



## **2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Erin Solomon, Compliance Specialist, prepared this 2019-20 Accountability Progress Report on behalf of the school's Board of Trustees:

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**Julie Fisher has served as the Executive Director (initially Co-Director) since 2006.**

## SCHOOL OVERVIEW

The NYC Autism Charter School East Harlem (NYCACS East Harlem) is a comprehensive educational program that serves the needs of individuals diagnosed with severe to moderate autism. As such, NYCACS East Harlem offers a high teacher:student ratio and utilizes a well-rounded, functional curriculum that enables a high level of individualized and differentiated instruction. Data are collected to ensure that learning is taking place and if not, to allow for timely and focused problem solving. In addition, family involvement is strongly encouraged with school observations (including clinic and planning meetings), home visits, and parent/caregiver training offered to all.

Opened in 2005, the school was initially authorized by the NYC Department of Education Chancellor to serve 28 students with severe to moderate degrees of autism ages 5-12 years in an ungraded setting. The school received full five-year charter renewals in 2010 and 2015. Total size and ages served were adjusted as part of each renewal application. The school now operates as one of two schools under the SUNY CSI authorized NYC Autism Charter Schools Education Corporation along with its newly opened sister school, NYC Autism Charter School Bronx, and currently serves 40 students with autism, ages 5-21.

NYCACS East Harlem is committed to providing an effective, research-based education to each of its students with autism. Autism is characterized by deficits in language and social skills, and by behavioral excesses such as aggression, self-injury, and perseverative or stereotypic behavior. NYCACS East Harlem employs only those science-based education and treatment strategies empirically demonstrated to be effective with students on the autism spectrum, all of whom are at risk for academic failure. NYCACS East Harlem provides its students with a comprehensive program of academic and support services based on the principles of applied behavior analysis (ABA).

The educational philosophy of NYCACS East Harlem is aligned to its mission. It focuses on the treatment of individual students, recognizes the centrality of the environment in shaping behavior, includes the use of the scientific method (observation, collection and recording of data, use of data to inform instruction and interventions), and assumes that progress can be achieved by every student. This philosophy emphasizes the use of small classroom environments and optimal staff-student ratios to provide intensive, individualized instruction as prescribed by each student's Individualized Education Plan (IEP). Finally, NYCACS East Harlem holds that families are an integral part of each student's education and that parental involvement in the form of classroom observations, regularly scheduled clinic meetings, home and family consultations, annual reviews and transition planning meetings are all highly desired elements of the school's program.

The NYCACS East Harlem curriculum is aligned with and cross-walked to the New York State Next Generation Alternate Learning Standards. The curriculum is comprised of research-based teaching procedures and individualized skill acquisition programs that facilitate the development of skills across 23 curriculum areas, including expressive language, social interaction, reading, mathematics, speech, fine motor, gross motor, behavior, and self-care. Close to 1200 targeted instructional programs provide clearly defined behavioral objectives, specific teaching procedures, assessment procedures to determine the effectiveness of interventions, and terminal goals to ensure maintenance and generalization. When appropriate, standardized curriculum materials (e.g., Everyday Mathematics, Foundations) may be adapted

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for use with particular students. Data collection informs all decision-making. Educational goals for each student are developed as part of the student’s IEP and skill acquisition list (updated quarterly), with voluntary parental input playing an integral role in program design.

NYCACS East Harlem students are assessed primarily by examining the percentage of objectives mastered on each student’s IEP, and through assessments that are designed specifically for this population and conducted annually. As per their IEP recommendations, NYCACS East Harlem students do not take the statewide ELA, math, and science exams given to their typically developing age-matched peers. Instead, they are assessed on the New York State Alternate Assessment (NYSAA) for students with severe disabilities. Consequently, the majority of the metrics requested in this template do not apply to our students.

The approved NYCACS East Harlem Accountability Plan identifies seven goals and 36 measures specifically designed to assess the school’s success in meeting the needs of its students with severe to moderate degrees of autism. Progress toward each of those goals and measures for the 2019-20 school year is set forth below. While NYCACS East Harlem experienced a disruption to in-person instruction due to COVID-19, interruption to in-person instruction, the majority of goals—described in more detail below—have been reported on and achieved.

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
2015-16														32	32
2016-17														32	32
2017-18														33	33
2018-19														40	40
2019-20														40	40

## PROMOTION POLICY

Not applicable.

## GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

**GOAL 1: Students will demonstrate progress in targeted skill acquisition programming.**

### Measure 1: Progress on IEP Objectives

Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their Individualized Education Programs (IEP). Data are collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student's annual review.

