



# THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

OFFICE OF PORTFOLIO DEVELOPMENT

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December 10, 2007

International Leadership Charter School Board of Trustees  
International Leadership Charter School  
2900 Exterior Street, Suite 1R  
Bronx, NY 10463

Dear ILCS Board of Trustees:

On behalf of the New York City Department of Education's (NYCDOE) Office of Charter School (OCS), I would like to thank you and the staff of International Leadership Charter School for your cooperation during our Annual Site Visit on June 5, 2007.

Please note that the delay in the release of this report is a result of the school's ongoing probationary status during which all immediate areas of concern raised in this report were shared with you in various probation orders (see attached copy). The decision to place the school on probation is in *no way* connected to this report since the school was placed on probation on May 14, 2007, several weeks prior to our visit on June 5, 2007. The visit on June 5, 2007 was conducted as a condition outlined in the first probation order and revealed some major areas of concern, many of which still have not been addressed. A follow up visit was conducted on October 5, 2007, and the report from that visit has already been released to help the school formulate its plan for the present school year.

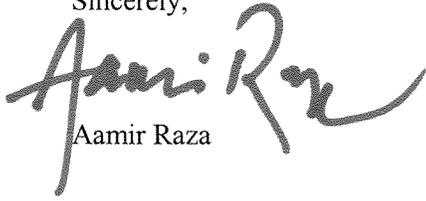
Our oversight framework is set up to ensure that we provide clear accountability and feedback to help the Board and school leadership to be successful in achieving the goals of the charter. Prior to the visit, we shared our Annual Site Visit protocol documents and the Performance and Compliance standards. These standards serve as benchmarks through which the NYC DOE views the performance of all the NYC DOE authorized charter schools. The Standards are not a replacement of your individual school's goals; they encompass your school specific 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 and expect that you find the feedback helpful in fulfilling the school's charter.

Attached to this letter you will find a comprehensive report of our findings. Should you have any comments, or would like to submit a formal response (3-5 pages max.) to the findings presented in this report, please respond to our office by **January 18, 2007**.

Our office can be reached at 212.374.6904 (Aamir Raza) or 212.374.5140 (Jeannemarie Hendershot) for further assistance in this matter.

Sincerely,

  
Aamir Raza

Cc:

Garth Harries

Jeannemarie Hendershot

Miriam Sondheimer

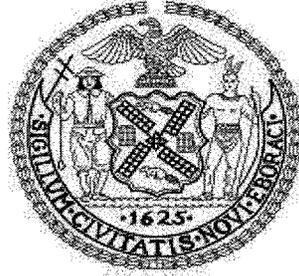
Ira Schwartz



**NYCDOE**

**Quality Review: Final Report**

# **The New York City Department of Education**



# **Quality Review Report**

**International Leadership Charter School**

**2900 Exterior Street  
Bronx, NY 10463**

**Principal: Dr. Elaine Ruiz Lopez**

**Dates of review: June 5, 2007**

**Reviewer: Martyn Groucutt, Aamir Raza, Miriam  
Sondheimer, Joshua Morales**

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## Part 1: The school context

### Information about the school

The International Leadership Charter School is in its first year of opening as an open enrollment high school. It currently has 81 students enrolled in 9th grade, with the plan to expand annually until it encompasses grades 9 through 12. The ethnic background of the school population is 68% Hispanic, 26% Black and 6% students from other ethnic backgrounds. Twenty one percent of the students are English language learners. The school benefits from Title I funding. Of the total number, 9% are special education students who have Individualized Education Plans. Attendance is currently running at 89%. The school has been on probation since May 14, 2007 due to concerns about the school's ability to effectively serve its students, comply with applicable law, and fulfill the terms of its charter.

As the school is new there are presently no comparative results available for review.

## Part 2: Overview

### What the school does well

- The interim leadership team is trying to maintain the original vision of the school.
- The Board of Trustees remains committed to the vision of the school.
- The creation of planning, preparation and professional time every Wednesday afternoon is an effective way of getting the teachers together.
- The very inexperienced teaching staff are being supported by effective coaches.
- Fiscal Management Associates' (FMA) involvement has helped the school become better at recordkeeping.

