

Quality Review Report

2008-2009

New York Center for Autism Charter School

84M337

**433 East 100 Street
New York, NY 10029**

Board Chair: Mr. Hugh O'Rourke

Dates of review: March 11, 2009

**Lead Reviewers: Jeannemarie Hendershot, Aamir Raza,
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&

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Part 1: The school context

Information about the school

The New York Center for Autism Charter School (“NYCA”) is an ungraded school with 28 students from ages 5 through 12. The school population comprises 14% Black, 14% Hispanic, 64% White, and 2% Asian students. The student body includes 4% English language learners and 100% special education students. The average attendance rate for the school year 2007 - 2008 was 98.0%.

Overall Evaluation

Effective individualized learning programs within a highly organized, caring and self-reflective community are the key ingredients for the success of the New York Center for Autism. The school’s atmosphere is purposeful, productive and happy. Teachers engage students in rigorous, challenging, carefully planned activities that build academic and life skills in a consistent and persistent way. Students thrive on feedback, consolidating new learning through achievable tasks that involve decision-making, initiative taking and demonstration of skills. The principal knows her school extremely well and epitomizes a self-reflective model of leadership that encourages timely and necessary change for the better. An exceptionally clear vision for the school’s future is evident. At present, however, there are no detailed plans to ensure accurate measures of progress towards the achievement of the vision, indicating precise roles and responsibilities for all members of staff.

Teachers are committed and ready to learn. They acknowledge without complaint that they are responsible for students’ effective learning. They collect and analyze data on a daily basis, making use of their evaluations to guide planning for new learning. They modify strategies and seek support to improve their teaching practice. The school makes very good provision for their ongoing professional development. Professional plans do not yet include clear timeframes for the achievement of teacher goals.

Parents speak with pride about the school. They are extremely appreciative of the principal and her staff, recognizing the depth of knowledge, skill and care afforded to their children. The faculty makes excellent arrangements to involve them in the day-to-day life of the school. They receive regular, detailed progress reports and are involved in setting new goals for the next steps in their children’s learning. Learning goals are specific and measurable and teachers track progress frequently and consistently, involving students in measuring success. There are high levels of mutual trust and respect between colleagues and between adults and students. Positive relationships are the foundation of an extremely productive climate for learning.

The school achieves high levels of success with its students, challenging each of them to meet appropriately high expectations. There are very good relationships forged with the school sharing the same site. These links support learning for the students at New York Center for Autism and greatly benefit the learning of students at PS50. The school aims to extend its partnership work to exemplify success for all, gained through community collaboration.

What the school does well

- There is exceptional collection, collation, analysis and evaluation of ongoing data to plan for the next steps in student learning.
- Teachers constantly analyze student outcomes to ensure that their teaching is adapted to meet individual needs, encouraging good progress towards interim- and long-term goals.
- There are high levels of collaboration and cooperation between staff to ensure the achievement of student goals.
- The school has an excellent climate for learning, based on mutual trust and respect and total care for individuals.
- The faculty consists of capable and committed teachers who understand the importance of careful planning, often carried out in their own time, to achieve good results.
- The school carefully builds on an agreed core curriculum to ensure that students learn the right skills and knowledge that support them in every day life.
- The school is extremely successful in involving parents and this supports student achievement in school and at home.
- Teachers appreciate many opportunities to continue their personal learning, resulting in a skillful and knowledgeable staff team.
- The principal, who staff and parents respect greatly, communicates a very clear vision for the school's future, focused on developing excellence and ensuring sustainability.

Areas of concern

- Support the vision for the school's future by sharing detailed strategy and action plans so that all stakeholders know where the school is heading and understand their role in achieving priority goals.
- Create timescales for meeting the development goals on teachers' professional development plans so that teachers are fully aware of the progress they make and are motivated by their own successes.

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 well developed.

