

NYC
Department of
Education

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September 17, 2009

Mr. Morty Ballen
Board Chair
St. Hope Charter School
222 West 134th Street
New York, NY 10030

Dear Mr. Ballen,

On behalf of the New York City Department of Education's (NYCDOE) Charter Schools Office (CSO), we would like to thank you and the staff of the St. Hope Leadership Academy Charter School for your cooperation and cordiality during our Annual Site Visit on May 8, 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.

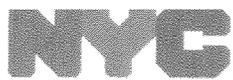
The purpose of our Annual Site Visit is to assess compliance with applicable law, determine organizational strengths and areas for development, and to make an on-site assessment of the learning environment in order to steer a direct course toward charter renewal. It is important to emphasize that the 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 **October 5, 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



Department of
Education

Joel I. Klein, Chancellor

Charter School Office
Quality Review Report

Quality Review Report

2008-2009

St. Hope Leadership Academy

Charter School 388

222 West 134th Street

New York

NY 10030

Board Chair: Mr. Morty Ballen

Dates of review: May 8th 2009

**Lead Reviewer(s): Aamir Raza, Chris Hawkins, Fred
Lisker**

&

Bruce Berry (Cambridge Education)

Part 1: The school context

Information about the school

St. Hope Leadership Academy ("SHLA") is a middle school with 138 students from grade 5 through grade 7. The school population comprises 72% Black, 27% Hispanic and 1% Asian and other students. The student body includes 8% English language learners and 21.8% special education students. Males account for 49% and females for 51%. The average attendance rate for the school year 2008-2009 was 96.3%. The school is in receipt of Title 1 funding with 82% eligibility.

Overall Evaluation

This school is underdeveloped.

SHLA is in its first year and is beginning to build structures and systems. It has made an effective start in establishing whole-school culture through its citizenship program and has been very successful in ensuring a high level of attendance. While the administration has worked hard to establish a whole-school culture, there are a number of areas that have not yet been embedded and are underdeveloped.

The school has made a good start in collecting data from exams and assessments, particularly in English language arts (ELA) and math. Although this is useful at individual student level, there is no analysis of the performance of different groups that would provide comparative information, for example, in relation to city averages. There are no clear, measurable goals for student achievement across the school and the information from regular assessments is not used effectively to monitor students' progress. However, there is good involvement of students in setting some targets for themselves. 'Accountability Tuesday' enables students and teachers to reflect on the past week's achievements and to set personal targets for the coming week which go home to parents. However, these do not focus enough on sharp academic outcomes.

Strengths and weaknesses in instruction are evaluated and teachers receive brief feedback. This often focuses on classroom management rather than pedagogy and learning. However, in spite of this there remains inconsistency in students' behavior, attitudes and responses in class. In classes where differentiation is effective, students respond well to the teacher and the instruction. However, where there is weak management or insufficient attention to individual students' needs, teachers find it difficult to gain the respect of students and behavior is poor. For teachers new to the school, there are effective systems for induction, support and training.

The school has a brief strategic plan but this lacks sufficient detail, clear goals and regular checks on the progress towards these. This makes it difficult for the administration to evaluate progress or ensure accountability. There is not enough focus or rigor in target setting across all subjects and, while a start has been made towards this in ELA and math, it is inconsistent. The arrangements for special education students are, at present, inadequate and need to be urgently addressed. Many of the reviews are out of compliance and the current arrangements are not sufficient to fulfill the requirements of students' individual education plans.

What the school does well

- The school collects a useful range of information and data from tests and assessments, particularly in ELA and math.
- There is good involvement of students in monitoring their own work and setting targets for themselves.
- Parents receive regular information about their child's progress.
- Student attendance is high.
- Teachers have many opportunities to improve their instructional skills through observing each other and taking part in regular professional development.
- There are effective systems for the induction and support of new teachers.
- The school has made an effective start towards establishing a whole-school culture through its citizenship program.

Areas of improvement

- Develop a strategic plan that clearly prioritizes goals, including timeframes for achieving these, and regular checks to evaluate the progress made.
- Set clear, measurable goals for student achievement and use the information from regular assessments to monitor their progress towards these.
- Extend the analysis of data to monitor and evaluate the progress of different sub-groups in the school.
- Ensure that all teachers plan for differentiated instruction to challenge students at all levels and identify the best instructional strategy to deliver this.
- Ensure consistency across the school in managing students' behavior.
- Ensure that the school meets all of the compliance regulations for special education students.
- Establish sound internal controls and streamline delivery of services that were initially provided by St. Hope.

Part 3: Main Findings

How well the school meets 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 underdeveloped.

The school gathers a good range of data on individual student performance, regularly updated through test and assessment results. This gives school leaders a clear picture of the progress of individual students. Additionally the use of a web-based program enables the administration to gather data on other aspects of student development, for example, behavior incidents and attendance. However, as this is a new school, there is little data other than what the students arrived with. While the school is gathering its own assessment data, it lacks any detailed analysis for different groups of students such as English language learners or ethnic groups. This prevents information being used to measure comparative progress against the school's own performance over time, or the city averages.

