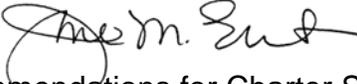




**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE  
OF NEW YORK / ALBANY, NY 12234**

**TO:** P-12 Education Committee

**FROM:** Jhone M. Ebert 

**SUBJECT:** Renewal Recommendations for Charter Schools  
Authorized by the New York City Department of Education

**DATE:** February 28, 2019

**AUTHORIZATION(S):** 

**SUMMARY**

**Issue for Decision**

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the NYCDOE Chancellor pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **New York City Charter High School for Architecture, Engineering and Construction Industries (AECI)** (full-term, five-year renewal and a revision to increase enrollment from 400 to 450)
2. **Future Leaders Institute Charter Schools** (short term, three-year renewal)
3. **Bronx Lighthouse Charter School** (short term, three-year renewal)

**Reason(s) for Consideration**

Required by State statute.

**Proposed Handling**

This issue will be before the P-12 Education Committee and the Full Board for action at the March 2019 Regents meeting.

**Procedural History**

The Chancellor of the NYCDOE approved these three renewal charters and submitted them to the Board of Regents for approval and issuance of the renewal charters as required by Article 56 of the Education Law, the New York State Charter School

Statute. The Chancellor of New York City Department of Education asks that the charters be revised as indicated and has provided a summary for each school as set forth below.

### Charter School Renewal Applications

In Article 56 of the Education Law, §2852(2) requires the chartering entity (in this case the Chancellor of the NYCDOE) to make the following findings when considering a charter renewal application:

- (a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;
- (b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty-one of this article; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner (8 NYCRR 119.7(d)) were adopted by the Board of Regents, and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

## **Related Regents Items**

### **New York City Charter High School for Architecture, Engineering and Construction Industries (AECI)**

#### **February 2008 Initial Charter**

<https://www.regents.nysed.gov/meetings/2008Meetings/February2008/0208emsca5.htm>

#### **February 2013 Provisional Renewal (through June 30, 2013**

<http://www.regents.nysed.gov/common/regents/files/213p12a2%5B1%5D.pdf>

#### **April 2013 First Renewal**

[http://www.regents.nysed.gov/common/regents/files/413p12a4Revised\\_0.pdf](http://www.regents.nysed.gov/common/regents/files/413p12a4Revised_0.pdf)

#### **March 2016 Second Renewal**

<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>

### **Future Leaders Institute Charter Schools**

#### **Initial Charter March 2005**

<http://www.regents.nysed.gov/Summaries/0305summary.htm>

#### **Revision 2009 to increase enrollment from 300 to 325:**

<http://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra6.htm>

#### **First Renewal April 2010**

<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/April2010/0410emsca1.doc>

#### **Administrative short term renewal February 2013**

<http://www.regents.nysed.gov/common/regents/files/213p12a2%5B1%5D.pdf>

#### **Second Renewal April 2013**

<http://www.regents.nysed.gov/report/apr-2013/p-12-education>

#### **Third Renewal March 2016**

<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>

### **Bronx Lighthouse Charter School**

#### **Initial Charter May 2004**

<http://www.regents.nysed.gov/common/regents/files/documents/Summaries/0504Summary.htm>

#### **First Renewal April 2009**

<http://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409emsca6.htm>

## [Second Renewal March 2014](http://www.regents.nysed.gov/common/regents/files/314p12a6%5B3%5D.pdf)

(<http://www.regents.nysed.gov/common/regents/files/314p12a6%5B3%5D.pdf>)

## [Third Renewal March 2016](http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf)

(<http://www.regents.nysed.gov/common/regents/files/316p12a5.pdf>)

## **Recommendations**

### The State Education Department Renewal Recommendations

The attached Renewal Recommendation Reports provide summary information about the Renewal Applications before the Regents for action at the March 2019 meeting, as well as an analysis of the academic and fiscal performance of each of the schools over the charter term.

Pursuant to Education Law §2851(2)(p), charters may be renewed for a charter term of no more than five years. The Department typically makes renewal recommendations for a full term of five years, or a short term of three years. The Department may also make recommendations for non-renewal, and has additional flexibilities to make renewal recommendations for other charter term lengths.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school.<sup>1</sup> The recommendations below were made after a full due-diligence process over the charter term, including review of the information presented by the schools in their Renewal Applications, specific fiscal reviews, a renewal site visit of up to two days, conducted by a Department team for each school, comprehensive analysis of achievement data, and consideration of public comment. Over the course of the charter term, the Department closely monitors all charter schools based on the Oversight Plan.<sup>2</sup>

### Renewal Recommendations

VOTED: That the Board of Regents finds that, the **New York City Charter High School for Architecture, Engineering and Construction Industries (AECI)** : (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **New York City Charter High School for Architecture, Engineering and**

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<sup>1</sup> See § 8 NYCRR 119.7 at <http://www.p12.nysed.gov/psc/aboutcharterschools/Financing/Regulations/csreg119.7.html>

<sup>2</sup> The Oversight Plan for Board of Regents-Authorized schools is located on the following webpage:  
<http://www.p12.nysed.gov/psc/regentoversightplan/OversightPlan.html>

**Construction Industries (AECI)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2024**.

VOTED: That the Board of Regents finds that, the **Future Leaders Institute Charter School (FLI)** : (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Future Leaders Institute Charter School (FLI)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **Bronx Lighthouse Charter School (Bronx Lighthouse)**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Bronx Lighthouse Charter School (Bronx Lighthouse)** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

### **Timetable for Implementation**

The Regents action for the above-named charter schools will become effective immediately.