The school's data collection, collation, analysis and evaluation of data are of an exceptional quality. On a session-by-session basis, teachers maintain ongoing checklists of task accomplishment, providing them with detailed information about each student's progress towards interim benchmarks and long-term goals. Every teacher keeps a constantly updated record of individual student achievement. They use this data for the daily discussion that directs planning for the next day. At weekly meetings, teachers discuss data to analyze progress together, evaluating the success of teaching strategies and planning the next steps in student learning. Each teacher is a 'case manager' for particular students. Every student has a case manager. Case managers keep extremely detailed binders of carefully plotted skill acquisition graphs, showing student progress towards very specific goals. Teachers add to this data frequently. At regular intervals, there are 'inter-observer agreements' to ensure that student achievement is viewed objectively, giving a true picture of student progress. Every month, teachers gather further information via home visits where they see how well students transfer a developing or acquired skill to the home setting. This prompts the re-evaluation of goals to ensure that everything a student learns is applicable to the growth of skills and knowledge for daily life. The school also uses data, and collects further evidence of progress, in monthly 'student clinics', attended by parents and their children.

The school population is small; however, leaders have an acute understanding of the range of student needs. They carefully analyze data to group students by achievement levels and particular needs. Standardized alternative assessments provide useful information, enabling a keener focus where academic strengths exist, to ensure that students build higher level skills. The school keeps a close eye on the achievement of two English language learners to ascertain that levels of progress are appropriate, providing support through a native speaker. The school's systems and procedures regarding data are excellent. The result is that every adult has a complete and detailed understanding of where every student began on their achievement path and a regularly updated, in-depth knowledge of the progress that every student makes towards the very realistic goals set for them. Data not only drives the schools work on a daily basis, but it empowers the school to do what is absolutely right for each student.

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 well developed.

Goal setting is second nature to every adult at the school. Beginning with an accurate diagnosis of student needs and an excellent recognition of the diverse nature of autistic spectrum disorders, the school sets specific, measurable, achievable, realistic targets for every individual. These goals are the basis of every movement in each student's life at

the school from this point on. As explained by one teacher, 'Every target has to have meaning in a child's life. If it hasn't, why is there any point in teaching it?' Teachers evaluate goals on a daily, weekly, monthly and annual basis. They are broken down into the tiny steps necessary to give the accurate measures of progress that direct the review of teaching strategies and the realignment of goals to student needs. The school shares goals consistently and regularly with students, parents and all staff. Case managers monitor the progress of individual students towards the acquisition of key skills. They respond quickly when graph lines dip or flatten out, adjusting goals to align with student needs, or rethink teaching strategies to ensure that students can learn. The school considers the needs of the entire range of achievement levels, setting goals that promote good progress for all. Teachers carefully scaffold higher achieving students, who are capable of working alongside their general education peers, by setting challenging goals to encourage academic skill development, such as reading comprehension skills. Collaborative approaches to goal setting are fundamental to the school's work with students. Equally, leaders aim to involve all staff in planning for the school's future. The vision for this future is very clear. Communication of action plans for the achievement of the vision is not as clear at present.

The school also encourages and develops appropriate student behavior through the setting of goals in Individual Behavior Plans. These goals are very specific to the behavioral traits of each individual, for example, action points to counter spontaneous laughter, or to persuade a student to make eye contact. Behavioral goals are the foundation for all other learning, as teachers understand that students' academic progress will not advance if student conduct is not conducive to good levels of concentration and interaction. The school's approach to management of behavior is serious and sensitive. Each goal has carefully planned interventions to check unwanted behaviors. The school consults with its internal Human Rights Committee to ascertain that each intervention does not infringe on student rights.

Parental involvement is a major focus for the school and parents sincerely praise the support and encouragement they receive. In the words of one parent, 'We feel like we've won the lottery having our child here'. Parents, teachers and students are all involved in monthly 'check-ins' to measure progress. At in-school clinics, this group revisits goals in the presence of the student, who works on focus tasks during the meeting, demonstrating skills development. Parents contribute important information that adds to the school's understanding of student achievement, supporting the alignment of new goals with student's assessed needs. In this way, the school's focus is always on providing exactly what is right for each individual. Through these clinics, students are appropriately involved in developing their own goals, as they demonstrate exactly what they have learned and show readiness to move onto new targets. When new goals are set, students are further involved in 'planning' next steps as they self-select the order of tasks they work on with their teachers. The school has appropriately high expectations for every student and teachers are committed to finding the right way to enable students to meet these expectations. Parents state that no one at the school would ever say 'I can't' or 'he/she won't' This most probably accounts for the 'astounding progress' parents feel that their children make at 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.

