



**Department of
Education**

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August 26, 2009

Rev. Michael Carrion
Board Chair
Bronx Academy of Promise Charter School
1166 River Avenue
Bronx, NY 10452

Dear Rev. Carrion,

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 Bronx Academy of Promise Charter School for your cooperation and cordiality during our Annual Site Visit on April 23, 2009.

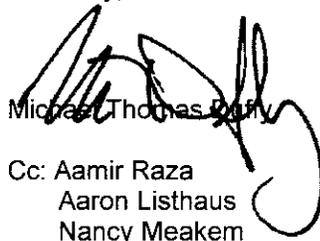
Our oversight framework is set up to ensure that we provide clear accountability and feedback to help the board and school leadership to be successful in achieving the goals of the charter. Prior to the visit, we shared our Annual Site Visit protocol documents and the Performance and Compliance standards. 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 **September 14, 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

Bronx Academy of Promise

Charter School 491

1166 River Avenue

Bronx

NY 10452

Board Chair: Rev. Michael Carrion

Dates of review: April 23, 2009

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

&

Jo Cheadle (Cambridge Education)

Part 1: The school context

Information about the school

The Bronx Academy of Promise Charter School ("BAPCS") is an elementary school with 180 students from kindergarten through grade 2. The school population comprises 58% Black and 42% Hispanic students. The student body includes 5% English language learners and 10% special education students. The average attendance rate for the school year 2007 - 2008 was 95%.

Overall Evaluation

The strong instructional and organizational leadership of the principal guides the work of the school effectively on a day-to-day basis. The development of a supportive, respectful and positive school culture has enabled leaders to maintain a level of stability in facing challenging situations and with limited external support. There have been slow but sure improvements since the school's opening that indicate potential for future success. The transparent nature of the school's self-evaluation is fundamental to this status. Leaders and teachers are open and honest when considering the aspects of their work where further improvements are necessary. These evaluations are however, not always supported by clearly derived action plans, indicating roles and responsibilities for development, within set timeframes and measurable by established success criteria.

The school has made significant process in its use of data. Although the analysis is currently limited to English language arts, systems and procedures are establishing a solid foundation for work in all subjects. Teachers recognize, through data, that greater challenge must be offered to higher achieving students. Leaders are fully aware that their analysis of disaggregated data for student subgroups is not precise enough to plan for the needs of all students. The support of a data management consultant has been instrumental in progressing with this work. The school is making useful diagnostic assessments to guide intervention for special education students, particularly to support their behavioral needs. Further work is necessary to ensure that ongoing teacher assessment and interim progress checks effectively monitor student progress and that they use the information to plan to meet individual needs.

The teachers are young and enthusiastic and want to be successful with their students. As such, they are ready to learn and would welcome regular, honest feedback on their practice. However, consistent systems for regular observation of learning that leads to useful feedback and improvement are not yet in place. In addition, while teachers gain positively from more frequent opportunities to collaborate with data analysis and planning, this is not always alongside specialist teachers. This means that expectations and approaches are not always consistent across the school.

The leadership knows that parents must become more involved in the daily work of the school. First steps have been taken to ensure this and there are clear messages regarding attendance and promptness. As teachers gain confidence and skills in setting realistically challenging targets for students, it is planned that parents will become more instrumental in supporting learning at home, leading to greater success in the achievement of learning goals. The school welcomes such involvement as key to the realization of the school's vision for student outcomes.

Part 2: Overview

What the school does well

- Leaders and teachers clearly recognize the power of data to drive effective instruction and to promote good learning.
- Systems for gathering, analyzing and using data are steadily embedding, enabling the school to measure progress more regularly and accurately.
- Teachers willingly collaborate to develop their professional skills and knowledge in order to meet student needs more effectively.
- Leaders have an accurate understanding of strengths to build on and aspects of the school that need improvement.
- The vision for the school's future focuses on a commitment to be successful with a true understanding of the hard work that this entails.
- Students are keen to learn and have high aspirations for their futures.

Areas of concern

- Establish patterns and trends in student achievement for all pertinent subgroups in order to prioritize whole school needs for development and improvement.
- Ensure that everyone understands the planned strategies and actions to address priority developments, including the success criteria that allow the school to evaluate progress towards expected outcomes.
- Ensure that all staff members know their exact roles and responsibilities to assure efficient and effective school systems and procedures.
- Make better use of data at classroom level to plan learning that meets the range of student needs.
- Choose assessment tools that provide an accurate measure of student achievement and progress.
- Provide suitable training for all staff, to meet identified individual needs and to support the development of whole school priorities.

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 with proficient features.

As the school is in its first year, there is a limited range of student data with which to work. Leaders and teachers understand the need to collect and analyze student information, and this process began in earnest mid-year. Beginning with Terranova baseline diagnostics, the most significant use of results has been to direct interventions for special education students, via the Student Support Team (SST). Careful use of this data has led, in particular, to effective support for the behavioral needs of individual students. Useful diagnostics are also supporting the school in taking steps towards more formal student evaluation, ensuring the provision of ongoing support to address specific learning needs.

