Department of Education

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July 8, 2009

Mr. Ken Langone
Board Chair
Promise Academy Charter School
2005 Madison Avenue
New York, NY 10035

Dear Mr. Langone,

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 Promise Academy Charter School for your cooperation and cordiality during our Annual Site Visit on March 31, 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 **July 20, 2009.**

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

Sincerely,

Michael Thomas Duffy

Cc: Aamir Raza
Aaron Listhaus
Nancy Meakem

Quality Review Report

2008-2009

Harlem Children's Zone – Promise Academy II

Charter School M341

2005 Madison Avenue
Manhattan
NY 10035

Board Chair: Mr. Ken Langone

Dates of review: March 31, 2009

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

Part 1: The school context

Information about the school

Promise Academy II (PA II) is an elementary school with 298 students from kindergarten through grade 4. The school population comprises 85.5% African American, 13.5% Hispanic, 0.7% Caucasian and 0.3% other students. The student body includes 0.3% English language learners and 7.3% special education students. The average attendance rate for the school year 2007-2008 was 93.7%.

Overall Evaluation

PAII is a happy school where mutual trust and respect are very evident. The principal leads the school with a clear vision for the future and caring and sensitive style. Most importantly, her acute focus on keeping all eyes on the job of ensuring that that all students learn effectively drives everything that the school does, or is attempting to do. To this end, leaders are very realistic about current levels of success and have clear priorities to improve their school. While not all staff members are aware of these priorities, there is a definite shared understanding of how the school supports teachers to develop their skills and knowledge in the pursuit of good learning. Expectations are extremely clear on all levels. Students know that they must work hard and behave well, parents are aware of how the school expects them to support their children at home and teachers fully understand their role in ensuring student success. Levels of mutual trust and respect are extremely high. The community is supportive of learning at all levels, and adults speak extensively about the opportunities they have to grow as professionals. At present, not all teachers have professional development plans that track their progress and set goals for improvement. In addition, there are insufficient opportunities for leaders to measure the impact of professional development by evaluating its influence on student learning in classrooms.

Current priorities exemplify the school's commitment to improved outcomes for all. A developing, rigorous cycle for ongoing assessment supports the school's growing collection, analysis and use of data, in turn leading to the adaptation of teaching to meet learning needs. The school is aware that in-depth data analysis does not yet include all subgroups that influence overall school success. There is also full understanding that there is not yet consistency in all processes, including the use of data to match work to student needs, but the school knows exactly where it is heading. Currently, strategic and action planning does not support interim self-evaluation. This is because plans for priority developments are not always shared or committed to paper and do not include clear success criteria within specific timeframes. This means that leaders cannot check that the school is on the right path towards achieving priority goals at regular intervals, adapting strategies and plans as needed.

The school has the capacity to make good progress towards the realization of its vision, led by a principal who makes sure that the students are at the heart of every decision taken. Teachers rise to the challenge of finding the right way to ensure that students achieve and work collaboratively to be successful.

Part 2: Overview

What the school does well

- The school creates a wonderful climate for adult and student learning where levels of support are high, resulting in very good staff morale.
- There is a clear and well-articulated understanding of the school's current context among all staff, expressed in a realistic and honest way.
- Parents are valued highly and encouraged to take an active role in their children's learning, resulting in better rates of attendance, enlivened school culture and smoother transition between home and school.
- The staff team reflects a very good balance of men and women and a range of age and experience, positively influencing the school's development and improvement, and student learning.
- There is a reflective, responsive and committed approach to ensuring that the curriculum addresses students' needs, and provides a good balance of academic learning alongside personal and social development.
- The school exudes high expectations at all levels, resulting in a tangible drive for improvement and true recognition of accountability.
- The principal leads the school with a strong and relevant vision for the future, supporting change and improvement through sensitive challenge.

Areas for improvement

- The school lacks analysis and evaluation of data to include all pertinent subgroups such as ethnicity, gender, special education and general education students, leading to precise goal setting for the school, grade groups and classrooms.
- The school needs to communicate the school's priority goals for improvement clearly, ensuring that they are the focus of all strategy and action planning.
- The school has not ensured that all teachers gain the knowledge and skills necessary to maximize their use of data to plan work that exactly meets student needs.
- The school has not yet developed a more rigorous and regular system for observing teaching, so that everyone has detailed knowledge of when student learning is most effective.
- The school has not established measurable goals for teachers' professional development, so that the school can easily track progress, leading to authentic improvement. This could be differentiated given experienced teachers often have different developmental needs than inexperienced teachers.
- The school should develop an action plan that includes opportunities to measure teachers' interim progress against clear success criteria, ensuring that the school is on the right path to achieve its improvement goals.

Part 3: Main Findings

How well the school meets Charter Schools 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 to do and to monitor the student's progress over time.

This area of the school's work is proficient.

