



**Department of
Education**

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October 20, 2009

Mr. Richard Bayles
Board Chair
VOICE Charter School
37-15, 13th Street
Long Island City, NY 11101

Dear Mr. Bayles,

On behalf of the New York City Department of Education's (NYCDOE) Charter School Office (CSO), we would like to thank you and the staff of the VOICE Charter School for your cooperation and cordiality during our Annual Site Visit on April 30, 2009.

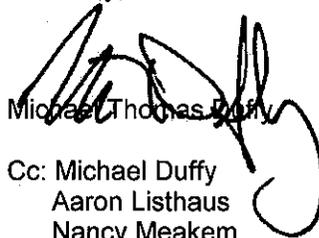
Our oversight framework is set up to ensure that we provide clear accountability and feedback to help the board and school leadership to be successful in achieving the goals of the charter. Prior to the visit, we shared our Annual Site Visit protocol documents and the Performance and Compliance standards. These standards serve as benchmarks through which the NYCDOE views the performance of all the NYCDOE authorized charter schools. The Standards are not a replacement of your individual school's goals; they encompass your charter agreement goals as one component of a detailed, rigorous, renewal-focused framework.

The purpose of our Annual Site Visit is to assess compliance with applicable law, determine organizational strengths and areas for development, and to make an on-site assessment of the learning environment in order to steer a direct course toward charter renewal. It is important to emphasize that the standards are rigorous, and are intended as leading indicators towards charter renewal, when the school must demonstrate not only that it has met the specific goals of the charter, but also that the school operates in an educationally and fiscally sound manner, and meets the requirements set forth in all applicable laws and regulations. We hope that you find the feedback helpful in setting the school's priorities and fulfilling the goals outlined in the charter.

Attached to this letter you will find a comprehensive report of our findings. Should you have any additional comments, or if you would like to submit factual corrections or a formal response to the findings presented in this report, please respond to our office by **November 9, 2009**.

Our office can be reached at 212.374.6904 for further assistance in this matter.

Sincerely,



Michael Thomas Duffy

Cc: Michael Duffy
Aaron Listhaus
Nancy Meakem



**Department of
Education**

Joel I. Klein, Chancellor

**Charter School Office
Quality Review Report**

Quality Review Report

2008-2009

**VOICE Charter School
37-15 13th Street
Long Island City, NY 11101**

Board Chair: Mr. Richard Bayles

Dates of review: April 30, 2009

**Lead Reviewer(s): Aamir Raza, Chris Hawkins, Fred
Lisker
&
Jo Cheadle (Cambridge Education)**

Part 1: The school context

Information about the school

Voice Charter School is an elementary school with 92 students from K-1 grade. The school population comprises 22.8% Black, 42.3% Hispanic, 19.5% White, and 15.2% Asian students. The student body includes 7.6% English language learners and 8.7% special education students. The average attendance rate for the school year 2007 - 2008 was 95%.

Overall Evaluation

Voice Charter School ("VCS") is a happy, lively and focused environment for learning. The principal is extremely passionate about the school, encouraging an enthusiasm for continuous improvement and a thirst for success in his staff. He successfully conveys a very clear vision for the school's future and work is firmly in place to support the realization of this vision. Leaders speak convincingly about the school's original charter intentions and of the plans to ensure that the vision is completely achieved. Strategic plans and supporting actions are however not yet committed to paper nor effectively shared with all staff to ensure a clear understanding of the path the school is taking. Actions do not include planned points for evaluation, based on measurable success criteria, to provide the school with concrete evidence that they are definitely progressing towards the desired outcomes. Leaders are acutely aware that such plans must be in place to guide the school on a daily basis. They also understand that staff members must be involved in action planning and the development of success criteria so that they understand their roles, responsibilities and interim goals.

The school has an interesting and effectively developing curriculum. Leaders and teachers place appropriate and important focus on the continual evaluation and improvement of learning and teaching. Gradually, this is leading to a better match between the work planned and students' needs. Teachers are gaining skills and confidence in creating lessons that challenge all students at an appropriate level. The principal rightly focuses on ensuring consistency in all lessons, including specialist subjects. The school understands that continual emphasis on tracking student progress through careful analysis of data will support the accuracy of lesson planning to meet the needs of student subgroups. Currently, there is limited analysis of patterns and trends in outcomes for pertinent subgroups. Leaders have made a good start in building and tracking student data however, and have clear intentions to expand this work as an important next step.