### What the school needs to improve

- There is a need to create satisfactory teaching through:
  - introducing greater clarity into the purpose of the teaching
  - bringing a greater pace to lessons
  - giving lessons clear aims, objectives and outcomes
  - ensuring support is maintained for the very inexperienced team of teachers
- There is a need to reduce the number of instances of disruptive student behavior and instances of students who are totally disengaged from learning.
- Teaching should move away from being teacher led to create more opportunities for differentiated instruction with increased group and individual work.
- The amount of data on the performance of individual students should be increased and support given to allow teachers to maximize its use.
- There is a need for a special education teacher to be appointed.
- Strategic planning is needed at the board level that outlines long-term goals.
- The school needs to ensure that all parents are notified of board meetings.
- Students use inappropriate language in classroom(s) and discipline is not applied consistently.
- The school may put an exit interview process in place in light of the large staff turnover this year.
- FMA's support is helping the school but the school clearly needs an in-house business professional to maintain daily oversight of the school's business activities.

## Part 3: Main findings

### Overall Evaluation

The school has only one teacher who was appointed back in September and one who joined in January. Apart from those staff, the teachers have been in post for only a few days, with the main task of supporting the students as they prepare for their Regents examinations. The majority of teachers walked out from the school, taking with them data and records on their students that had been accumulated through the year. Apart from centrally maintained information, this has left the school with very little data and a very inexperienced teaching staff. In the context of the data driven Quality Review process this leaves the school undeveloped across most areas. A follow-up visit was conducted on October 5, 2007 at which point the Office of Charter Schools noted several of the areas in this report to be improved. That report is attached as a point of comparison, however this report is focused on the observations and data collection from June 5th.

Despite recent efforts by the school administration to address academic and staff turnover concerns, the school's governing Board has struggled to provide effective oversight and to establish credibility among parents and staff members. The school leadership and the Board must, as a matter of urgency, develop a strategic plan in collaboration with staff members that outlines the plans for the upcoming school year.

The school has adopted policies and procedures in collaboration with FMA. However, there is a need to appoint an in-house business manager or finance professional who can actually implement those policies to get the best results. The school suffers from insufficient segregation of duties and the fiscal condition remains weak to fair due to the shortage of liquid assets to meet the short term financial obligations.

### How well the school meets Office of Charter School's evaluation criteria

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.**

**This area of the school's work is undeveloped.**

The school undertook a baseline assessment of the performance of its first intake of students last October. This showed that around 60% of the students were performing at levels 1 and 2. The exercise was repeated in February and showed that overall there had been some progress at both the individual and the whole school level. Progress has also been recorded on the students' report cards for each of the marking periods. Since the teachers who left took most of the data built up on their students with them, those who have taken over the instruction have little other than the centrally held information.

The school is aware of those students who are entitled to English as a second language services and has recently administered the New York test for this group, which will provide some data. Special education students have their IEPs maintained and they will be reviewed in line with regulations. However, there is currently no qualified special education teacher to provide support and oversight to the school-wide evaluation and service provision processes for special education students. Beyond this provision there is no hard data on the academic progress of these groups. A small group of students are currently living in a housing shelter. The school's social worker liaises carefully to support

these students for whom the school has concern, but again there is no use of data to compare the progress of these students with that of others.

With little hard information available it has not been possible for the school to compare its performance with that of any other schools, though once the first set of Regents exams scores become available this will provide a baseline for some degree of comparison.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student’s next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student’s learning.**

**This area of the school’s work is undeveloped.**

Because of the lack of available data in the school it is not currently possible for faculty to use it as tool for understanding next learning steps for students. At this time, the interim school leadership team has quite rightly taken the view that the main priority is to get the students through the Regents science and mathematics examinations that are upcoming. Decisions about medium and long term planning can be taken after this in readiness for the new academic year and the re-establishment of proper data collection systems. The current goals go little further than the immediate need to get the students as prepared as possible for their exams, rather than to focus on prioritizing the needs of different groups. Since teaching is in the main directed at whole class groups it is difficult to give particular attention to improving the performance of those in greatest need, since the current teachers will, in nearly every case, not have known the students for long enough to have established this without data. In at least one case the teacher is not even aware of which students have individual education plans, which raises questions about the statutory right to mandated provision. The lack of a special education teacher exacerbates the difficulties.

There is collaborative use of time, in that the interim leadership and faculty meet every Wednesday afternoon, which is a half day for students. This provides time for common planning, preparation and professional development. Since there is currently only one grade in the school this also constitutes a grade level meeting.