**New York City Charter High School for Architecture, Engineering and Construction Industries (AECI)**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the New York State Education Department recommends a full-term renewal for a period of five years for New York City Charter High School for Architecture, Engineering and Construction Industries (AECI). The charter term would begin on July 1, 2019 and expire on June 30, 2024.

**Charter School Summary**

<b>Name of Charter School</b>	New York City Charter High School for Architecture, Engineering and Construction Industries (AECI)
<b>Board Chair</b>	Carlo Schiattarella
<b>District of location</b>	NYC CSD 7
<b>Opening Date</b>	Fall 2008
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial: February 11, 2008 – February 11, 2013</li> <li>• Administrative Extension: February 11, 2013- June 30, 2013</li> <li>• First Renewal: July 1, 2013- June 30, 2016</li> <li>• Second Renewal: July 1, 2016 – June 30, 2019</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 9-12/ 400 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	Grades 9-12/ 450 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	838 Brook Avenue, Bronx – Private space
<b>Mission Statement</b>	<i>The mission of AECI is to create a rigorous college prep academic program that provides students with a foundation of the necessary skills, knowledge, and practical experience to pursue a path leading to college and/or a career in the architecture, engineering, or construction industries.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Rigorous Instruction</li> <li>• College Readiness</li> <li>• Staff Development</li> <li>• X Period</li> <li>• Curriculum &amp; Teacher Support</li> </ul>
<b>Requested Revisions</b>	Increase authorized enrollment from 400 to 450 students.

**Noteworthy:** AECI Charter High School has become one of the high performing high schools in District 7 for Impact and Performance during the 2017-2018 school year. According to the NYCDOE School Performance Dashboard, AECI ranks number 1 in District 7 high schools for Impact and ranks number 6 in District 7 for Performance. The school strives to motivate students to realize their true potential; this is demonstrated by the school’s 94% graduation rate.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2016 to 2017</b>	<b>Year 2 2017 to 2018</b>	<b>Year 3 2018 to 2019</b>
<b>Grade Configuration</b>	Grades 9 -12	Grades 9 -12	Grades 9 -12
<b>Total Approved Enrollment</b>	400	400	400

**Proposed Renewal Term Grade Levels and Approved Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>	<b>Year 4 2022 to 2023</b>	<b>Year 5 2023 to 2024</b>
<b>Grade Configuration</b>	Grades 9 -12	Grades 9-12	Grades 9 -12	Grades 9 -12	Grades 9 -12
<b>Total Approved Enrollment</b>	450	450	450	450	450

**Background**

The Board of Regents granted an initial charter to New York City Charter High School for Architecture, Engineering and Construction Industries (AECI) in February 2008. New York City Charter High School for Architecture, Engineering and Construction Industries (AECI) opened for instruction in September 2008 initially serving 125 students in Grade 9. AECI’s charter was subsequently renewed by the Board of Regents in 2013 and 2016.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

AECI offers a theme-based education that allows students to explore careers, skills, knowledge, and practical experiences leading to college and a career in the architecture, engineering and construction industries. The school offers courses that lead to Regents exams in Common Core Algebra and Algebra II, Geometry, Chemistry, US History, ELA, Earth Science, Living Environment, and Global History. In addition, students have access to SUPA (Syracuse University Project Advance) College Credit Classes, CUNY’s College Now program, and a variety of Advanced Placement classes. Students are also offered courses in drafting, Photoshop, as well as Revit I & II which lead to industry standard Revit Certification.

AECI offers Integrated Co-Teaching (ICT) sections in grades 9 through 11. The school also employs English as a Second Language (ESL) teachers to provide push in and pull out services for English Language Learners.

### **Student Performance – High School**

The school has demonstrated strong academic performance in the high school grades, outperforming the district of location in all subjects, and outscoring the state average in all subjects but one.

The school’s four-year cohort Regents outcomes exceeded the State average during the school’s charter term, with the exception of one cohort (2014) on one exam area (ELA). The school’s four-year cohort graduation rate and rates of Local and Regents Diplomas awarded exceeded the State during the school’s charter term as well. In addition, graduation rates and total diplomas awarded for SWDs, ELLs and ED students have exceeded the State average for all graduating cohorts during the charter term. SWD and ED student performance on Regents exams has exceeded the State average for all cohorts during the charter term. ELL students in all cohorts during the charter term outperformed the State on all Regents exams with the exception of one cohort (2014) on one exam area (ELA).