There is no question that the importance of data to drive instruction has become very real. Staff members have visited other schools to see how systems support and guide learning. A recently appointed data consultant is assisting leaders to make the best choices about organization of data in a manageable and accessible format. Currently, data is most systematically used to track student progress in English language arts. Benchmark assessments, making good use of the New York State standards, are leading to better differentiation of classroom learning in this subject. With the support of the consultant, there are now better data streams, helping teachers make more suitable and effective choices about instructional content and strategies. Information is computerized, providing the basis for growing accessibility and disaggregation. The principal recognizes that there is some way to go before the breakdown of data truly supports the school's most pertinent student subgroups. There is not yet close enough attention for example, to the achievement of boys and girls and, most significantly, English language learners. In these early days, comparisons across classes and grades are not particularly informative, but it is important that leaders are aware that such analysis will support future strategic and action planning.

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.

Grade level teams meet to reflect on the data now available to them. The group analysis of student assessments in English language arts leads to focused attention to literacy needs, sometimes with the support of additional teachers. Teachers agree that a better understanding of what the data tells them is leading to more structure in their teaching. Data is the basis for the compilation of individual learning plans and has guided the work completed at Saturday school. Grade level collaboration also leads to the setting of

student goals, but teachers require further support in this aspect of their work. As yet, goals are not specific or measurable enough to enable an accurate 'check-in' on whether students are making progress at regular intervals throughout the year. Teachers themselves admit that there is limited challenge for higher achieving students, indicating that assessment data is not yet fully utilized to set challenging goals for all student subgroups. Leaders plan to involve parents far more closely in the goal setting process. Their contributions to early identification of learning needs and shared understanding of next steps are desired developments for the school's future. At this time, students are not involved in setting next-step learning goals with their teachers. The school knows that the establishment of clear, measurable goals with agreed success criteria and action plans constructed to meet these goals is essential for continuous school improvement.

The school has quickly identified priority whole-school goals. The development of students' literacy skills is of significant importance, alongside building teacher capacity for effective classroom management. To this end, data is directing individual attention to both students and teachers. Early use of data has enabled leaders to make staffing changes to better support the needs of subgroups, such as English language learners. While the percentage of students classified as needing support to learn English is not significantly high, leaders are fully aware that there are many more students who need explicit scaffolding in the development of English language skills as a second language. This level of understanding and the desire to follow-through on the implications of exact identification of need demonstrates an increasing level of expectation for both student and teacher outcomes.

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.

Teachers meet with the data consultant on a weekly basis to guide planning for learning that supports their students' needs. In some lessons, the results of this planning are evident in the high level of challenge set for students. Kindergarten students, for example, are very clear about what they need to learn in science by grade 1. In other lessons, despite close attention to data that shows a range of learning needs, all students are given exactly the same work to do, with no clear indication that outcomes must be different for various groups. In some lessons, this even means that higher achieving students need to wait for their classmates to finish before moving on. It is at moments such as this that students seek their own amusement and behavior deteriorates, even for those students who should not find it difficult to behave well. Minor disturbances in class occur even though many teachers are engaging and interesting. This is generally because students' attention can only be held for a developmentally appropriate time, even when the teacher is delivering a very entertaining message. In some lessons where content teachers have clearly planned activities that grab students' attention, learning is not as effective as it could be because the level of challenge in student tasks is not carefully considered. In addition, teachers do not always make the best use of ongoing classroom assessment to guide their planning for the next lesson, so that students are consistently encouraged to move to new levels of learning.

Teachers understand the relevance of cross-curriculum links in student learning. There are identifiable themes that carry across subjects such as art and English language arts.

Currently, there are very few opportunities for class teachers to work with specialist teachers to plan these integrated themes, so opportunities are missed to capitalize on students' deeper understanding of certain concepts and skills that can be fostered across a variety of subjects. In addition, limited specialist involvement in planning for learning affects the consistency of teacher expectations and approaches. In some specialist lessons, teachers handle students in a very different way to classroom teachers. Students therefore receive mixed messages about what is acceptable and have to learn what teachers' levels of tolerance are. This is confusing, and sometimes upsetting, for the youngest students in particular.

In general, teachers are young, creative and enthusiastic. They want to do their best for their students. The school is growing a culture of shared responsibility and accountability that may challenge some individuals, but supports many in doing their job to the best of their ability. The principal fully understands her role in nurturing this developing culture and in making tough decisions when necessary. There is an atmosphere of trust and respect, indicating potential for the team to grow together. Parents are gradually becoming partners in this team. The first step of their involvement has been encouraged by the clear message that they must facilitate good attendance and timely arrival at 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.

