents so that they too can support the education of their children. A good start has been made in using student assessment information in identifying areas and goals for whole school improvement, although the comparatively informal nature of this combined with the absence of clear interim 'check points', makes it difficult for the school to identify the progress that is being made toward achieving its goals.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

**This area of the school's work is proficient.**

The school has moved forward well in ensuring that its curriculum is balanced and that it reflects State and City requirements and demonstrate the school's increasing ability to identify curriculum development needs from student achievement data. The introduction of the Balanced Literacy program has led to consistency of teaching and expectation which, in turn, is well used in establishing and building teachers' understanding of their accountability. Focused professional development and the good use made of lead teachers have ensured that teaching is increasingly planned according to students needs. The school recognizes that this is better developed in the elementary grades than in the middle school, and has appropriate plans in place which have the potential to secure improvement. This is further enhanced by the high expectations that are very clearly set by the principal.

The recent development of computer based curriculum mapping is a perceptive development designed to assist teachers in refining planning points in relation to student success, as well as ensuring coherence in planning and the assessment of its effectiveness. The budget is very carefully tracked and has been well used in the acquisition of good quality resources and, as importantly, in appointing and deploying staff to positions in which their expertise can make a difference. The establishment of the 'morning meeting', focused on problem solving is a good example of this, particularly in the calm and concentrated start to each day which results. Students, in this and other activities, concentrate well and the emphasis which has been placed by the school on building respect and self esteem is seen in students' readiness to contribute to discussion in lessons where good opportunities for this are planned. Their commitment to the school is seen in the fact that they would like to be able to contribute more to its development through, for example, involvement in a 'school council'. The school has good systems in place to respond appropriately to student tardiness or absence and, together with students' clear enjoyment in coming to school, ensures that attendance is good.

**Quality Statement 4 - Build and Align Capacity:** The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.

**This area of the school's work is proficient.**

The school has developed its use of data, particularly at senior levels, and increasingly uses this to inform the identification and planning of professional development. In considering the appointment and allocation of staff, the principal demonstrates her very high expectations and well developed understanding of teachers' strengths in deciding where their skills can best be utilized. School leaders and staff developers have a good understanding of what works well, and of where improvements are required, that is derived from the discussions that take place following monitoring activities. The involvement of staff developers in observation allows interventions and development to be planned and targeted appropriately. Teachers value the support that comes from these opportunities, and describe the degree to which opportunities to observe each others' practice within and across grades has led to a developing understanding of expectation and practice.

The principal is very well respected by staff, students and parents for her high expectations and ability to take hard decisions. Teachers see her as an able professional who leads from the front, and this is enhanced by her availability and willingness to listen to a range of views. Teamwork is well established through regular meetings, and the input of senior staff and staff developers. The appointment of a new assistant principal, with an overview of the middle school grades, has already begun to make a difference to teachers' confidence in using data and her role following appointment will be to bring an even greater data focus to team meetings in these grades. Staff acknowledge the clear systems that have been put in place so that the school runs smoothly. Partnerships are well used in providing a good range of extended opportunities; such as in the involvement of social workers in after school activities.

**Quality Statement 5 - Monitor and Revise:** The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

**This area of the school's work is proficient.**

The school's improved use of data has enabled student progress to be understood more clearly and interventions planned accordingly. Practice testing, for example, gave the school information about different students' acquisition of their targets and led to modifications in unit planning. Appropriate use is made of data in grade meetings and is used effectively both in setting achievement targets and in identifying necessary interventions, particularly in reading, writing and mathematics. The school recognizes that its focus on improving the progress of lower achieving students has, to a degree, reduced its efforts to raise higher achieving students' results even further.

The school has ensured that it has used data for student achievement appropriately in identifying aspects of its work that are effective and where improvement is required. Professional development and observational focus are both planned in relation to this good understanding. At present, and because whole-school goals are set within a one year framework and do not yet include interim targets, the school has difficulty in assessing the rate of progress made towards meeting planned objectives.

Quality Statement 6 – School's Board has provided "effective" oversight and leadership as needed and is functioning in accordance with the agreed upon charter.

**This area of the school's work is proficient.**

The Board is responsible for the overall direction and fiscal well being of the school. As such, the Board has the authority and duty to adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results. Those administrative and daily operational responsibilities need to be delegated to principals, senior management/administrators, and board appointed officers to manage the school within the established policies. The principal senior administrators, and board appointed officers should then be held accountable for performance.

Future Leader Institute's (FLI) board of trustees is functioning as stipulated by charter contract. The board is equipped with finance, accounting, fundraising, legal, and educational expertise to continue providing guidance in policy implementation. FLI's board is composed of finance, education, human resources, development, grievance committees.

According to the board, its members are comfortable with financial information presented to them at the board meetings. The board conducts formal evaluation of the school leader. So far, no parent or community member sits on the board of trustees. The school is advised to facilitate channels to give parents a voice in school's vision.

The board of trustees has been presented with sufficient financial, educational data and other relevant information during board meetings to make informed decisions and work collaboratively towards the school's stated mission. The board approved budget is consistently monitored and compared to year-to-date expense, variance analyzed, and justifications provided by staff. The budget preparation process involves board members, teacher inputs, school leader, and financial officer. Finally, the board has successfully provided effective oversight in all aspects of school operations.

Quality Statement 7 – School has developed internal controls in place to detect and prevent financial fraud. School has written policies to guide ongoing operations and those policies are followed by school employees.