**Table 3a: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates**

4-Yr Cohort: All Students	2012 Cohort			2013 Cohort			2014 Cohort		
	Subject	School	State	Variance	School	State	Variance	School	State
ELA	96%	85%	+11	95%	85%	+10	82%	84%	-2
Global History	84%	78%	+6	91%	78%	+13	87%	77%	+10
Math	96%	86%	+10	92%	85%	+7	93%	83%	+10
Science	93%	84%	+9	88%	84%	+4	85%	83%	+2
US History	85%	81%	+4	97%	81%	+16	86%	80%	+6

**Table 3b: High School Total 4-Year Regents Outcomes for Sub-Groups: School & State Level Aggregates**

<b>Subject</b>	<b>Cohort and School Year</b>	<b>Students with Disabilities (Variance to the State)</b>	<b>English Language Learners (Variance to the State)</b>	<b>Economically Disadvantaged (Variance to the State)</b>
ELA	2012 Cohort (2015-2016)	100% (+49)	71% (+41)	100% (+21)
	2013 Cohort (2016-2017)	100% (+46)	63% (+35)	96% (+16)
	2014 Cohort (2017-2018)	60% (+8)	0% (-26)	81% (+3)
Global History	2012 Cohort (2015-2016)	70% (+30)	43% (+19)	86% (+16)
	2013 Cohort (2016-2017)	87% (+47)	63% (+40)	91% (+21)
	2014 Cohort (2017-2018)	73% (+33)	60% (+35)	86% (+17)
Math	2012 Cohort (2015-2016)	90% (+39)	86% (+38)	99% (+18)
	2013 Cohort (2016-2017)	80% (+31)	75% (+31)	93% (+13)
	2014 Cohort (2017-2018)	80% (+33)	100% (+57)	93% (+16)
Science	2012 Cohort (2015-2016)	60% (+10)	71% (+39)	96% (+18)
	2013 Cohort (2016-2017)	67% (+17)	50% (+19)	89% (+11)
	2014 Cohort (2017-2018)	60% (+10)	60% (+28)	84% (+8)
US History	2012 Cohort (2015-2016)	50% (+3)	57% (+27)	88% (+14)
	2013 Cohort (2016-2017)	93% (+45)	88% (+59)	98% (+24)
	2014 Cohort (2017-2018)	60% (+14)	40% (+8)	85% (+13)

**Table 4a: High School Graduation Rate/Diplomas Awarded for All Students**

4-Yr Cohort: <b>All Students</b>	2012 Cohort			2013 Cohort			2014 Cohort		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	93%	82%	+11	97%	82%	+15	94%	83%	+11
Local Diplomas	10%	5%	+5	6%	5%	+1	10%	6%	+4
Regents Diplomas	74%	46%	+28	86%	44%	+42	68%	43%	+25
Advanced Regents Diplomas	9%	31%	-23	5%	33%	-28	17%	33%	-16

**Table 4b: High School Graduation Rate/Diplomas Awarded for Students with Disabilities**

4-Yr Cohort: <b>Sub-Groups</b>	2012 Cohort Students with Disabilities			2013 Cohort Students with Disabilities			2014 Cohort Students with Disabilities		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	90%	55%	+35	100%	57%	+43	93%	59%	+34
Local Diplomas	50%	23%	+27	20%	24%	-4	27%	25%	+2
Regents Diplomas	40%	30%	+10	73%	29%	+44	67%	30%	+37
Advanced Regents Diplomas	0%	3%	-3	7%	4%	+3	0%	3%	-3

**Table 4c: High School Graduation Rate/Diplomas Awarded for English Language Learners**

4-Yr Cohort: <b>Sub-Groups</b>	2012 Cohort English Language Learners			2013 Cohort English Language Learners			2014 Cohort English Language Learners		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	71%	31%	+41	75%	31%	+44	s	34%	-
Local Diplomas	29%	7%	+21	25%	8%	+17	s	11%	-
Regents Diplomas	43%	23%	+20	50%	21%	+29	s	22%	-
Advanced Regents Diplomas	0%	1%	-1	0%	1%	-1	s	1%	-

*Outcomes for cohorts of fewer than six students are suppressed and indicated with an s.*

**Table 4d: High School Graduation Rate/Diplomas Awarded for Economically Disadvantaged**

4-Yr Cohort: Sub-Groups	2012 Cohort Economically Disadvantaged			2013 Cohort Economically Disadvantaged			2014 Cohort Economically Disadvantaged		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	96%	75%	+20	98%	76%	+22	94%	76%	+18
Local Diplomas	10%	6%	+4	6%	7%	-1	10%	8%	+2
Regents Diplomas	77%	51%	+25	86%	50%	+36	67%	49%	+18
Advanced Regents Diplomas	9%	18%	-9	5%	19%	-14	17%	19%	-2

According to the 2017-2018 school year ESEA accountability designations, New York City Charter High School for Architecture, Engineering and Construction Industries (AECI) is *In Good Standing*.