## METHOD

This measure serves as an indicator of progress on skills contained within each student's Individualized Education Plan (IEP). Data are collected on all programs that support IEP goals and objectives. Annually, a percent score is generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student's annual review. An IEP objective is considered complete once the student is able to demonstrate the corresponding skill at a predetermined level (e.g., 90% correct responding or better for at least three consecutive data points).

## RESULTS AND EVALUATION

The table below contains a line for each student and highlights the total number of IEP objectives determined in the annual review, the number of completed IEP objectives, and the percentage mastery generated. **32.5%, or 13/40 students, mastered a minimum of 85% of their annual IEP objectives.** NYCACS was on track for students to meet 85% of IEP objectives as of March 2020. However, due to a disruption to in-person instruction following school closures resulting from COVID-19, certain objectives become more challenging to track and target, such as Community Based Instruction (CBI). NYCACS East Harlem came close to meeting the target, as 48%, or 19/40 students, mastered at least 80% of IEP objectives, 65%, or 26/40 students, mastered at least 75% of IEP objectives, and 78% or 31/40 students mastered at least 70% of IEP objectives.

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<b>Student IEP Objective Mastery 2019-2020</b>			
Students	Completed IEP Objectives	Total IEP Objectives	Percent of IEP Objectives Complete
Student 1	20	28	71.43%
Student 2	25	30	83.33%
Student 3	18	25	72.00%
Student 4	23	26	88.46%
Student 5	29	31	93.55%
Student 6	16	21	76.19%
Student 7	20	25	80.00%
Student 8	21	28	75.00%
Student 9	14	21	66.67%
Student 10	17	25	68.00%
Student 11	35	51	68.63%
Student 12	25	27	92.59%
Student 13	19	29	65.52%
Student 14	20	27	74.07%
Student 15	24	25	96.00%
Student 16	47	60	78.33%
Student 17	53	60	88.33%
Student 18	19	23	82.61%
Student 19	23	31	74.19%
Student 20	22	38	57.89%
Student 21	17	20	85.00%
Student 22	31	34	91.18%
Student 23	27	34	79.41%
Student 24	41	65	63.08%
Student 25	29	37	78.38%
Student 26	27	45	60.00%

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Student 27	30	46	65.22%
Student 28	4	56	7.14%
Student 29	44	54	81.48%
Student 30	36	50	72.00%
Student 31	38	43	88.37%
Student 32	33	38	86.84%
Student 33	29	36	80.56%
Student 34	28	32	87.50%
Student 35	35	44	79.55%
Student 36	55	68	80.88%
Student 37	49	57	85.96%
Student 38	44	49	89.80%
Student 39	52	69	75.36%
Student 40	45	52	86.54%

### ADDITIONAL EVIDENCE AND COMMENTS

IEP objective selection is based upon: 1) results from annual assessments (VB-MAPP and/or AFLS), 2) evidence of past learning history and rate of acquisition, and 3) input from parents. Teachers understand the importance of these objectives for each student, and monitor progress through weekly electronic data collection via the Thread Learning application.

#### Measure 2: Annual Assessments

Annually, at least 75% of NYCACS students assessed using the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) will increase their score by a minimum of three points across at least two domains.

### METHOD

Assessments are conducted twice each year for the first year of a student's enrollment at NYCACS East Harlem— once at the start of the year, and again at the end of the year. After students' first year, these assessments are conducted on an annual basis. Typically, one of two assessments are conducted – the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP), or the Assessment of Functional Living Skills (AFLS). The former is focused primarily on language, communication, and academics, and thus geared

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toward younger students and those on the more sophisticated end of the autism spectrum. The latter is focused primarily on life skills, and thus geared toward older students and those on the more profoundly affected end of the autism spectrum. Scores are compared for each student year to year, and a determination is made as to whether there has been an increase that meets or surpasses the criteria set within the assessment accountability measure.

### RESULTS AND EVALUATION

The table below contains a line for each student and highlights the previous year's or initial assessment score, the current year's or final assessment score, the difference between the two, and an indication of whether or not there was progress that met or exceeded the criteria set forth in the assessment accountability measure. **16/18, or 88% of students increased annual assessment scores by the number of points stipulated within the accountability measure.** Due to COVID-19, five students did not have VP-MAPP end-of-year scores. Therefore, they were removed from the score comparison analysis.