The school is trying to re-establish positive relations with parents and students. Further meetings are planned, focusing on how to establish a clearer vision and higher aspirations for the school, though at the present time it could not be said that planning for the future improvement of student performance is the primary driving force for all stakeholders as the school seeks to survive its first year.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

**This area of the school’s work is undeveloped.**

The original vision at the founding of the school was to create a place of learning where students could aspire to reaching standards higher than those required to pass Regents examinations. However, the quality of teaching and learning at present means that this aspiration cannot be achieved. There is a need for lesson planning to set clear aims, objectives and outcomes and for teaching to be at a faster pace. Since virtually all teaching is directed at whole classes, there is little evidence of differentiated instruction, or

of small group or individual student working. The current teachers are very inexperienced and are being supported by the interim leadership and by external coaches who work with the school. Teachers cannot be entirely accountable for improving instruction since they find themselves in such a difficult situation. Staffing and budgeting priorities are similarly focused on getting the school through its first year, rather on decisions made through data analysis.

As a result of the current disconnect between students and the school, many manifest this by either causing disruption in class, or through refusing to participate. In several classes observed there were students who were asleep and teachers say that that these individuals positively refuse to play any part. For their part, some of the students interviewed said that they slept because the lessons were extremely dull.

Schedules being worked by teachers mean that the curriculum established at the start of the year can still be delivered. However, this gives no access to art or physical education. The science room is not a fully equipped laboratory and will be inadequate for meeting the full needs of the curriculum as the school develops into the upper high school grades.

Attendance has been a priority throughout the year. The homes of students who are not in school are rung each day. However, the recent disruption has had an adverse effect on the overall attendance for the year.

**Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is undeveloped.**

The Board of Trustees remains committed to the school and hopes that it has the opportunity to refocus the school on its original vision in the coming year. The interim leadership is proving effective in helping the school to get through its first year and it has the support of teachers and many students. Faculty was, in the main, put into place within very recent days as a way of resolving the immediate crisis rather than any more positive criteria. The professional development being offered is at a very basic level since the teaching staff, even those who have been in post for more than a few days, is very inexperienced and in need of support in refining their instructional capabilities.

The leadership is frequently in classes, doing its best to support teachers through trying to encourage and motivate the students. There is also an element of teaching observation, although this is not usually the primary reason for classroom visits. The coaches who are working with some of the teachers are welcomed and provide good support. Wednesday afternoon staff sessions provide an opportunity for the staff to work collaboratively. At the moment the teachers do not observe and support in each other's classrooms.

The youth development program is no longer functioning fully. One of the team was appointed to be the global history teacher in order to maintain the curriculum. A recent development to try to stabilize the tense situation is the establishment of a link with "Partners for Children." They seek to work with the students in terms of motivation and support. One of the teachers who left had just started work on developing a model-United Nations team and students said that they missed that initiative. There is currently no opportunity to participate in enrichment activities.

**Quality Statement 5 - Monitor and Revise:** The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.

**This area of the school's work is undeveloped.**

There are currently no active interim goals and diagnostic assessments of progress. The simple focus is on supporting students through this first year and their Regents examinations. Beyond the baseline assessments and the scores set out on students' report cards there is very little data available. This severely affects the ability to make comparisons of students' progress across classrooms and subjects.

The data simply does not exist that would allow for a revision of planning in order to meet stated goals. Teachers who left took their data with them, placing the school in a very difficult, almost impossible situation. They have removed what opportunity there might have been for undertaking an analysis of progress and the subsequent opportunity to modify programs.

Goal setting and improving planning will once again become important elements of school life in the future, but for the present they have ceased to function.

**Quality Statement 6 – School's Board has provided "effective" oversight and leadership as needed and is functioning in accordance with the agreed upon charter.**

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

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.

International Leadership Charter School's (ILCS) board of trustees is functioning as stipulated by charter contract. The board is equipped with finance, legal, fundraising, development, and educational expertise to continue providing guidance in policy implementation. ILCS' board is composed of finance, education, personnel, fundraising, and grievance committees.

According to the board, its members are comfortable with financial information presented to them at the board meetings. The board expressed optimism in school's academic success albeit the opening hardship that may have lead to some bad hiring decisions. The board plans to bring a new school principal on board by July 2007 to improve the quality of instruction at the school. However, the reporting structure related to this position is yet to be determined.