**Key Performance Area: Organizational Viability**

Financial Condition

AECI appears to be in good or sound financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements. The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.<sup>3</sup>

Financial Management

The NYCDOE reviewed AECI’s audited financial statements from Fiscal Year 2017 and Fiscal Year 2018 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

**Key Performance Area: Faithfulness to the Charter and Law**

Enrollment, Recruitment and Retention

The school has strong enrollment and backfills students at all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is coming close to but not yet meeting its targets for students with disabilities (SWDs), or English language learners (ELLs) (Table 5). The school is meeting its target to enroll Economically Disadvantaged students. The school has had declining

<sup>3</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

enrollment of SWDs and ELL students. However, the school is making good faith efforts to recruit, serve, and retain at-risk students<sup>4</sup> and has submitted a letter of intent to implement a lottery preference for ELL students in the next lottery.

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Explicitly stating on all recruitment materials that SWD and ELL students are welcomed to apply
- Advertising in local community newspapers
- Bringing staff that serve SWDs and ELLs to open houses to speak with prospective parents and students
- Ensuring that all materials and documents distributed to parents are available in both English and Spanish
- Ensuring that all counselors and parent coordinator are bilingual in order to facilitate communication with parents and guardians

**Table 5: Student Demographics – AECE Compared to CSD 7**

Student Population	2016-2017			2017-2018		
	AECE	CSD 7	Variance	AECE	CSD 7	Variance
Students with Disabilities	24%	24%	0	22%	24%	-2
English Language Learners	17%	20%	-3	13%	20%	-7
Economically Disadvantaged*	93%	88%	+5	95%	90%	+5

\*Calculated as percent of students qualifying for the Free or Reduced Price Program.

### Student Retention

According to NYCDOE data, in the 2017-2018 school year, 84% of students were retained in the Charter School compared with 83% in the district of location.

<sup>4</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

### **Legal Compliance**

New York City Charter High School for Architecture, Engineering and Construction Industries (AECI) operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 7, 2018. Forty-three people attended, and eleven spoke. Eleven were in favor of the renewal and none were opposed.

## Future Leaders Institute Charter Schools

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the New York State Education Department recommends a short-term renewal for a period of three years for Future Leaders Institute Charter School (FLI). The charter term would begin on July 1, 2019 and expire on June 30, 2022.

Future Leaders Institute Charter School (FLI) is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

### Charter School Summary

<b>Name of Charter School</b>	Future Leaders Institute Charter School
<b>Board Chair</b>	Natalie Deak Jaros and Andy Hatcher
<b>District of location</b>	NYC CSD 3
<b>Opening Date</b>	Fall 2005
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial: March 15, 2005- March 14, 2010</li> <li>• First Renewal: March 15, 2010 – March 14, 2013</li> <li>• Administrative Extension: March 14, 2013 – June 30, 2013</li> <li>• Second Renewal: July 1, 2013 – June 30, 2016</li> <li>• Third Renewal: July 1, 2016 – June 30, 2019</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K – Grade 8/ 387 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K – Grade 8/ 387 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	Sample: 134 West 122 Street, Manhattan – Public Space
<b>Mission Statement</b>	<i>Our mission is to deliver a rich and rigorous educational experience in order to develop academically high-performing students with the leadership, character, and knowledge to achieve success in high school and beyond by focusing on a culture of academic achievement, respect, self-discovery, and community.</i>
<b>Key Design Elements</b>	Bulleted <ul style="list-style-type: none"> <li>• Rigorous Standards-based Curricula</li> <li>• Formative and Summative Assessments</li> <li>• Targeted Academic Interventions</li> <li>• Supportive Environment for Social-Emotional Development</li> <li>• Professional Development</li> <li>• Extended Day and Year</li> <li>• Enrichment Program</li> </ul>
<b>Requested Revisions</b>	None

**Noteworthy:** FLI is working hard each day to ensure that every student builds proficiency in 21st century skills. To this end, the school has technology-rich classrooms and provides individual laptops for every student in grades 2nd to 8th. School faculty is in the third year of intensive professional development in utilizing this technology to enhance personalized and engaging instruction. FLI is geographically located in CDS 3, but is across the street from the geographical boundary for CSD 5; in 2018-19, 29% of FLI students came from CSD 5 and only 8% came from CSD 3.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2016 to 2017</b>	<b>Year 2 2017 to 2018</b>	<b>Year 3 2018 to 2019</b>
<b>Grade Configuration</b>	Grades K – 8	Grades K – 8	Grades K – 8
<b>Total Approved Enrollment</b>	387	387	387

**Proposed Renewal Term Grade Levels and Approved Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>
<b>Grade Configuration</b>	Grades K – 8	Grades K – 8	Grades K – 8
<b>Total Approved Enrollment</b>	387	387	387

**Background**

The Board of Regents granted an initial charter to Future Leaders Institute Charter School (FLI) in March 2005. Future Leaders Institute Charter School opened for instruction as a conversion charter school in September 2005 initially serving 300 students in Grades K through 8. FLI’s charter was subsequently renewed by the Board of Regents in 2010, 2013 and 2016. Material revisions to the charter were made in 2009 to increase enrollment; current authorized enrollment is 387.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

Future Leaders Institute Charter School (FLI) offers curricula and coursework aligned to New York State Learning standards that aims to prepare students for high school, college and career. Students participate in small group instruction every day and are regularly assessed. The school offers an extended day program and 4-week Summer Academy to all students, and Saturday instruction for students identified as needing additional instruction time.