Staff members are happy to work at the school and there is a strong sense of community. They work collaboratively and enjoy learning together. There are good opportunities for professional development on a team and individual basis, all of which have the ultimate goal of improving student learning. While there is some way to go to ensure that all teaching focuses on clearly defined learning objectives for student groups and individuals, recent curriculum work has enabled staff to develop more succinct and measurable goals for student outcomes. The school takes a serious approach to doing whatever is best to ensure effective learning. In its first year, there are significant indications that the vision for a successful school is very achievable.

Part 2: Overview

What the school does well

- A thoughtful, earnest and passionate principal communicates a very clear vision of success for the school.
- There is a tangible focus on classroom learning and teaching, and a committed drive to improve student achievement.
- Leaders and teachers understand the necessity to have useful, informative data and to make regular analysis of this data to inform school development plans.
- Reflective curriculum development work is showing clear benefits to teaching and learning.
- Despite the challenges of the building and space, the learning environment is attractive, child centered and conducive to learning.
- A wide range of professional development opportunities meet individual teacher needs and support the realization of the school vision.
- Relationships are positive and respectful, teachers work well as a team and students are happy.

Areas of concern

- School lacks detailed action plans to support strategies for achieving the school's vision, which need to include timed, measurable checkpoints to enable ongoing evaluation of progress.
- More collaborative processes for teacher development and planning need to be in place so that all staff members understand school priorities and recognize their roles and responsibilities in achieving them.
- Increase the depth of data analysis by focusing on trends and patterns for the school's pertinent subgroups.
- Improve goal setting by including measureable targets that lead students towards an expected outcome, and by supporting students in understanding their next steps in learning.
- A majority of school meetings shall take place at the school to encourage higher staff and parent participation.

Part 3: Main Findings

How well the school meets the Charter School Office's (CSO) 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.

As a small school, teachers and leaders have very good knowledge of the skills and abilities of every student. There is also a well-developed awareness that 'data' comprises of more than just test scores. A deep understanding of each child's context for learning is highly important to the school. Beyond this, all staff members are acutely aware of the power of assessment data to support and guide planning for learning. As a former public school leader, the principal is well versed in the use of New York Department of Education systems for data collection and analysis. Although the school does not have sophisticated systems for data management and disaggregation, there is a clear understanding of how to analyze and interpret summative and formative assessment information in order to develop baselines for students and to identify patterns and trends in outcomes. Leaders and teachers share and use available data systematically and consistently. During grade-level meetings, teachers use growing data sources to guide their planning for new learning. They understand that curriculum development is intrinsically connected to ongoing assessment. Data drives this development work.

The principal and assistant principal successfully convey a positive message about the use of data. They encourage teachers to see the marked difference when learning is supported by a deepening awareness of current student outcomes, historical patterns of progress and contextual information that may affect or promote learning. While analysis of trends and patterns for the school's most pertinent subgroups is at an early stage, the school has built a significant foundation for future success through their understanding of why data is important, how it should be used and how its use encourages increasingly more successful learning and teaching.

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.

High expectations for all adults and students are tangibly evident at the school. The principal is a 'hard task master' in the most supportive and caring way. Work ethic is good and centered totally on meeting the needs of all students in the best way possible. Expectations are borne out in many ways, including attention to creating stimulating learning environments, the positive way in which teachers communicate with students and in staff members' 'buckle down and get on with it' attitudes to their work. The school places great emphasis on ensuring that students learning needs are met through continued development of useful assessments and responsive curriculum. Teachers are working towards levels of appropriate challenge for all students. In these initial stages,

there are strong indications that the setting of specific goals for groups and individual students will become strong in the school. At the moment, goals do not consistently include measurable interim checkpoints to provide an opportunity for teachers and students to 'check in' on progress and to establish the next steps in learning. Additionally, there are few opportunities for students to create their own simple goals with their teacher's support. Teachers work regularly in collaboration to improve this aspect of their practice. There have been fewer opportunities for them to work together to establish the main priorities for whole school development and improvement or to contribute towards identifying strategies and actions to secure success.