The board plans to conduct a formal evaluation of the school leader and the CEO and an evaluation criteria has been established to assist them in this process. The school budget reflected a 3% Cost of Living Adjustment (COLA) increase as well as 5% merit pay policy. Despite the exodus of school based employees (teachers, administrators, etc.), various disruptions (including a walk out from students) at school that threatened the educational

program, numerous complaints from teachers and parents, the board felt comfortable awarding a merit pay to most school based staff that remained at the school.

While our office recognizes the need to provide latitude to school management to execute the policies adopted by the board, we also understand that it is the board's responsibility to closely monitor the situation if several teachers were leaving the school for numerous reasons. The board pointed out that on several occasions the teachers went out of the school policy parameters and contacted outside entities (NYCDoE, NYSED, etc..). This points to another critical pillar in school board governance: credibility. Since several complaints were against the CEO, who is also a board member, teachers expressed reservations on the impartiality and credibility of the board of trustees. The ILCS board is strongly advised to reform or pay closer attention to the management structure (also outlined in the probation order issued on May 14, 2007) of the school. In addition, the board should also look into ways of establishing credibility among school staff. The board may further benefit and overcome the credibility gap if the role of the CEO was to be separated from that of the board of trustees.

So far, no parent or community member sits on the board of trustees. The school is advised to facilitate channels to give parents a true voice in school's vision.

The board of trustees has been presented with sufficient financial, educational data and other relevant information during board meetings to make informed decisions and work collaboratively towards the school's stated mission. The board approved budget is monitored and justifications provided by FMA staff. The budget preparation process involves board members and school leader. Given the school's first year of operation, the ILCS board has done an average job in providing oversight in all aspects of school operations.

**Quality Statement 7 – School has developed internal controls in place to detect and prevent financial fraud. School has written policies to guide ongoing operations and those policies are followed by school employees.**

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

In collaboration with FMA, ILCS has developed adequate financial policies to guide the operations of the school on a daily basis. FMA is assisting the school in following functions: payroll, accounts payable, accounts receivable, bank reconciliation, contract management, production of financial statement, and cash flow analysis.

However, the school demonstrates weak internal control practices that may prevent financial fraud. In the absence of a finance director or business manager, there is a need to improve the segregation of duties among school based staff. For instance, the current CEO is a check signer, opens bank statements, and also approves purchase orders. In addition, school based staff placing the order for goods should not be the one receiving it upon arrival.

The school needs to adopt a feasible inventory policy to address the growing needs and conduct an inventory at least once a year. All DYCD related purchases need to be tagged properly with item tag, location, person assigned to, along with other necessary information. A sampling of invoices, purchase orders, and proof of payment was conducted during the site visit. Some payments reflected late fees and finance charges that led us to believe that the school was facing some cash flow issues during that particular period. In addition, the reimbursement figures (or the purchases allowed to be made outside the

normal purchasing done by school staff) for purchases made by school staff/teachers was high. The school is suggested to put ceilings and additional controls to discourage purchases that are not made directly by the school's central purchasing. In the absence of an in-house business manager, it is hard to quantify if the school is implementing the financial policies adopted by the board of trustees.

**Quality Statement 8 – Based on the most recent financial statements, school is in sound fiscal condition.**

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

A charter school should 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 tend 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 threat to school's stability and the ability to fulfill its short and long-term financial obligations.

Based on ILCS' financial statements for the year ended June 30, 2007, ILCS is in fair financial condition. The school spent 84% of its funds on educational programs and 16% on administrative expenses. The school may face some financial challenges in fulfilling its short term financial obligations. According to the 2007 financial statements, the school has \$212,833 (excluding due from affiliates) in liquid assets with \$530,239 in short term financial obligations that require cash on hand.

**Quality Statement 9 – School has the structure to integrate parents and community partners in the school.**

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

Parents expressed that their children had improved in science and displayed greater self esteem while attending ILCS. Some parents praised the efforts of the English teacher, the principal/CEO and the work that was put in since the school's inception. The parents raised concerns over students cursing in classrooms and the lack of classroom management on teacher's part. It was also mentioned that teachers did not provide proper feedback to the students and that students were picked on in the classrooms. One parent mentioned that the principal/CEO said that the students were mentally challenged. Parents expressed reservations about the quality of food and lack of physical education at the school. Some parents felt that although some things were working in the school, the school was nowhere close to the standards they had in mind when their children were admitted. Parents received communication in various language(s) including information regarding board meetings. Nonetheless, there was also a strong feeling among parents that selected notification was done to notify some parents of board meeting while ignoring others. ILCS has some planned parent awareness events and meetings opportunities in place to encourage continued parent and community participation. At the time of the visit, the school did not have a Parent Teacher Association (PTA) or other formal avenues of giving parents a true voice.