Student Assessment Score Comparison 2019-20			
Students	Previous Year Total Score	Current Year Total Score	Met Improvement Criteria? (VB-MAPP minimum of 3 point increase across two domains)
Student 1	168.5	169.5	No
Student 2	155.5	167.5	Yes
Student 3	155.5	163.5	Yes
Student 4	166	170	Yes
Student 5	136.5	163.5	Yes
Student 6	147	160.5	Yes
Student 7	146.5	166.5	Yes
Student 8	131.5	153	Yes
Student 9	154.5	162	Yes
Student 10	149.5	165.5	Yes
Student 11	112.5	117.5	Yes
Student 12	30.5	No data due to school closure	
Student 13	20	No data due to school closure	
Student 14	133.5	146.5	Yes
Student 15	109.5	131	Yes
Student 16	61.5	64	Yes
Student 17	41.5	46	Yes
Student 18	6	No data due to school closure	
Student 19	17.5	No data due to school closure	
Student 20	126	No data due to school closure	
Student 21	130	126	No
Student 22	102	117.5	Yes



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Student 23	142.5	156	Yes
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### ADDITIONAL EVIDENCE AND COMMENTS

Annual assessments not only document progress but allow for teachers to identify ongoing areas for growth and development. They are conducted within a timeframe that allows for results to be reviewed with parents at internal planning meetings (meetings scheduled at least annually with each family to discuss longer term goals and preparation for future transition) and utilized to inform IEP objective development in advance of annual reviews. Moving forward, NYCACS East Harlem is considering an alternative method of assessment that is more academically focused for students who are higher functioning, as there were a handful of students in the 20-21 school year who came close to reaching a ceiling on the VB-MAPP assessed skills. It will remain to be seen if assessments can be conducted across all students in the coming year given restrictions imposed by COVID-19.

#### Measure 3: Group Instruction

Annually, 100% of students will participate in some amount of group instruction—regardless of classroom ratio, in order to promote social interaction and build social tolerance and social skills.

### METHOD

At NYCACS East Harlem, group instruction is prioritized to promote social interaction and build social tolerance and social skills. Group instruction includes circle time activities, curriculum-based lessons, turn-taking during shared leisure activities, shared chores, and more. To collect data for Measure 3, Clinical Supervisors tracked whether each student received group instruction throughout the school year.

### RESULTS AND EVALUATION

The table includes data regarding participation in group instruction in the 2019-20 school year. Despite traditional in-person instruction ending on March 13, 2020 due to the shift to virtual instruction, **38 of 40 students participated in group instruction throughout the school year.** The two students who were not able to participate in group instruction both exhibited high rates of challenging behavior that interfered with their ability to do so.

Student Participation in Group Instruction 2019-2020	
Student Name	Yes/No
Student 1	Yes
Student 2	Yes

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Student 3	Yes
Student 4	Yes
Student 5	Yes
Student 6	Yes
Student 7	Yes
Student 8	Yes
Student 9	Yes
Student 10	Yes
Student 11	Yes
Student 12	Yes
Student 13	Yes
Student 14	Yes
Student 15	Yes
Student 16	Yes
Student 17	Yes
Student 18	Yes
Student 19	Yes
Student 20	No
Student 21	Yes
Student 22	Yes
Student 23	Yes
Student 24	Yes
Student 25	Yes
Student 26	Yes
Student 27	Yes
Student 28	No
Student 29	Yes
Student 30	Yes
Student 31	Yes
Student 32	Yes
Student 33	Yes
Student 34	Yes
Student 35	Yes
Student 36	Yes
Student 37	Yes
Student 38	Yes
Student 39	Yes

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Student 40

Yes

### ADDITIONAL EVIDENCE AND COMMENTS

Despite behavior challenges that may limit our ability to meet this measure, group instruction remains an important goal for every student. NYCACS East Harlem will continue to prioritize such opportunities to the greatest extent possible, even during periods of remote instruction or for students whose families have opted for remote instruction exclusively.

#### Measure 4: IEP Goals

Annually, 100% of students will have at least three IEP objectives focused on self-care, life skills, and/or increased independence.

### METHOD

NYCACS East Harlem staff has found that prioritizing self-care, life skills, and independence is critical to ensure that students develop the skills necessary to care for themselves. Examples of these IEP objectives include bathroom skills (like washing hands, brushing teeth, toileting), cleaning, walking safely in the community, dressing independently, and eating using utensils.

