



**Department of
Education**

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July 3, 2009

Mr. Doug Ross
Board Chair
PAVE Academy Charter School
71 Sullivan Street
Brooklyn, NY 11231

Dear Mr. Ross,

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 PAVE Academy Charter School for your cooperation and cordiality during our Annual Site Visit on April 28, 2009.

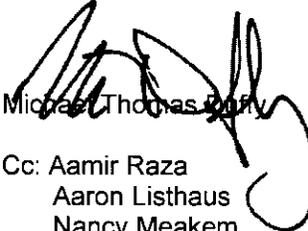
Our oversight framework is set up to ensure that we provide clear accountability and feedback to help the board and school leadership to be successful in achieving the goals of the charter. Prior to the visit, we shared our Annual Site Visit protocol documents and the Performance and Compliance standards. 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



**Department of
Education**

Joel I. Klein, Chancellor

**Office of Charter Schools
Quality Review Report**

Quality Review Report

2008-2009

The PAVE Academy Charter School

K651

**71 Sullivan Street
Brooklyn
NY 11231**

Board Chair: Doug Ross

Dates of review: April 28, 2009

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

Joy Stopher (Cambridge Education)

Part 1: The school context

Information about the school

The PAVE Academy Charter School is an elementary-middle school with 87 students from kindergarten through 1st grade. The school population comprises of 70% Black and 30% Hispanic students. The student body includes 5.5% English language learners and 10% special education students. The average attendance rate for the school year 2007 - 2008 was 95.1%.

Overall Evaluation

The PAVE (Perseverance, Achievement, Vibrance, and Excellent character) Academy has given its kindergarten and first grade students a good start in their education by making sure that they progress well in reading and writing. The school has used data effectively to support this aspect of learning. It provides a good range of support services to promote students' personal development and meets the needs of special education students in an inclusive environment. The focus on positive behavior has resulted in students who are respectful and show increasing signs of maturity. The decision to visit the home of each student before the school opened has helped to involve parents in their children's education and has provided a basis for effective communication. The high number of applications for places is one of the signs that the school has gained the confidence of its community.

During this first year, school leaders have been responsive to signals that some things were not working as well they should and have taken action to make improvements. This was especially effective in increasing the opportunities for independent reading by re-shaping the reading comprehension component of the curriculum. However, the school has not yet developed a coherent curriculum to challenge students in all subject areas. It has been without an instructional leader since February and this has had an impact on the extent to which the remaining school leaders have been able to monitor the quality of teaching and learning. The executive director and deans have worked hard to maintain the momentum in difficult circumstances and to respond to the professional needs of teachers. Good use has been made of consultants to provide some professional development but this is insufficient to meet the individual needs of experienced and new teachers. Additionally, the school has not developed its collection and analysis of data well enough yet for teachers to be able to understand it and use it to differentiate their instruction and set learning goals in all subjects. Students and their parents know their reading levels but their involvement in setting goals in other areas is limited. All four classrooms have Smartboards and the school has a good range of resources to support learning. However, the use of technology to enhance teaching and learning is underdeveloped.

The school does have a clear commitment to giving its students a high quality education. It intends that the new principal, shortly to take up her post, will take a lead in the development of strategic plans, with clear timeframes and interim benchmarks to achieve the school's vision, and ensure that teachers, children, and parents understand the goals and the expectations.

Part 2: Overview

What the school does well

- The focus on literacy and use of data is ensuring students make good progress in reading and writing.
- The school communicates effectively with parents and actively encourages them to be involved in their children's education, which has helped it to gain the confidence of the community.
- There is a good level of collaboration among teachers, which supports student learning.
- Leaders have taken swift and effective action to bring about improvements to enhance student learning.
- Students are respectful and show increasing signs of maturity.
- The school provides an inclusive environment and an effective range of support services for special education students.
- There are good resources for learning including SMARTboards in each classroom.

Areas of concern

- Develop strategic planning so that there are clear timeframes and interim benchmarks to achieve the school's vision.
- Communicate the school's vision, goals, and expectations to students, teachers, and parents.
- Improve the collection and analysis of data so that teachers can use it to differentiate instruction, identify the needs of different subgroups, and set learning goals in all subjects.
- Provide professional development that meets the needs of individual teachers and includes a comprehensive induction program for new teachers.
- Increase the use of technology to enhance teaching and learning.
- Develop and extend the curriculum so that it provides challenge for students in all subject areas.
- Establish clear procedures to monitor the quality of teaching and learning.
- Develop goal setting with students and parents so both understand the next steps in learning.
- Ensure there is sufficient expertise on the board to hold the school's leaders to account.