## Part 4: School Quality Criteria Summary

SCHOOL NAME: International Leadership Charter School

∅ ✓ +

<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>each student, classroom, grade level,</li> </ul>	X		
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>ethnic groups, English language learners, special education students</li> </ul>	X		
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>all other categories of interest to the school</li> </ul>	X		
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.	X		
<b>Overall score for Quality Statement 1</b>	X		
<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.	X		
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.	X		
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.	X		
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.	X		
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.	X		
<b>Overall score for Quality Statement 2</b>	X		
<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.	X		
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.	X		
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.	X		
3.6 Instructional programs actively engage students.	X		
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.	X		
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.		X	
<b>Overall score for Quality Statement 3</b>	X		

<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.</b>	Ø	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.	X		
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student’s and group of students’ outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher’s instruction. Teachers frequently observe and support each other’s classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.	X		
4.5 The principal is respected and has capacity to effect change.	X		
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.	X		
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
<b>Overall score for Quality Statement 4</b>	X		
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student’s progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	Ø	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.	X		
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.	X		
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.	X		
5.4 Each plan’s interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.	X		
<b>Overall score for Quality Statement 5</b>	X		
<b>Quality Statement 6 – School’s Board has provided “effective” oversight and leadership as needed and is functioning in accordance with the agreed upon charter.</b>	Ø	✓	+
6.1 The Board size, structure and composition are appropriate. The membership is diverse (G/S/E) and compliments a broad skill set.		X	
6.2 Board functions as stipulated by contract, and is a well-functioning organization.	X		
6.3 Board has adopted and communicated the whistleblower policy with staff members.	X		
6.4 Board has provided effective oversight in operational, fiscal, academic, hiring & firing (as appropriate) issues of the school.	X		
6.5 Board conflicts (if any) were resolved in timely fashion and had no effect on school operations.		X	
6.6 Board evaluates partner organization at least once a year. OCS was notified of any changes in partnership agreement.	n/a		
6.7 Board has been responsive to both parent and school staff concerns/complaints (if any)	X		
<b>Overall score for Quality Statement 6</b>	X		
<b>Quality Statement 7 – School has developed internal controls in place to detect and prevent financial fraud. School has written policies to guide ongoing operations and those policies are followed by school employees.</b>	Ø	✓	+
7.1 School has a comprehensive financial control system in place. Check signing, procurement, inventory controls, bank reconciliation, travel reimbursement, investment, petty cash, conflict of interest, vacation and sick leave, bonus relocation, etc. policy is in place.			X
7.2 School has segregated staff duties to prevent and detect fraud.	X		

7.3 School is consistently following its adopted financial procedures for requisition approval, certification of funds and placing of orders for goods.		X	
7.4 School's employees are familiar with school's established financial procedures.	X		
<b>Overall score for Quality Statement 7</b>	<b>X</b>		
<b>Quality Statement 8 – Based on the most recent financial statements, school is in sound fiscal condition.</b>	<b>Ø</b>	<b>✓</b>	<b>+</b>
8.1 School's total educational expense / total expense ratio is above 70% for this fiscal year.			X
8.2 School's administrative ratio is under 30% for this fiscal year.			X
8.3 School's current ratio is greater than or equal to 2.0.	X		
8.4 School's debt to asset ratio is less than or equal to 1.0.	X		
<b>Overall score for Quality Statement 8</b>	<b>X</b>		
<b>Quality Statement 9 – School has structure to integrate parents and community partners in the school.</b>	<b>Ø</b>	<b>✓</b>	<b>+</b>
9.1 School has a parent organization or a parent teacher organization.	X		
9.2 School has special events for parents to meet, discuss issues and socialize with each other.	X		
9.3 Parents are informed of the time and location of the open Board meetings.	X		
9.4 Newsletters are sent in all predominant languages of the neighborhood to encourage parent participation and eliminate cultural and language barriers.			X
9.5 Parent handbook stipulates the appeals process should a conflict arise.		X	
9.6 Has a clear idea of how the pupil has improved since attending this school.		X	
<b>Overall score for Quality Statement 9</b>	<b>X</b>		

\*Note on Statement 8: School's current year in operation and other extenuating circumstances (facilities acquisition, capital renovation, etc..) will be taken into account while assigning a grade.