Despite its newness, the school has a quickly growing reputation. Parents have played a key role in this, through political action, grant application and community engagement. Their active role in supporting the day-to-day work of the school is also developing, and some parents have been volunteer helpers in classes. The school communicates regularly with parents regarding their children's progress. Leaders are aware that conversations with parents will become more meaningful when interim assessments consistently drive the setting of measurable goals that are shared with parents in anticipation of their support for learning 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.

Teachers say that this is a 'great community to work in', and it is clear that there are high levels of mutual trust and respect. Attractive classrooms reflect the commitment of teachers to providing a motivational environment for students. Bulletin boards are lively and stimulating and make the small space productive, interesting and comfortable. Relationships are good among staff. This is evident particularly in the successful joint planning for curriculum. With the support of a consultant, the school is growing a standards aligned curriculum, based on authentic assessments of student past learning. The teachers truly value this as 'doing what's needed' to support learning, rather than providing instruction based merely on 'what's on offer'. They are reflective of their practice and see the opportunity to be centrally involved in developing the curriculum as very valuable. Currently, concentration has been on English language arts and math content areas. The impact of this work is very evident in lessons, where students are engaged and motivated in their learning.

Curriculum development work is supporting teachers in making increasingly more effective choices about student groupings, setting of objectives and planning for learning that matches student needs. While skills and knowledge are still developing, student learning is generally encouraged by effective teaching and genuine thoughtfulness about student needs. Teachers know that they need further support to provide sufficient challenge to higher achieving students and this is a priority for development. There are currently some inconsistencies between general class lessons and teaching in specialist subjects. At times, teaching in specialist lessons is insufficiently differentiated for the range of student needs and behavior deteriorates. This is a particularly important issue, since music and singing as specialist subjects are obviously a central theme for the Voice Charter School. The principal has already taken steps to ensure that planning and delivery of lessons is of a similarly high standard across all content areas. He is very aware that it is essential for all teachers to continue to collaborate on planning activities to ensure that everyone is 'working on the same page'.

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.

As the school is very small, it is easy for the principal and assistant principal to regularly visit all classrooms. However, the principal and assistant principal place high emphasis on visiting classes on a daily basis because they know that it is important to provide ongoing feedback to teachers. Teachers acknowledge that leaders support them effectively and consistently, whether this is via helpful discussion following lesson observation, or by providing useful external support for specific aspects of teaching development. Teachers have personal plans for their professional development and the small team of teachers is confident that their practice is improving. There is a clear focus on the development of teachers' skills. The principal is determined to create a school where teachers 'want to be here because they know they can become great'. To this end, the school uses the whole month of August as a preparation period for the start to the school year. In addition, the principal relies heavily on a recruitment process that seeks to find potential teaching stars by first ensuring that they buy into 'what this school is about'. The careful hiring of staff members who totally share the vision for the school's future is an excellent strategy in securing success.

Good teamwork and a shared vision ensure that the school runs efficiently on a day-to-day basis. Space is very tight and there is little room for administrative staff to have work or meeting areas. Everyone manages to carry out their duties effectively and harmoniously despite the limitations of the building. Leaders facilitate opportunities for teachers to observe each other's lessons, work together on planning and reflect on how well things are going. There is an obvious 'smoothness' to operations that emerges from good collaboration and a desire to make things work. From the early morning singing session that the principal leads in the hallway, to the 'huddling' around a table to hold meetings in the cramped area that the principal and assistant principal share, it is clear that people at Voice Charter just 'get on and do it'. At this early stage, the school has not yet had time to fully develop its desired range of community partnerships, but is fully aware of the value of encouraging and extending such relationships to enrich and enhance student learning experiences.

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 underdeveloped with proficient features.

The charter presents a school built on the principles of efficacy, arts infusion and professionalism. Although early in its development, the school has a solidly embedded vision for the future and a distinct set of expectations to drive development. The principal acknowledges that it is a challenge to ensure that everyone is totally on board in these early days, but regular opportunities for reflection on 'where we are now' encourage all staff members to consider how well they are making progress towards the expected outcomes. Through such discussions, the school has already set in place informal self-evaluation procedures, successfully captured in the pre-review documentation. The school is taking the right steps to ensure that student outcomes are regularly measured and that teachers develop their work in direct response to

student needs. The principal is very aware of how teachers are improving and developing over time. There are clear ideas about how the school will grow in the future.