The administration and class teachers do not make effective use of the available data to predict outcomes, set goals for the end of the year or to plan instruction. This data is not being used sufficiently well to guide or influence target setting. For example, the gap between the percentage of students achieving proficiency and the 75% level is high, other than in math at grade 6. There has been some helpful analysis of exam questions to evaluate the areas of strength and weakness to plan for specific interventions but this is used mostly at advisory level, rather than in subject lesson planning. This conferencing does include next steps but is not sufficiently developed towards sharp long-term target setting.

The arrangements for special education students are inadequate. Since the departure of the special education coordinator in December, this role has been carried out by a part-time consultant. However, many of the reviews are out of compliance and related services are not always provided for two periods in grade 5 and 6 ELA and math. This does not fulfill the requirements of students' individual education plans. The school has made some progress more recently, but needs to move forward into full compliance.

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.

The school has developed broad goals within two overarching objectives. The goals relate to effective instruction focusing on student outcomes and overall school outcomes, operations and culture. The short-term student outcomes are suitably challenging, including the expectations for value added performance. However, while there are long-

term targets for both ELA and math by 2012 - 13, the lack of a long-term structured plan means that there are no intermediate goals that the administration can use to evaluate their progress. There are also weaknesses in identifying targets for different groups of students, for example, by gender or ethnicity. As a result, the administration has no way of knowing how well these students are progressing in relation to similar groups in other schools across the city. There is work to do to develop a more focused and rigorous approach to target setting across all subjects with clearly differentiated plans and timescales. A start has been made towards this in ELA and math but this is presently inconsistent across the school.

A relative strength of the school's assessment procedures is the way in which students are involved. The school's 'Accountability Tuesday' is an effective way of getting students and teachers to reflect on the past week's achievements and to set short-term targets for the coming week. However, many of these relate to personal reflection on procedures rather than sharp academic outcomes. Nevertheless, the information from these sessions goes home to parents so that they are informed about their child's progress and responses, enabling them to be involved in the education process.

The use of data for planning differentiated instruction is patchy. The most competent teachers provide appropriately for their students' varying needs. However, there are examples of classes where management and behavior are good but differentiation is weak. In these instances the teachers fail to build on students' prior knowledge and understanding and waste opportunities to move progress forward at a greater rate. Students who fail exams are recorded on reflection sheets, which form the basis of conferences with teachers. However, the piece that is missing from this process is the clear articulation of targets and next steps for students so that they know precisely what their strengths are and what they need to do next to succeed.

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 underdeveloped with proficient features.

The school follows the mandated curriculum and includes art as an additional subject, however there is little beyond this. Common frameworks for ELA and math are helpful in ensuring consistency in planning but do not provide clear goals for students' achievement by the end of the year. The splitting of grade 5 into three classes each morning for ELA and math reduces group size and has assisted with improving classroom management but, so far, there is little evidence that this has led to improvement in achievement. Some subject planning, for example, science in grades 5 and 7, provides a strong investigative and practical approach but this is not consistent across all of the school. There is no effective evaluation of students' learning styles in an attempt to match the instructional approach more closely to their needs. There is little in the way of accountability for teachers because of the lack of sharp targets or sufficiently high expectations. Observation of instruction focuses much more on class management than the learning outcomes. Generally there is a positive climate but this is variable and weaker teachers find it more difficult to engage with or manage students' behaviour.

The school does well in ensuring regular attendance and the most recent figures of 96% are well above the city average. The development of strategies to encourage good attendance is a strong, successful feature of the school.

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 underdeveloped with proficient features.

The principal and the dean carry out formal and informal observations, which evaluate strengths and weaknesses in instruction. In addition, the principal conducts regular walkthroughs in classrooms. Brief feedback is given from these visits – usually in the form of email commentary or a 'wows and wondering' sheets. However, these lack a sharp focus on the outcomes of instruction and students' achievement in class and often focus on the management rather than the pedagogy. Nevertheless, areas for improvement, particularly in subjects such as art, science and physical education have been identified by the administration.

Teachers are generally experienced, most having taught for more than three years. There has been only one new entrant this year. There are sound structures to ensure effective induction and training for new teachers. For example, they receive two weeks of orientation and are partnered with a teacher who has recognized skills. Additionally, adjustments to their teaching schedule enable them to take part in common preparation time and development planning with more experienced teachers. Class teachers have the opportunity to make three visits to other classrooms during the year to observe peer instruction. This has proved helpful for teachers, particularly where there has been some guidance as to where good examples of ELA or math teaching can be seen. However, the outcomes do not yet indicate that these have been fully effective in raising the quality of teaching for some targeted teachers.