As a young staff, teachers are learning together. They are eager to gain as much professional development as possible. The principal provides monthly training sessions for specific areas of teacher need and teachers appreciate this regular input. Many teachers are easily able to reflect on their practice and pinpoint their biggest areas of need. By their own admittance, teachers indicate that they have needed support in managing their classrooms and securing good levels of behavior at all times. It is clear that they are making headway as they use student data more regularly and consistently to guide planning for learning. Teachers new to the profession receive valuable support from a group of three more experienced teachers. The principal sees these teachers as 'instrumental in helping teachers develop'. Even so, staff would value further opportunities to visit other schools and receive regular feedback on their classroom practice. In particular, teachers would value support in helping higher achieving students to make better progress. They are concerned that students make comments such as 'we know more than the teachers think we do'. They have an earnest desire to challenge all students sufficiently. However, there are not yet fully embedded procedures for establishing the individual needs of teachers in order to ensure that adult learning is systematic and fruitful.

After a shaky start, the school has settled into daily routines that enable a productive level of organization. Procedures and protocols have developed internally via trial and error, rather than through well-managed guidance from a supportive external network. In some respects, the school has gone 'one step forward and two steps back'. Through this process, the principal has grown in her determination to manage 'in-house', securing effective working practices that ensure growing stability. Limiting these strong foundations at the current time, is the lack of clear roles and responsibilities for all staff. In some cases, this results in the duplication of work and unnecessary waste of time. As a small staff in a newly established school, clearly identified duties and lines of accountability are essential to gain 'quick wins' and secure sustainability. The principal is

fully aware of these issues and is open to reconsideration of some procedures currently in place, such as arrangements for use of the school's restrooms, as this detracts from learning and teaching time.

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 principal is a reflective leader who has the strength to share positives alongside areas for improvement. Her transparency in realistically evaluating the school encourages teachers to ask for help and support. This has led to significant improvements in a short amount of time. The ability to build capacity is also evident. Looking ahead, leaders already have plans in place to manage the school's further development, such as increased provision for a growing English language learner population.

Strategies and actions are not as widely understood by the whole school team and this could hamper their implementation and effectiveness. Similarly, while the desire to build teaching capacity is clear, teachers do not have professional development plans with succinct goals for individual improvement. Leaders are aware that developments and improvements will not happen by chance but, as yet, there is not a formalized written plan containing actions, roles and responsibilities for key staff that is the blue print to guide daily work.

The early life of the school has seen some challenging moments. Responses to urgent issues have been precise and unyielding. At times, the principal has had to work alone and she is ready to accept responsibility for outcomes. From this determined approach, a strong school culture is emerging, revealing potential for the realization of the school's vision for students' success.

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

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

This area of the school's work is proficient.

During the school's pre-opening period, the BAPCS board experienced a difficult phase when some board members chose to step down due to disagreements on how the school's vision was to be realized. The rest of the school board took full responsibility and marched forward with the school opening plans. The board mentioned that since the school's charter was approved late in the year, several key positions were filled late during the pre-opening period. Given the pre-opening difficulties, the BAPCS board has done well and is providing adequate oversight to the school and plans to evaluate the

school leader and Imagine Schools, the partner organization, at the end of the school year. The board keeps itself informed by school principal and faculty reports 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 educational programs offered by the school. The school's principal reports directly to the board of trustees and works closely with the partner organization to ensure that Imagine Schools provides necessary (and agreed upon) services to help the school move forward. The board is exploring the idea of adding an Executive Director or a Director of Operations to provide more instructional time for the school principal. The school's board has members with finance, organizational/management, education, and operational expertise.

The board of trustees expressed concerns regarding Imagine Schools lacking in providing some agreed upon contractual services. The board was looking into having discussions with Imagine Schools to rectify the ongoing situation and craft a workable agreement. However, if the BAPCS board (or Imagine Schools) decides to cut back on services (or severe its relationship) with Imagine Schools, the board needs to present a plan to the Charter School Office detailing how those particular service areas will be covered in absence of Imagine Schools.

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

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

This area of the school's work is proficient.

The BAPCS 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 \$395,179 and the school has current liabilities of \$202,520. 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 did not provide the annual site visit team with a projected cash flow analysis for the current or future fiscal year.

During the visit, school's business manager was interviewed on the procurement process, check signing, randomly selected paid invoices were inspected, and fingerprinting documents were inspected. Generally, the school is following its financial policies and has adopted good internal controls. An appropriate balance of segregation of duties is in place among fiscal staff and some functions are conducted by Imagine Schools. Paid invoices demonstrate that staff is following the process of purchase order approvals, order and receiving of goods, presence of packing slips and invoices along

with proof of payment. However, some credit card purchases lacked proper back up documentation (or any documentation in some cases).

These comments must be taken into account while keeping the context of charter school sector in New York. The comments reflect 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, move into public or private space, and other large items eclipse the demand for optimal infrastructures and systems.

Office of Charter Schools Quality Criteria 2008-2009

Bronx Academy of Promise

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...

	△	➤	✓	+
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...

	△	➤	✓	+
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.....	△	➤	✓	+
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		
			12