There is full recognition of why and how data must steer the school's work. The appointment of a data manager in January has solidified the school's commitment to working with data in the most efficient and effective way. The data manager's expertise and teachers' clear sense of the type of data they need is the winning combination ensuring that work is focused and meaningful. There is growing evidence of the positive influence that careful analysis and thoughtful evaluation has on school wide, grade level and class based decision-making. Recent math assessments involved grade 2 teachers in high-level professional discussion about next steps in their planning and management of class activities. The school has begun using data specific to outcomes for boys and girls to make precise and significant comparisons. Recent analysis of data pertaining to newcomers is enabling teachers to meet their needs quickly and effectively. This work is a good start to the task that the school knows they have ahead of them in providing effectively for the full range of student needs. There is some way to go to ensure that data analysis and evaluation includes particular attention to the school's most pertinent subgroups.

The surge to make data an everyday part of school life is apparent through charts and tables on display in hallways and classrooms. Reading growth charts are prominently on show, enticing students to stop and track their progress as they casually walk by. The focus on capturing ongoing learning in reading has been vital to building the data foundation. Leaders and teachers know where they are heading with their work, understanding that consistency across the school should be part of the expected outcome. To this end, current work focuses on the most effective ways to capture useful data, to organize it in an efficient way to support precise analysis and to make this information fully accessible to all teachers. Leaders acknowledge teachers' varying skills and confidence in using data and have secure plans to support them in developing further.

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 proficient.

The faculty presents as a highly collaborative workforce where everyone is committed to doing their best for students. It is therefore surprising that not all staff members are completely sure of whole school priority goals. Leaders are very clear where outcomes for students and teachers must improve, but setting goals to meet these challenges does not fully involve all stakeholders. This means that not everyone shares clarity of purpose and knows exactly the planned route towards success for the school as a whole. At

classroom level, teacher's improved use of data is encouraging more precise goal setting for individuals and groups of students. Currently, the limited analysis of data for the school's most pertinent subgroups means that goal setting cannot yet be as exact as it needs to be. Although students do not play an active role in setting goals for their own learning, the school sets realistic and measurable goals for students in English language arts and math, based on a clear understanding of current levels of achievement. Positive developments in the use of formative and summative assessments is encouraging clear tracking of progress and good professional discussion to direct curriculum, intervention strategies and teaching. This work is leading to the establishment of clear benchmarks aligned to State standards. Most importantly, teachers are fully aware of their accountability in supporting students towards reaching and exceeding their potential. Expectations are realistically high. Teachers fully understand that there are many 'non-negotiables' in terms of what they should expect from students, and also in terms of what they should provide for students to ensure success. Teachers fully understand, for example, that in grade 2, 100 per cent proficiency in the use of addition is the only acceptable expectation if students are to reach expected outcomes in other aspects of math. These expectations are evident throughout the school. Students know that that they will be challenged to work hard. Parents know that the school expects their constant support in assuring good achievement. The school attempts to involve all parents, even when some may be anxious to approach the school. An example of this is the way that parents of special education students are encouraged to talk to teachers with a 'buddy' parent to facilitate comfortable dialogue.

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.

The school knows exactly where improvements are necessary to meet student needs effectively. Through data analysis, leaders are growing confident in their knowledge of what works well, for whom and why. With this developing understanding, there is strong focus on adaptation of instruction and flexibility in the curriculum. The school is working well to establish freedom to choose the most effective organizational and teaching strategies to ensure that learning is continually good. Teachers are at varying levels of confidence and competency, but a general willingness to learn is very evident. There are good examples of developments in reading and writing that demonstrate the success of 'personalized' processes.

Teachers are learning to make effective use of data to rethink the relevance of what they are teaching, to establish connections between subjects and to make good choices about how to teach. The school is learning from each success. Many opportunities for joint planning and professional dialogue result in meaningful curriculum adaptations, the use of new strategies and much thinking 'outside of the box'. The most important factor is that teachers have a deepening awareness of their accountability to ensure success for all students. There are examples of detailed individual action plans, indicating specific interventions determined by exact analysis of data. Specialist teaching in science, art and music provide regular opportunities for practical, 'hands on' experiences for students, engaging them in interesting learning. As the school considers the links between subjects, learning becomes more relevant for students, encouraging more rapid progress towards expected outcomes and achievement aligned to State standards.

Capitalizing on all cross-curricular links is still a work in progress and teachers would welcome more time to work on this curriculum development.

A real strength of the school is the very positive working environment. Teachers and students are happy and levels of mutual respect are high. Whether by chance or as result of planned strategy, the school benefits hugely from an excellent mix of experienced staff members and those new to the profession, a good balance of men and women and teachers representative of a variety of ethnic groups. Everyone takes pride in the school and classrooms and hallways attractively demonstrate this. Students learn in a school that physically and culturally demonstrates care, warmth and a desire to do well.

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.