Professional development has some basis in data analysis but there is much more focus on classroom management and institutional systems than on instructional approaches. The lack of guidance for teachers on moderation of work showed up clearly at the first grading session, where there was a wide range of grades awarded for similar quality work. Behavior is inconsistent across the school. In classes where the planning is effective and takes into account students' needs, students respond well to the teacher and the instruction. However, in some classes, teachers have weak management or instructional skills and find it difficult to gain the respect of students. This lack of consistency shows in the variance in approaches to managing behavior. The school follows the tenets of 'Teaching with Love and logic' but because there is often a range of approaches being used, this leads to inconsistency. In some instances, not enough time is taken to allow for the strategies being tried to embed and establish. This is exemplified by the marked differences in the rates of behavior referrals between teachers. Guidance for students is facilitated through a range of consultants. This has been mostly in three key areas, for example, leaders for new schools, which gives access to practitioners to support aspects of their work. In addition, senior staff from local universities provide access to further training. This is a helpful and valuable addition for students.

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.

There is currently no extended strategic plan and the two page document of goals for 2008 – 2009 is insufficiently detailed. Outcomes are agreed between the principal and the board but there are no built-in checks on progress towards these and there are no

explicit links to features such as success criteria or remediation. Most of the targets are aspirational, for example, achieving Adequate Yearly Progress (AYP) but others lack sharpness. There is no reference to timeframes, checks, milestones or responsible persons and there is a lack of clarity in some of the outcomes. However, it does have challenging numerical targets set for each grade in ELA and math. All of these are higher than would be expected from the matched data in students' previous results.

School leaders make use of data from exams and tests but without a whole-school strategic plan, this information cannot be used effectively to modify the overall direction for the school and can only be effective at the level of some individual subjects. Periodic assessment is variable. There is regular use of assessments and evaluations to record outcomes but these do not link to targets at school or subject faculty level. While data is used to set students' own targets for the next marking period, it is inconsistent. There are some good examples in ELA and math but this is down to individuals' capabilities rather than whole-school or subject department arrangements.

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.

During the school's inception stage, SHLA board entered into a partnership agreement with the non-profit organization, St. Hope based out of Sacramento, California. The partner organization provided the necessary start-up assistance and worked closely with the school until St. Hope (the non-profit) was reported to be under investigation for some funding related issue.

This was a testing time for a newly constituted board and a newly opened charter school. The board of trustees moved swiftly to address all the concerns and communicated promptly with the CSO. Some board members resigned due to their close affiliation with St. Hope organization and steps were taken towards severing the relationship between the school and St. Hope organization. For the time being, the school principal is managing several (if not all) aspects of the school that includes some operational, managerial, financial and educational areas since the school lost its Director of Instruction early in the school year. At the time of the visit, the school board had some candidates for the Director of Instruction position. In the meantime, the school's board chair (who is also an accomplished charter leader) is providing ongoing coaching to the principal.

After overcoming the earlier operational difficulties, the SHLA board has put some systems in place to move the school forward. The board has provided adequate oversight to the school and plans to evaluate the school leader at the end of the school year. The board keeps itself informed by the principal's report and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven

(dashboard, scores, summaries, internal assessments) information as it relates to the education model of the school. The school's board has members with legal (a founding board member of another charter school in NYC), two community members, two educators, and financial expertise. The board of trustees identified the search for an academic dean/instructional leader, school growth plan, need for facilities and establishing school culture as its highest priority.

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 underdeveloped with proficient features.

The SHLA 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 March '09 casts a good financial position with liquid assets totaling \$712,971 and the school has current liabilities of \$265,232. The school is in good position to meet its short-term financial obligations. The statement of activities as of March '09 does not pose any particular concerns. The school provided cash flow analysis to the annual site visit team projected a positive balance of \$72,145 for June '09.

During the visit, school's officials were interviewed on the procurement process, check signing, randomly selected paid invoices were inspected, and fingerprinting documents were inspected. As stated earlier in the report, the school is still coping with the trickle down effects of breaking its relationship with St. Hope organization. Initially, fiscal and operational support was to be provided by St. Hope organization but due to the untimely break, those services were interrupted. The school is working with another financial consultant to acquire all records, files and develop systems and in house capacity to run efficient fiscal operation. Although the school is following many of its financial policies, the school clearly needs to do more in order to responsibly track and record its expenses and be a pioneer in this area. At the visit, one purchase order was found without signatures, some late fees had been charged to the school for being over 45 days overdue, and in some instances, and receipts were not attached to the reimbursement documents. In addition, some reimbursements for the school leader were not approved by someone at the board level. An appropriate balance of segregation of duties must be part of the schools plans as they add an operations position to the organizational chart. Paid invoices demonstrate that the school lacks consistent application of standards while processing purchase order approvals, presence of packing slips and invoices along with proof of payment.

Office of Charter Schools Quality Criteria 2008-2009

St. Hope Leadership Academy

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?		X		
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 Comprehensive Educational Plan (CEP)?	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.				
<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.				
<i>To what extent does the Board.....</i>	Δ	➤	✓	+
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District which includes comparable percentages of IEPs & ELLs			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.				
<i>To what extent do the school and its Board.....</i>	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