As yet, the plans to address the core development priorities via agreed strategies have not been committed to paper. This means that everyone sees the 'big picture' but individuals are less secure about the specifics that will get them there. The school does not have a set of action plans with agreed success criteria to be measured at planned intervals throughout the year, giving a true overview of progress towards the achievement of the vision. The principal knows every step of what needs to be done, but without a central 'blue-print' document to guide the whole school in its work, it is difficult to remain focused on the main priorities and ensure that everyone knows their roles and responsibilities in reaching them. While the school is small, it is relatively easy to survive without a concrete plan for school development and improvement. As the school grows and new challenges are presented, for example an increase in the proportion of special education students, success cannot be left to chance. Without a collaboratively created strategy and action plans to address the schools agreed priorities; and in the absence of interim benchmarks to measure success at periodic intervals throughout the year, the school cannot be sure that it is making adequate progress in its intention to show how the arts can drive academic success.

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

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.

This area of the school's work is proficient.

The VCS board is providing adequate oversight to the school and plans to evaluate the school leader at the end of the school year. The board receives regular updates from the school leader and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (attendance, testing type, dibels, e-class, retention, parent survey, scores) information as it relates to the educational programs offered by the school. The 15 member school board represents academic, music, legal, accounting, staff and parents, and financial expertise. The board mentioned three major accomplishments: opening of the school, hiring the right school leader and school staff, and developing sounds systems and structure in place. The school board has not conducted a self-evaluation of its assessment at this time but remains open to that possibility during a board retreat. The board identified four key goals for the upcoming school year: curriculum refining, starting the choir, hiring the right music teachers, and developing professional learning community to focus on individual child's learning goals. The budget preparation process is holistic and involves board members, administrators, staff inputs, and school leaders. The school board meets mostly off-site. A majority of school board meetings need to take place at the school to encourage increased parent and staff participation.

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

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 I 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. 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.

This area of the school's work is proficient.

The VCS board has contracted an audit firm to produce school's financial statements. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of April '09 casts a good financial position with liquid assets totaling \$535,311 and current liabilities of \$440,088. The school is in good position to meet its short-term financial obligations. The statement of activities as of April '09 does not pose any particular concerns. The school provided the annual site visit team with a cash flow analysis projecting a positive balance of \$110,145 for June '09 period.

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

Charter School Office Quality Criteria 2008-2009

VOICE Charter School

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.

To what extent do school leaders and faculty have...

	Δ	➤	✓	+
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? <i>N/A</i>				
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	
Overall score for Quality Statement 1			X	

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.

To what extent do school leaders and faculty...

	Δ	➤	✓	+
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		
Overall score for Quality Statement 2		X		

DEFINITIONS

"Analyze" or "analysis" includes, but is not limited to, comparisons of:

- 2 the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- 3 the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- 4 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, departments 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.

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.

<i>To what extent do school leaders...</i>	Δ	➤	✓	+
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	
Overall score for Quality Statement 3			X	

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.

<i>To what extent do school leaders...</i>	Δ	➤	✓	+
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	
Overall score for Quality Statement 4			X	

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.

<i>To what extent do...</i>	Δ	➤	✓	+
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	
Overall score for Quality Statement 5		X		

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

To what extent does the Board.....	△	➤	✓	+
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	
Overall score for Quality Statement 6			X	

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

To what extent do the school and its Board.....	△	➤	✓	+
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	
Overall score for Quality Statement 7			X	

Quality Review Scoring Key

△ Underdeveloped	➤ Underdeveloped with Proficient Features	✓ Proficient	+ Well Developed
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Charter School Compliance Checklist

Does the Board and the school	YES	NO	In process
1. have a documented policy for suspensions and expulsions?	X		
2. maintain up to date and compliant with IDEA Regulations for IEPs?	X		
3. send newsletters and other parent communications home in the predominant languages of the school community?	X		
4. implement a comprehensive special education program that complies with applicable governing laws?	X		
5. implement a comprehensive program for English Language Learners that complies with federal law?	X		
6. publish a schedule of regular board meetings that is easily accessible to the general public?	X		
7. ensure that accurate minutes from Board meetings are maintained and published?	X		
8. ensure that proposed contracts with EMOs and CMOs are submitted punctually to the OCS for review?	X		
9. maintain a functioning parent organization?	X		
10. ensure that parents are informed of the time and location of Board meetings that are open to the public?	X		
			11