FLI offers Students with Disabilities (SWD) Special Education Teacher Support Services (SETSS) push in services to integrate the IEP into the instruction students receive throughout the day. The SETSS teachers

provide small group, differentiated instruction. Related Services are also offered at the school. The school employs a full time ELL Coordinator to provide English Language Learners support via push in services, allowing students to stay in the inclusion classrooms. The school also provides ELL students access to English language remediation software.

**Student Performance – Elementary/Middle School Outcomes**

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average.

The school has had consistent growth in both ELA and Math performance each year of the charter. In the most recent year of the charter, the school outperformed the State on the ELA Assessment. Although the school has not outperformed the host CSD (CSD 3), only 8% of students come from CSD 3. In 2018-19, 29% of FLI students are from CSD 5; over the course of the charter term, the school’s proficiency rates have exceeded those of CSD 5.

**Table 1a: Elementary/Middle School Assessment Proficiency Outcomes for All Students: School, District & State Level Aggregates**

All Students	ELA					Math				
	FLI	CSD 5	Variance to CSD 5	NYS	Variance to NYS	FLI	CSD 5	Variance to CSD 5	NYS	Variance to NYS
2015-2016	28%	21%	+7	38%	-10	23%	17%	+7	39%	-16
2016-2017	31%	24%	+7	40%	-9	27%	17%	+10	40%	-13
2017-2018	46%	29%	+17	45%	+1	33%	22%	+11	45%	-12

**Note:** Data in Table 1a represents tested students in grades 3-8 at FLI CS, CSD 5, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school’s performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

**Table 1b: Elementary/Middle School Assessment Proficiency Outcomes for All Students:  
School, District & State Level Aggregates**

All Students	ELA					Math				
	FLI	CSD 3	Variance to CSD 3	NYS	Variance to NYS	FLI	CSD 3	Variance to CSD 3	NYS	Variance to NYS
2015-2016	28%	56%	-28	38%	-10	23%	51%	-28	39%	-16
2016-2017	31%	60%	-29	40%	-9	27%	54%	-27	40%	-13
2017-2018	46%	65%	-19	45%	+1	33%	57%	-24	45%	-12

**Note:** Data in Table 1b represents tested students in grades 3-8 at FLI CS, CSD 3, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

The school's performance with Students with Disabilities, English Language Learners and Economically Disadvantaged students was below that of CSD 3. However, as noted above, only 8% of students at FLI are from CSD 3. Compared to CSD 5, the school has been on an upward trend all years of the charter and in the last year of the charter, exceeded proficiency rates of CSD 5 and of the city for all subgroups (Students with Disabilities, English Language Learners and Economically Disadvantaged students) in ELA. In the last year of the charter, the school's math proficiency rates exceeded those of the CSD for English Language Learners and Economically Disadvantaged students, and approached the CSD proficiency rate for Students with Disabilities.

**Table 2a: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations**

Subject	School Year	Students with Disabilities (Variance to CSD 5)	English Language Learners (Variance to CSD 5)	Economically Disadvantaged (Variance to CSD 5)
ELA	2015-2016	7% (+2)	8% (+7)	27% (+8)
	2016-2017	6% (-2)	0% (-2)	30% (+8)
	2017-2018	18% (+6)	33% (+26)	46% (+20)
Mathematics	2015-2016	9% (+3)	0% (-6)	24% (+9)
	2016-2017	9% (+2)	0% (-7)	27% (+11)
	2017-2018	8% (-3)	17% (+10)	33% (+14)

**Note:** Data in Table 2a represents tested students in grades 3-8 at FLI CS, CSD 5, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

**Table 2b: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations**

Subject	School Year	Students with Disabilities (Variance to CSD 3)	English Language Learners (Variance to CSD 3)	Economically Disadvantaged (Variance to CSD 3)
ELA	2015-2016	7% (-13)	8% (+5)	27% (-5)
	2016-2017	6% (-19)	0% (-6)	30% (-3)
	2017-2018	18% (-12)	33% (+20)	46% (+6)
Mathematics	2015-2016	9% (-11)	0% (-11)	24% (-1)
	2016-2017	9% (-13)	0% (-14)	27% (+1)
	2017-2018	8% (-19)	17% (-4)	33% (+2)

**Note:** Data in Table 2b represents tested students in grades 3-8 at FLI CS, CSD 3, and the state who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

According to the 2017-2018 school year ESEA accountability designations, Future Leaders Institute Charter School is *In Good Standing*.

## **Key Performance Area: Organizational Viability**

### Financial Condition

Future Leaders Institute Charter School appears to be in good or sound financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>5</sup>

### Financial Management

The NYCDOE reviewed FLI's audited financial statements from Fiscal Year 2017 and Fiscal Year 2018 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

## **Key Performance Area: Faithfulness to the Charter and Law**

### Enrollment, Recruitment and Retention

The school has strong enrollment and backfills students at all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is meeting its targets for economically disadvantaged (ED) students and English language learners (ELLs). The school is coming close to but not yet meeting its targets for students with disabilities (SWDs). (Table 3a). The school had a slightly declining enrollment rates of SWDs and ELLs and a significant increase in ED students in the last year of the charter. However, the school is making good faith efforts to recruit, serve, and retain at-risk students<sup>6</sup> and has submitted a letter of intent to implement a lottery preference for SWDs in the next lottery.