This area of the school’s work is well developed.

The school has a very well developed core curriculum, based on the Individual Goal Setting curriculum, but worked deeper into specific teaching strategies to use for the development of each identified target. Teaching at the school is of a consistently high quality. The principal is accurate when she says that the caliber of her teachers is high. All teachers are totally committed to doing whatever it takes to help every student to learn. ‘Whatever it takes’ is a rigorous and exhausting process, as the demands of the every child are diverse and complex. In practice, teachers involve students in short, carefully timed activities that they expertly devise to target key skills. Resources are very often teacher-made. During all activities, teachers make immediate assessments of responses and outcomes. After carrying out a set of timed activities with a particular child, teachers rotate to work with a different student in the group. Teachers demonstrate high levels of self-reflection, truly believing that ‘if it isn’t working, we’re teaching it the wrong way’. Realigning strategies and rethinking activities is a time consuming process, often carried out at the end of the school day. The result however, is hard evidence that with the right resources and the right mindset, every student can, and does, make progress.

Differentiation of instruction is central to all that the school does. There is no ‘melodrama’ about the great workload this creates; just a common sense approach to doing what is needed. In a group of five higher achieving students, skills based teaching focused on reading comprehension. At the end of whole group input, teachers divided students into two smaller groups to work on reading tasks matched exactly to their needs. Teachers simultaneously worked with students on their behavioral needs, as individuals objected to the change of grouping. This whole process supported the inclusion of this group in general education classes at the school who share the site. The school is very fortunate that leaders and teachers at the general education public school are so open to this inclusion arrangement. Students from NYCA work happily and confidently alongside their general education peers, demonstrating ever-improving academic and social skills. In addition to all the school offers to support individual learning throughout the school day, a range of alternative activities and social events further enrich student’s experiences. These include basketball, piano lessons, and a variety of field trips.

Levels of mutual respect and professionalism are very high at the school. Everyone works hard and deserves the respect they are given. Teachers learn from and support each other. They treat students with utmost care and affection. Students learn what it is to respect another human being because the adults at the school are good role models to them every day. The principal and other school leaders encourage their staff with supportive feedback, genuine appreciation and recognition that they are good at their jobs. These positive relationships build an extremely positive climate for student learning, building confidence in parents that their children are in caring, capable hands.

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 well developed.

No member of staff begins to work at the school without an exact understanding of the school's culture and expectations. This is the testing board for success at the school. For new teachers joining the school, even if they have previous experience, the school provides essential training in Applied Behavior Analysis (ABA), ensuring that everyone is working 'on the same page'. Further professional development opportunities are of real value to all staff. Leaders recognize the growth of teachers' knowledge and skills and teachers acknowledge their own rapid developments. They appreciate the enormous support provided by the principal and other school leaders, validated by their very relevant knowledge of classroom practices and the needs of the student population. Teachers have daily opportunities to learn from each other, as they teach side by side and review their work every day. There is no one at the school who is afraid to say that a strategy did not work or to discuss ways that their teaching can be more successful.

Staff retention is of great importance to school leaders. They work in the complicated system where qualifications weigh heavier than experience, influencing salaries to the extent that teachers new to the profession can earn equal to, or more than a teacher who has vast experience of ABA and autistic spectrum disorders, but no Masters Degree. In response, the school not only encourages and supports teachers in gaining higher-level qualifications, but has also created tiers of leadership positions to recognize teachers' experiential growth, motivating them to stay at the school. In this way, leaders provide career path opportunities linked to teachers' individual professional development plans. With renewal in mind and plans to expand the school's provision to meet the needs of the post-14 age group, the school has begun to consider training options for teachers that will prepare them effectively for the demands of older students. This is essential to ensure sustainability and to encourage continued excellence.