The school runs smoothly on a day-to-day basis. Good systems and organization are central to daily functions. Joint planning sessions, collaborative studies and frequent opportunities to engage in professional dialogue are evident. The involvement of specialist teachers in aspects of grade level planning is not yet as refined, limiting the school's progress in gaining relevance in learning across the curriculum. The school values the role of teaching assistants highly and is supportive of their development. They participate in grade level meetings, are involved in data training and are actively encouraged to progress in their academic learning. To this end, teaching assistants often train to be teachers with the school's support. Teachers new to the profession receive advice and guidance from a mentor teacher. The mentor frequently observes teaching and learning, offering regular feedback. She also teaches demonstration lessons to promote effective teaching strategies and classroom organization. In general, there are limited opportunities for other teachers to receive developmental feedback, as, by the principal's admission, classroom observations do not take place as regularly as necessary. Some teachers have been able to learn from observing fellow teachers, but again, this is an area for development.

The school is extremely open to learning from within and beyond the establishment. Professional development from the math coach and data manager exemplify how school based knowledge has been used to further the capacity of all other staff. The school has also gained from action research work carried out by interns who bring specific areas of interest to the school, such as math programs and early childhood learning. The school has beneficial links with Promise Academy I, particularly in supporting special education students. The principal explores many ways to engage parents and students in the life of the school, including making the reward for continued high levels in test prep, a lunch with the Chair of the Board. There are also several support organizations, accessible via Harlem Children's Zone, which provide high levels of care and guidance for families. Partnerships are central to the school's vision for excellence in learning.

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

This area of the school's work is proficient.

The vision for where the school wants to be is very clear. The principal and her staff model this vision in their daily work and relationships with each other. They express this vision even more profoundly via their strong focus on all students doing well. While there is no doubt about where the school is heading, and leaders have established priority goals through very meaningful discussion, the strategies and planned actions for achieving the goals are not yet available in a format that everyone can share. Likewise, it is difficult to evaluate how effectively the school is moving to reach these goals, as systems for tracking overall school progress at timely intervals are not yet fully in place. This means that the school cannot say definitively that they are on track to achieve a goal by a certain time, or to make necessary changes to strategies and actions to ensure success. Similarly, teachers do not have specific goals for their professional development, with interim measures to evaluate their progress towards achieving these goals. In many other respects, the school demonstrates clear processes for carrying out evaluations at interim checkpoints.

In the case of curriculum developments, teachers and school leaders are reflective and responsive. Changes happen as and when needed in order to influence learning as positively as possible. When student learning is not good enough, the school responds immediately and accountably to do something to change this situation. On a day-to day basis, teachers are gaining the confidence and competence to rethink their teaching to ensure that learning is good. This is a school where focus and efforts are all about students learning well. Change and development all arise because of this 'agreement' by all who work here. For this reason, Promise Academy II has the capacity to achieve all it desires for its students.

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

This area of the school's work is proficient.

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

The PA II board is providing good oversight to the school and holding the school leader accountable through annual reviews and ongoing discussions regarding student outcomes. Quite often, board members stop by unannounced at the school. The board receives regular updates via principal and teacher report, report from Harlem Children's Zone (HCZ) staff, and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (scores, summaries, internal measures) information as it relates to the programs offered by the school. The budget preparation process is holistic and involves board members, teacher inputs, school leader, and partner organization's financial officer.

Currently, the school board is focused on: differentiated instructions for high performing students, board self-evaluation, and integration of new leadership/superintendent (started last school year) into the larger HCZ and the school governance structure. The long-term goals of the board consist of majority of students testing at level four, advocate policy to encourage parents to spend more time with their children, and development of

a strong orchestra program for which the school board is in continued discussion with KIPP Academy's superintendent who helped develop an exemplary orchestra program at his school. The board may hold a retreat for members to refocus on the school's priorities and identify critical goals for upcoming school year. The school board has grown tremendously over the period of five years and has smoothly transitioned from founding board to a governing board. However, this transition has not been easy as the school has faced several challenges (school leadership turnover, timing of charter approval, hiring of staff and teachers, facilities) along its growth path. The board is quick to point out the areas they need to develop further and, in most cases, is willing to listen (and find new ways) and own the issue that needs its undivided attention. Having mentioned that, there remains room for further board development for board members. Some current board members attend workshops hosted by CSO or other charter advocacy organizations but the attendance has not been consistent or ample.

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

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

This area of the school's work is proficient.

A charter school shall be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools tends to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title 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.

The PA II board has been proactive in contracting an audit firm and has produced the school's financial statements in reasonable period. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of February '09 casts a good financial position of the school with liquid assets totaling over $1.8 million. The school has current liabilities of $957,694 and is in good position to meet its short-term financial obligations. The statement of activities presented as of February '09 does not pose any particular concerns. The school provided the annual site visit team with a cash flow analysis projecting a balance of $538,291 for the July '09 period.

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

Please note that although a school may implement good internal controls, it is the ongoing financial information (cash flow, balance sheet, statement of activities, board

approved budget), that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

Office of Charter Schools Quality Criteria 2008-2009

Harlem Children's Zone Promise Academy II

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? **N/A**				
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, DYO, 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.				
To what extent do school leaders…	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.				
To what extent do school leaders…	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.				
To what extent do…	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…….	Δ	➢	✓	+
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……	Δ	➢	✓	+
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

Δ	Underdeveloped	➢	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed

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		

DRAFT