**This area of the school's work is proficient.**

FLI has adequate internal controls to prevent fraud but the school needs to improve the segregation of duties among its staff. FLI may assign one person to receive all credit card statements rather than statements arriving to separate individuals in the school. The school may also consider providing additional administrative help geared towards the fiscal area.

The school needs to adopt a feasible inventory policy to address the growing needs and conduct an inventory at least once a year. The school board may also consider associating a ceiling with the petty cash. A sampling of invoices, purchase orders, and proof of payment was conducted during the site visit. FLI has proper documentation in place and school staff follows written procedures. School is following policies adopted by the board of trustees.

Quality Statement 8 – Based on the most recent financial statements, school is in sound fiscal condition.

**This area of the school's work is well developed.**

A charter school should be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools tend to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title funding, etc...) funding, a continued and growing negative net balance poses threat to school's stability and the ability to fulfill its short and long-term financial obligations.

Based on FLI's financial statements for the year ended June 30, 2006, FLI is in good financial condition. The school spent 91% of its funds on educational programs and 5.6% on administrative expenses. The school continues to enjoy a healthy financial outlook with a strong ability to meet its short term financial obligations with minimal debt/liability on its books.

Quality Statement 9 – School has the structure to integrate parents and community partners in the school.

**This area of the school's work is proficient.**

Parents expressed satisfaction with FLI's rigorous curriculum, weekly progress report, discipline, and the way school challenges its students. Parents receive communication in various language(s) including information regarding board meetings. Some parents felt that they would like to see the homework package come back to them with some comments from the school. Parents expressed desire to see more sports opportunities at the school. FLI has various planned parent awareness events and meetings opportunities in place to encourage continued parent and community participation. Overall, parents hold a positive opinion of FLI.

## Part 4: School Quality Criteria Summary

SCHOOL NAME: Future Leaders Institute Charter School

∅ ✓ +

<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• each student, classroom, grade level,</li> </ul>			X
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• ethnic groups, English language learners, special education students</li> </ul>		X	
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• all other categories of interest to the school</li> </ul>			X
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.		X	
<b>Overall score for Quality Statement 1</b>		X	
<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.		X	
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.			X
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
<b>Overall score for Quality Statement 2</b>		X	
<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.			X
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.			X
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.		X	
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.			X
<b>Overall score for Quality Statement 3</b>		X	

<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.</b>	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student’s and group of students’ outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher’s instruction. Teachers frequently observe and support each other’s classroom instruction with the goal of improving student outcomes.			X
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.			X
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.		X	
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
<b>Overall score for Quality Statement 4</b>		X	
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student’s progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.	X		
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.		X	
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.		X	
5.4 Each plan’s interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.	X		
<b>Overall score for Quality Statement 5</b>		X	
<b>Quality Statement 6 – School’s Board has provided “effective” oversight and leadership as needed and is functioning in accordance with the agreed upon charter.</b>	∅	✓	+
6.1 The Board size, structure and composition are appropriate. The membership is diverse (G/S/E) and compliments a broad skill set.		X	
6.2 Board functions as stipulated by contract, and is a well-functioning organization.		X	
6.3 Board has adopted and communicated the whistleblower policy with staff members.			X
6.4 Board has provided effective oversight in operational, fiscal, academic, hiring & firing (as appropriate) issues of the school.			X
6.5 Board conflicts (if any) were resolved in timely fashion and had no effect on school operations.			X
6.6 Board evaluates partner organization at least once a year. OCS was notified of any changes in partnership agreement.	n/a		
6.7 Board has been responsive to both parent and school staff concerns/complaints (if any)			X
<b>Overall score for Quality Statement 6</b>		X	
<b>Quality Statement 7 – School has developed internal controls in place to detect and prevent financial fraud. School has written policies to guide ongoing operations and those policies are followed by school employees.</b>	∅	✓	+
7.1 School has a comprehensive financial control system in place. Check signing, procurement, inventory controls, bank reconciliation, travel reimbursement, investment, petty cash, conflict of interest, vacation and sick leave, bonus relocation, etc. policy is in place.		X	

7.2 School has segregated staff duties to prevent and detect fraud.		X	
7.3 School is consistently following its adopted financial procedures for requisition approval, certification of funds and placing of orders for goods.			X
7.4 School's employees are familiar with school's established financial procedures.			X
<b>Overall score for Quality Statement 7</b>			X
<b>Quality Statement 8 – Based on the most recent financial statements, school is in sound fiscal condition.</b>	Ø	✓	+
8.1 School's total educational expense / total expense ratio is above 70% for this fiscal year.			X
8.2 School's administrative ratio is under 30% for this fiscal year.			X
8.3 School's current ratio is greater than or equal to 2.0.		X	
8.4 School's debt to asset ratio is less than or equal to 1.0.			X
<b>Overall score for Quality Statement 8</b>			X
<b>Quality Statement 9 – School has structure to integrate parents and community partners in the school.</b>	Ø	✓	+
9.1 School has a parent organization or a parent teacher organization.		X	
9.2 School has special events for parents to meet, discuss issues and socialize with each other.			X
9.3 Parents are informed of the time and location of the open Board meetings.			X
9.4 Newsletters are sent in all predominant languages of the neighborhood to encourage parent participation and eliminate cultural and language barriers.			X
9.5 Parent handbook stipulates the appeals process should a conflict arise.		X	
9.6 Has a clear idea of how the pupil has improved since attending this school.		X	
<b>Overall score for Quality Statement 9</b>			X

\*Note on Statement 8: School's current year in operation and other extenuating circumstances (facilities acquisition, capital renovation, etc.) will be taken into account while assigning a grade.