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<sup>5</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

<sup>6</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Translating the application to Spanish and French
- Advertising in Spanish-language newspapers
- Having the ELL Coordinator and other bilingual staff on hand for all recruitment events
- Emphasizing all special education services on all recruitment materials and presentations
- Having the IEP Coordinator participate in all recruitment events
- Canvassing and targeting print and social media at areas with high economic need

Table 3a: Student Demographics – Future Leaders Institute Charter School Compared to CSD 5

Student Population	2016-2017			2017-2018		
	FLI	CSD 5	Variance	FLI	CSD 5	Variance
Students with Disabilities	17%	28%	-11	15%	30%	-15
English Language Learners	8%	14%	-6	8%	14%	-6
Economically Disadvantaged	85%	88%	-3	91%	89%	+2

Table 3b: Student Demographics – Future Leaders Institute Charter School Compared to CSD 3

Student Population	2016-2017			2017-2018		
	FLI	CSD 3	Variance	FLI	CSD 3	Variance
Students with Disabilities	17%	22%	-5	15%	22%	-8
English Language Learners	8%	8%	0	8%	7%	+1
Economically Disadvantaged	85%	43%	+42	91%	46%	+45

### **Student Retention**

According to NYCDOE data, in the 2017-2018 school year, 81% of students were retained in the Charter School compared with 88% in the district of location.

### **Legal Compliance**

Future Leaders Institute Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 18, 2018. Thirty-seven people attended, and nineteen spoke. Nineteen were in favor of the renewal and none were opposed.

## Bronx Lighthouse Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the New York State Education Department recommends a short-term renewal for a period of three years for Bronx Lighthouse Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022.

Bronx Lighthouse Charter School (Bronx Lighthouse) is meeting most benchmarks set forth in the Board of Regents Charter School Performance Framework. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

### Charter School Summary

<b>Name of Charter School</b>	Bronx Lighthouse Charter School
<b>Board Chair</b>	Javier Lopez-Molina
<b>District of location</b>	NYC CSD 12
<b>Opening Date</b>	Fall 2004
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial: May 17, 2004 -- May 18, 2004</li> <li>• First Renewal: May 18, 2009 – May 17, 2014</li> <li>• Second Renewal: May 18, 2014 – June 30, 2016</li> <li>• Third Renewal: July 1, 2016 – June 30, 2019</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades K-12/ 678 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	Grades K-12/ 678 students
<b>Comprehensive Management Service Provider</b>	Lighthouse Academies
<b>Facilities</b>	1001 Intervale Avenue, Bronx, – Public Space 1005 Intervale Avenue, Bronx, -- Public Space
<b>Mission Statement</b>	<i>At Lighthouse Academies, we prepare our scholars through rigorous programs that provide them with a foundation that will allow them to succeed in and graduate from college. Our unique arts-infused curriculum, emphasis on social development and integration of diverse cultural opportunities augments learning and broadens horizons.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Transformative Instruction</li> <li>• College and Career Readiness</li> <li>• Socio- Emotional Learning and Restorative Approaches</li> <li>• Teacher Development</li> <li>• More time on Task</li> </ul>
<b>Requested Revisions</b>	None

**Noteworthy:** In 2004, Bronx Lighthouse opened as a K-2 school with a mission to get its students to college. In June 2017, scholars from that first kindergarten class became high school graduates, and this fall, 89% of those graduates began their college journey at institutions including Wellesley, Fordham, NYU,

Binghamton, Holy Cross, Pomona and Boston College. Lighthouse is proud of its success in graduation (88% in 4-years, 96% in 6-years) and looks forward to having its first college grads in 2019.

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2016 to 2017</b>	<b>Year 2 2017 to 2018</b>	<b>Year 3 2018 to 2019</b>
<b>Grade Configuration</b>	Grades K - 12	Grades K - 12	Grades K - 12
<b>Total Approved Enrollment</b>	678	678	678

**Proposed Renewal Term Grade Levels and Approved Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>
<b>Grade Configuration</b>	Grades K - 12	Grades K - 12	Grades K - 12
<b>Total Approved Enrollment</b>	678	678	678

**Background**

The Board of Regents granted an initial charter to Bronx Lighthouse in May 2004. Bronx Lighthouse opened for instruction in September 2004 initially serving 141 students in Grades K through 2. Bronx Lighthouse’s charter was subsequently renewed by the Board of Regents in 2009, 2014 and 2016.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

Bronx Lighthouse Charter School offers a curriculum aligned to the New York State Learning Standards for students to learn English Language Arts, Mathematics, Social Studies, Science, as well as Physical Education, Art, Music, Spanish, and Technology. The high school offers courses that lead to Regents exams in Common Core Algebra and Algebra II, Geometry, Chemistry, US History, ELA, Living Environment, and Global History. The high school also offers various Advanced Placement courses, including Spanish, Government, US History, Calculus, Art History and Studio Art.