Part 3: Main Findings

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

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

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

The school set out to generate a collection of data that it could use to monitor student progress. It has been successful in this using, for example, Fountas and Pinnell, TerraNova, and data from Saxon math and SRA Imagine It, alongside use of the Waterford lab and student progress tests. This has enabled the school to understand progress in English language arts and math, and students have made good gains in their reading and writing. Leaders are able to compare the performance of classes and grades. The school also created its own interim assessments (IAs) aligned to state standards. These provide some useful information but are not yet precise enough for teachers to be able to use them to help differentiate their instruction. Leaders and teachers acknowledge that there have been insufficient opportunities for professional development and teacher involvement in this area.

As well as the whole-school data, class teachers maintain their own individualized assessment records and portfolios of work to monitor student performance and inform their instruction. There are two teachers in each class with a maximum of twenty-two students, which means that the school knows individual students needs well. It tracks the performance and progress of special education students carefully through individual education plans and the regular child-study team meetings.

Although the small numbers of English language learners have completed LabR, the school does not have the test results. Similarly, while the school tracks the performance and progress of all its students, it is not specifically seeking to identify trends in subgroup performance, such as by ethnicity or gender. It is aware however that struggling readers make progress, but that this is slower than that of their peers.

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.

Teachers collaborate well on an informal basis and this has been an important influence on student progress during the school's first year. They make effective use of small group settings and collaborative teaching to differentiate instruction by ability and to help students make good progress in reading and writing. There are some inconsistencies however and the practices are generally limited to literacy and math, rather than all core subjects.

While the board has long-term plans for the school, there is no collaboratively agreed strategic development plan in place to guide the school community forward for the next academic year. The lack of clear short-term goals, timeframes and interim benchmarks

by which to measure progress are slowing down development. This also restricts the way in which the school can communicate its vision and give clear expectations and direction to students, teachers, and parents. The school has plans to use its summer retreat to undertake this work, with the instructional involvement of the new principal.

School leaders have been very active in gaining the support of parents and communicating their expectations about behavior and procedures. Each family received a home visit before the start of the school year and there is a handbook for families. There is a parent advisory board and a parent volunteer coordinator. Parents and grandparents regularly act as volunteers, although the current lack of space restricts the extent to which this can take place. Teachers keep in touch with parents through a home reading log and make sure that they know about homework. The well-attended parent teacher conferences and workshops support parental involvement in their child's learning. Parents and students are aware of reading levels and the goal to show where they might be at the end of the year. However, the setting of goals and next learning steps with students and their parents does not extend to all subjects.

The development of the relationship with parents has helped the school to gain the confidence of its community, from a low base point at the beginning of the year to a foundation stone for the future.

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.

During this first year, the school has concentrated its efforts on providing its kindergarten and first grade students with a good foundation in reading and writing. It has largely been successful and students make good progress with increasing evidence of independent reading and extended writing. Both the curriculum approaches in English language arts and math have inbuilt assessments, but the school is keen to ensure that there is alignment with state standards. It has made appropriate changes to the reading comprehension component and teachers have already identified the need to adjust the math program to increase the level of challenge. They also commented that the social studies program was insufficiently challenging for their students. Students have opportunities to study science, music, art, and physical education. However, the school has not yet fully developed the curriculum to provide challenge and depth of learning in and across all subject areas, with integrated assessments to support teachers in setting goals and differentiating instruction. Despite this, teachers have worked well to generate their own classroom data, and have used the small class sizes and team teaching approach to differentiate instruction for groups of students.

Students said that they enjoy the after school activities, particularly going to the park, and liked the SMARTboards in their classrooms. The school has a computer lab but the use of technology is underdeveloped as a resource to enhance teaching and learning. However, the school does have a good range of resources for learning and teachers are appreciative of this.

The school has created a nurturing environment designed to support the needs of individual students. Adults know the students well. There is a culture of trust and respect, which in turn has resulted in respectful students. They demonstrate increasing maturity and a delightful willingness to discuss and share their work with visitors.

The school's goal for attendance is to achieve a daily rate of 95%. It has achieved this and attendance is improving. Posters outside classrooms display attendance rates, encouraging student involvement in this aspect of school life.

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 culture of trust and respect is a result of the school's clear emphasis on the implementation of procedures to ensure that it runs smoothly and creates an environment where students can learn effectively. Teachers maintain daily and weekly behavior logs for each student with a goal of "five green days every week." A green day means, "Keep up the good work! Great job today!" while a red day lets parents know "Serious behavior problem today (school will be in contact)." The dean of students and families is vigilant in following up what happens in school and, as a teacher commented, "She never gives up!"

The school is committed to providing an inclusive environment, and while this sometimes brings challenges, teachers and school leaders work hard to meet the needs of all students. The learning support coordinator and social worker are part of the school's child study team. They meet regularly with sets of class teachers to talk about any student social and emotional health issues which may be detracting from their learning. The school has been very effective in supporting and servicing the needs of its special education students through its affiliation with the Co-Op. The dean of students and families, together with the social worker, teaches character education to two classes twice a week to emphasize this aspect of students' personal and academic development.