The school leads its plans to make links with other schools, offering support and advice and encouraging inclusion, by excellent partnerships with PS50 who share the school site. Peer mentoring work demonstrates the true benefits of community collaboration and shared learning experiences. In addition to the inclusion of students from NYCA in a general education classroom, students from middle school grades at PS50 work with individual students from NYCA on specific skills development and relationship building. Examples of this are peer partners who run the school shop, basketball coaching and a card game duo. In each of these partnerships, the mutual gains are tangibly obvious. Middle school students learn the power of carefully building relationships and meeting the needs of another person. Their respect, patience and persistence in encouraging fellow students to learn and consolidate understanding are commendable. NYCA students thrive on these relationships, building bonds with their peers that positively influence the progress they make. Learning during these short peer-mentoring sessions is amazing to watch. This, and other well-organized strategies that encourage maximum progress in learning, are evidence that the school exists for sole purpose of making sure that its students succeed. Further links with a range of community-based organizations ensure that parents are supported well, encouraging stable conditions for learning at home.

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

This area of the school's work is proficient.

The school's plans for improvement and development are good overall. The principal communicates expectations and the vision for the school's future extremely clearly. Everyone recognizes his or her part in this vision. Presently, their role in achieving the vision is not as lucid. This is essential to ensure that plans to extend the school's

provision are not just the expected end-result, but also an appropriate set of actions, within agreed timeframes and with firm success criteria to measure the school's progress towards its final goal. Currently, despite the highly collaborative teamwork at the school, not everyone is aware of what they must contribute to the achievement of the school vision. In addition, without agreed measures of interim progress, leaders cannot be sure that they are on track to meet the desired outcome of establishing provision for post-14 students to support their Charter renewal bid.

The school's plans for staff professional development are good overall. The plans align with individual personal and professional needs, and relate closely to the achievement of school-wide goals. However, currently they do not include set timeframes for the achievement of each professional goal, giving teachers a clear picture of when they will be ready to take the next step in their career. Leaders agree that this would be another way to maintain staff's motivation and enthusiasm for new learning, as they recognize that each achieved goal is another move towards career progression.

The school makes regular and wise use of ongoing data to revise and realign curriculum and instruction. An example of this is the detailed programming for inclusion work, where student achievement over time guides leaders in planning students' preparation and transition to less restrictive general education settings. The school's self-reflective and honest approach to measuring success is the foundation for the bank of hard evidence that supports the identification of best practice. Central to the school's vision for the future is the dissemination of this best practice so that other students affected by autistic spectrum disorders may benefit.

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 well developed.

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 NYCA board is providing good oversight to the school and holding the school leader accountable through annual reviews and ongoing discussions regarding student outcomes. The school leadership experienced transition during the past year and the board managed to keep the process smooth on both programmatic and financial end by hiring a new Finance Director/Chief Financial Officer. 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, IEP goals) information as it relates to the programs offered by the school. The school's board consists of eleven members. The board takes continuing board development seriously and encourages board member orientation through other experienced board members. Furthermore, the board also participates in board retreats with assistance from an outside consultant. The board has focused on strategic planning to explore the possibility of admitting older students with autism but this planning is still in its early stage. The board is determined and committed to maintain the norm and culture of the school with the projected growth in future.

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 well developed.

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 NYCA 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 January '09 casts a solid financial position of the school with liquid assets totaling over \$1 million. The school has current liabilities of \$218,013 and is in a good position to meet its short-term financial obligations. The statement of activities as of January '09 does not pose any particular concerns. The school provided the annual site visit team with a cash flow analysis projecting out until June '09. According to the cash flow projection, the school is expected to finish the '08-'09 fiscal year with a sizable surplus of over \$1 million.

During the visit, the school officials were interviewed on the procurement process and check signing process, and three randomly selected paid invoices were inspected, and fingerprinting documents were inspected (all staff hired since the previous year school visit). The school is following its adopted financial policies and has adopted sound internal controls. The newly hired Chief Financial Officer is smoothly assuming the roles and responsibilities of the position. A right balance of segregation of duties is in place among fiscal and operational staff. Paid invoices had the right purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. The school has tagged its assets for inventory purposes.

Please note that although a school may implement good internal controls (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: New York Center for Autism 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.				
<i>To what extent do school leaders and faculty have...</i>	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.				
<i>To what extent do school leaders and faculty...</i>	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, DY0, 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? N/A				
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>					△ > ✓ +
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>					△ > ✓ +
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>					△ > ✓ +
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? N/A				

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>					△ > ✓ +
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

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