Bronx Lighthouse offers Students with Disabilities (SWD) Special Education Teacher Support Services (SETSS) push in services to integrate the Individualized Education Program (IEP) into the instruction students receive throughout the day. At the High School level, students receive intervention classes and pull out services. The school employs English as a Second Language (ESL) teachers that provide pull out and push in services to English Language Learner (ELL) students.

## Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average.

The school has had growth in both ELA and Math performance over the course of the charter, with proficiency rates exceeding that of the host CSD in all years of the charter.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:  
School, District & State Level Aggregates**

All Students	ELA					Math				
	Bronx Lighthouse CS	CSD 12	Variance to CSD 12	NYS	Variance to NYS	Bronx Lighthouse CS	CSD 12	Variance to CSD 12	NYS	Variance to NYS
2015-2016	28%	16%	+12	38%	-10	21%	15%	+6	39%	-18
2016-2017	35%	20%	+15	40%	-5	30%	14%	+16	40%	-10
2017-2018	33%	24%	+9	45%	-13	43%	18%	+25	45%	-2

**Note:** Data in Table 1 represents tested students in grades 3-8 at Bronx Lighthouse CS, CSD 12, and the average who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

In ELA, the school's SWDs and economically disadvantaged students (ED) have improved over the charter and have exceeded proficiency rates for these groups in the host CSD. Proficiency rates in ELA for ELLs has been inconsistent and in the most recent year of the charter, was below that of the CSD. In Math, the school's SWDs, EDs and ELLs have improved over the charter; their proficiency rates have exceeded the CSD's performance with these groups in all years of the charter except in 2016 for SWD).

**Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations**

<b>Subject</b>	<b>School Year</b>	<b>Students with Disabilities (Variance to the district of location)</b>	<b>English Language Learners (Variance to the district of location)</b>	<b>Economically Disadvantaged (Variance to the district of location)</b>
ELA	2015-2016	6% (+2)	0% (-1)	28% (+12)
	2016-2017	10% (+5)	17% (+14)	33% (+14)
	2017-2018	12% (+5)	0% (-5)	31% (+8)
Mathematics	2015-2016	2% (-3)	8% (+4)	20% (+6)
	2016-2017	12% (+8)	17% (+12)	30% (+16)
	2017-2018	19% (+12)	33% (+27)	42% (+24)

*Note: Data in Table 2 represents tested students in grades 3-8 at Bronx Lighthouse CS, CSD 12, and the average who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.*

**Student Performance – High School**

The school has inconsistent academic performance in the high school grades, under-performing NYC in many Regents exams on an annual basis but outscoring the State average on overall cohort performance after four years. The four-year cohort performance of ED students on Regents exams exceeded the State average in both years of the charter term. Performance for ELLs and SWDs is not available due to low cohort enrollment of those subgroups. The school offers courses that lead to Regents exams in Algebra and Algebra II, Geometry, Chemistry, Physics, US History, ELA, Earth Science, Living Environment, and Global History. In addition, the school offers AP courses in Spanish, Government, US History, Calculus, Art History, Studio Art, Drawing and Psychology.

The school's four-year cohort graduation rate and total diplomas awarded exceeded the State in both years of the charter term. In addition, graduation rates and diplomas awarded for SWDs and ELLs were generally unavailable during the charter term due to low enrollment of those subgroups in some cohorts. However, graduation rates and diplomas awarded for ED students exceeded the State average for both years of the charter term.

**Table 3a: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates**

4-Yr Cohort: All Students	2012 Cohort			2013 Cohort			2014 Cohort			
	Subject	School	State	Variance	School	State	Variance	School	State	Variance
	ELA	95%	85%	+10	100%	85%	+15	96%	84%	+12
	Global History	85%	78%	+7	92%	78%	+14	85%	77%	+8
	Math	98%	86%	+12	100%	85%	+15	98%	83%	+15
	Science	98%	84%	+14	98%	84%	+14	98%	83%	+15
	US History	90%	81%	+9	86%	81%	+5	87%	80%	+7

**Table 3b: High School Total 4-Year Regents Outcomes for Sub-Groups: School & State Level Aggregates**

Subject	Cohort and School Year	Students with Disabilities (Variance to the State)	English Language Learners (Variance to the State)	Economically Disadvantaged (Variance to the State)
ELA	2012 Cohort (2015-2016)	89% (+38)	s	97% (+18)
	2013 Cohort (2016-2017)	s	s	100% (+20)
	2014 Cohort (2017-2018)	s	s	96% (+18)
Global History	2012 Cohort (2015-2016)	78% (+38)	s	86% (+16)
	2013 Cohort (2016-2017)	s	s	93% (+23)
	2014 Cohort (2017-2018)	s	s	83% (+14)
Math	2012 Cohort (2015-2016)	100% (+49)	s	97% (+16)
	2013 Cohort (2016-2017)	s	s	100% (+20)
	2014 Cohort (2017-2018)	s	s	98% (+21)
Science	2012 Cohort (2015-2016)	100% (+50)	s	97% (+19)
	2013 Cohort (2016-2017)	s	s	98% (+20)
	2014 Cohort (2017-2018)	s	s	98% (+22)
US History	2012 Cohort (2015-2016)	89% (+42)	s	95% (+21)
	2013 Cohort (2016-2017)	s	s	88% (+14)
	2014 Cohort (2017-2018)	s	s	85% (+13)