The school is seeking to improve the professional development and support it provides for teachers. The summer institute made an effective start in this respect, and more recently, the use of consultants has been effective in supporting teachers. Teachers appreciated the in-class support, modeling, observing, and conferencing from the literacy consultant, and a math consultant helped them to augment their instruction. There have been opportunities to visit a high performing charter school and the level of interaction and collaboration among staff support their professional growth. Time limitations have restricted grade-wide planning and formal professional development and there are no comprehensive induction plans in place to support new teachers.

The school has not yet been effective in establishing a consistent approach to classroom observation to provide individual feedback to teachers. Together with the lack of a strategic development plan, this means that it cannot create professional development plans linked to whole school or individual teacher goals. While school leaders make frequent visits to classrooms and do provide support, the lack of an instructional leader has slowed down progress in this area.

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 school has already demonstrated that it can evaluate aspects of its performance and recognize the need for swift action to bring about improvements. Leaders demonstrate a willingness to listen to staff and take account of their professional needs and concerns. While the school does not yet have the formal structures and systems in place to ensure thorough monitoring, evaluation and revision at the strategic level, it has effective informal systems and is becoming increasingly self reflective about its progress towards reaching the overarching goals. There are good examples of where the school has planned for improvements in student outcomes, particularly in literacy.

Teachers are conscientious in working to meet the needs of their students and to differentiate their instruction, grouping students by ability. The school is not yet at the stage where it has defined the curriculum well enough to provide the assessment data that teachers need. Consequently, this restricts their ability to differentiate their instruction and to set goals and next learning steps for individual students. Similarly, the lack of clear systems for classroom observation and the identification of individual professional development goals for teachers make it difficult for leaders to improve teacher outcomes. Notwithstanding, they have made some commendable steps in this direction and do know the strengths and areas for development.

The school clearly demonstrates its commitment to improving the life chances of its students by providing a high quality and challenging education. It has made a good start in establishing the school culture. The school intends that the new principal will take a lead in ensuring that the entire school community shares a common vision and that there are procedures and systems in place to achieve it.

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 PAVE Academy board consists of seven board members that have been involved with the school since its inception. The board is providing satisfactory oversight to the school and holding the school leader accountable through ongoing reviews and discussions regarding student outcomes. However, the board lacks presence of an educator who can be driving force while assessing student level academic data and hold the school leader accountable for academic performance. The board is looking into adding two new members including an educator and a parent representative on the board of trustees. These matters are not alien to a first year charter school board. The board is proactive and recognizes the need for expertise that strengthens the board's

overall performance. These are good actions; however, the effectiveness of these actions remains to be seen and evaluated.

The board receives information via Executive Director's report and by requesting financial (YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (scores, summaries, internal measures) information as it relates to the programs offered by the school. The board is still working (somewhat typical in a newly formed charter school) on formalizing some protocols and committee structures to suit the needs of the school. Recently, the school went through some transition when the school leader (not the Executive Director) left the school to pursue other opportunities. The school board took this opportunity to conduct a principal search and engaged the full board and management in the process. At the time of the school visit, the school board had extended an offer to a new leader who was to join the school relatively soon. The board acknowledged having discussion with other charter school boards in the city and share PAVE's experience and challenges.

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

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

This area of the school's work is proficient.

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

The PAVE 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 April '09 casts a solid financial position of the school with liquid assets totaling \$602,705. The school has current liabilities of \$82,682 and is in a 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 out until June '10. According to the cash flow projection, the school is expected to finish June '10 with a surplus of nearly \$160,000.

During the visit, the school officials were interviewed on the procurement process and check signing process, and three randomly selected paid invoices were inspected. Few minor concerns came out of this review process. The physical checkbook of the school rests with the Director of Finance and Operations who is also a check signer. The Executive Director and the Director of Finance and Operations approve purchase orders and are check signers as mentioned previously. These comments must be taken into consideration while keeping the context of the charter school sector in New York. The comments reflect relatively minor issues that are not out of norm for a charter school in its first year of operation. Most first year charter schools (or a start-up charter) face the start-up challenge, search for a strong school leader and staff, moving into public or

private space and other large items eclipse the demand for optimal infrastructures and systems.

Generally, the school is following its adopted financial policies and has adopted adequate internal controls. A right balance of segregation of duties needs to be in place among all school staff. Paid invoices had the right purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. The school has tagged its assets for inventory purposes.

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

Office of Charter Schools Quality Criteria 2008-2009

School name: PAVE Academy 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?		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 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.							
<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		