*Outcomes for cohorts of fewer than six students are suppressed and indicated with an s.*

**Table 4a: High School Graduation Rate/Diplomas Awarded for All Students**

4-Yr Cohort: <b>All Students</b>	2012 Cohort			2013 Cohort			2014 Cohort		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	59%	82%	-23	88%	82%	+6	87%	83%	+4
Local Diplomas	0%	5%	-5	3%	5%	-2	2%	6%	-4
Regents Diplomas	22%	46%	-24	20%	44%	-24	67%	43%	+24
Advanced Regents Diplomas	37%	31%	+5	64%	33%	+31	19%	33%	-14

**Table 4b: High School Graduation Rate/Diplomas Awarded for Students with Disabilities**

4-Yr Cohort: <b>Sub-Groups</b>	2012 Cohort Students with Disabilities			2013 Cohort Students with Disabilities			2014 Cohort Students with Disabilities		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	44%	55%	-11	s	57%	-	s	59%	-
Local Diplomas	0%	23%	-23	s	24%	-	s	25%	-
Regents Diplomas	33%	30%	+4	s	29%	-	s	30%	-
Advanced Regents Diplomas	11%	3%	+8	s	4%	-	s	3%	-

*Outcomes for cohorts of fewer than six students are suppressed and indicated with an s.*

**Table 4c: High School Graduation Rate/Diplomas Awarded for English Language Learners**

4-Yr Cohort: <b>Sub-Groups</b>	2012 Cohort English Language Learners			2013 Cohort English Language Learners			2014 Cohort English Language Learners		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	s	31%	-	s	31%	-	s	34%	-
Local Diplomas	s	7%	-	s	8%	-	s	11%	-
Regents Diplomas	s	23%	-	s	21%	-	s	22%	-
Advanced Regents Diplomas	s	1%	-	s	1%	-	s	1%	-

*Outcomes for cohorts of fewer than six students are suppressed and indicated with an s.*

**Table 4d: High School Graduation Rate/Diplomas Awarded for Economically Disadvantaged**

4-Yr Cohort: Sub-Groups	2012 Cohort Economically Disadvantaged			2013 Cohort Economically Disadvantaged			2014 Cohort Economically Disadvantaged		
	School	State	Variance	School	State	Variance	School	State	Variance
Graduation Rate	62%	75%	-13	89%	76%	+13	89%	76%	+13
Local Diplomas	0%	6%	-6	4%	7%	-3	2%	8%	-6
Regents Diplomas	22%	51%	-30	21%	50%	-29	72%	49%	+23
Advanced Regents Diplomas	41%	18%	+23	64%	19%	+45	15%	19%	-4

According to the 2017-2018 school year ESEA accountability designations, Bronx Lighthouse is *In Good Standing*.

### **Key Performance Area: Organizational Viability**

#### Financial Condition

Bronx Lighthouse appears to be in good or sound financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements. The NYCDOE reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations.<sup>7</sup>

#### Financial Management

The NYCDOE reviewed Bronx Lighthouse’s audited financial statements from Fiscal Year 2017 and Fiscal Year 2018 to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### Enrollment, Recruitment and Retention

The school has strong enrollment and backfills students at all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is coming close to but not yet meeting its targets for all of the special population subgroups – ED, SWDs, or ELLs, (Table 5). The school has had consistent enrollment of all subgroups, and is only 2 percentage points away from the host CSD

<sup>7</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

for ED students. The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>8</sup> and has submitted a letter of intent to implement lottery preferences for ELL, SWD and ED students in the next lottery.

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Ensuring school applications are in both English and Spanish. Bilingual staff members outreach through the community in recruitment efforts. Outreach with flyers in English and Spanish.
- Partnering with CSD 12 community members and parents to identify families in need
- Ensuring that marketing and enrollment material clearly states that the school supports SWDs and ensuring that the school building has the proper support structures for disabled students i.e., ramps, elevators etc.
- Transitioning to an online lottery system that translates into Spanish and provides many resources in Spanish
- Hosting open houses targeted towards special populations with presentations on the services and supports offered to SWDs and ELLs

Table 5: Student Demographics – Bronx Lighthouse Charter School Compared to CSD12

Student Population	2016-2017			2017-2018		
	Bronx Lighthouse CS	CSD 12	Variance	Bronx Lighthouse CS	CSD 12	Variance
Students with Disabilities	18%	24%	-6	18%	24%	-6
English Language Learners	10%	24%	-13	11%	24%	-13
Economically Disadvantaged	89%	89%	0	91%	93%	-2

### Student Retention

<sup>8</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

According to NYCDOE data, in the 2017-2018 school year, 91% of students were retained in the Charter School compared with 78% in CSD 12.

### **Legal Compliance**

Bronx Lighthouse Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 1, 2018. Forty-six people attended, and sixteen spoke. Sixteen were in favor of the renewal and none were opposed.