### RESULTS AND EVALUATION

The table below includes data indicating whether a given student has had at least three IEP objectives focused on self-care, life skills, and/or increased independence. **NYCACS East Harlem met this goal for 40 of 40, or 100%, of its students. On average, students had 12 such objectives included on their IEPs, far exceeding the goal of three.**

Student IEP Objectives 2019-2020		
Student Name	Total IEP Objectives Falling Within Target Categories	Met Goal? Yes/No
Student 1	10	Yes
Student 2	8	Yes
Student 3	3	Yes
Student 4	7	Yes
Student 5	3	Yes
Student 6	3	Yes
Student 7	5	Yes
Student 8	6	Yes

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Student 9	6	Yes
Student 10	7	Yes
Student 11	8	Yes
Student 12	3	Yes
Student 13	10	Yes
Student 14	8	Yes
Student 15	6	Yes
Student 16	28	Yes
Student 17	30	Yes
Student 18	11	Yes
Student 19	11	Yes
Student 20	16	Yes
Student 21	5	Yes
Student 22	8	Yes
Student 23	8	Yes
Student 24	14	Yes
Student 25	12	Yes
Student 26	15	Yes
Student 27	14	Yes
Student 28	8	Yes
Student 29	12	Yes
Student 30	15	Yes
Student 31	14	Yes
Student 32	14	Yes
Student 33	6	Yes
Student 34	5	Yes
Student 35	6	Yes
Student 36	24	Yes
Student 37	32	Yes
Student 38	25	Yes
Student 39	26	Yes
Student 40	24	Yes

## ADDITIONAL EVIDENCE AND COMMENTS

While this measure aimed for students to have at least three objectives focused on prioritizing self-care, life skills, and independence, NYCACS East Harlem far exceeds the goal with an average of 12 such objectives. The intentional value placed on these skill areas serves as a means to achieve the best outcomes possible for our student population. As our school plans for the coming year and limitations resulting from COVID-19, we will work closely with families to ensure that these skill areas continue to be addressed.

### Measure 5: Student Inclusion in a Less Restrictive Environment

100% of students who have attended NYCACS for at least two school years and who reach a pre-determined performance level in the Transition domain and/or decrease in the Barriers section of the VB-MAPP assessment will participate in some form of inclusion for part of the week.

## METHOD

Each school year, students are assessed on the VB-MAPP. Performance levels in the Transition domain and/or decrease in the Barriers section of the VB-MAPP assessment are used to determine which students will participate in inclusion. If a student meets the criteria, inclusion in a less restrictive environment is planned for the following school year. This measure looks at whether each student who demonstrated readiness criteria in the previous year did, in fact, participate in inclusion during the current year.

## RESULTS AND EVALUATION

The table below contains a line for each student who demonstrated inclusion readiness by the end of the 2018-2019 school year and documents whether and where they were included during the 2019-2020 school year. It also accounts for the amount of time spent in that less restrictive environment. **Nine of nine or 100% of students who met pre-requisites participated in inclusion within a less restrictive environment.**

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Student Inclusion Participation 2019-20		
Students	Inclusion Setting	Hours Per Week
Student 1	DEAR Charter School - Real Kids Summer Literacy Program	10 hours/week, 4 days/week, 5 weeks
Student 2	DEAR Charter School - Real Kids Summer Literacy Program	10 hours/week, 4 days/week, 5 weeks
Student 3	DEAR Charter School - Real Kids Summer Literacy Program	10 hours/week, 4 days/week, 5 weeks
Student 4	DEAR Charter School - Real Kids Summer Literacy Program	10 hours/week, 4 days/week, 5 weeks
Student 5	DEAR Charter School - Real Kids Summer Literacy Program	10 hours/week, 4 days/week, 5 weeks
Student 6	DEAR Charter School - Real Kids Summer Literacy Program	10 hours/week, 4 days/week, 5 weeks
Student 7	CPE2 (Host school)	Start date: 11/18 (Third Grade) 3 days/week, 1 hour/day. End 3/16/2020 due to school closure
Student 8	CPE2 (Host school)	Start Date: 1/6 (Second Grade) 3 days/week, 2.5 hours/day. End 3/16/2020 due to school closure
Student 9	CPE2 (Host school)	Start Date: 1/6 (Second Grade) 3 days/week, 2.5 hours/day. End 3/16/2020 due to school closure

### ADDITIONAL EVIDENCE AND COMMENTS

It will remain to be seen if any type of inclusion (possibly remote) can be offered in the coming year to those students who meet criteria given restrictions imposed by COVID-19.

#### Measure 6: Movement to less restrictive environments

In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting.

### METHOD

Across a five-year charter period, NYCACS East Harlem tracks the number of students who transition to a less restrictive full-time educational setting. Typically, students who participate in inclusion within a less restrictive environment (see Measure 4)—successfully and for increasing amounts of time—will ultimately graduate and transition into a less restrictive educational environment full time.

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## RESULTS AND EVALUATION

The table below contains a line for each student who transitioned full-time to a less restrictive educational setting within the most recent five-year charter period. **Four students (10%) transitioned to less restrictive educational settings between 2016-2020.**

Students Transitioning to Less Restrictive Educational Settings Full Time		
Students	Date of Transition	Educational Setting
Student 1	December 2016	ASD Horizon Program
Student 2	August 2017	Inclusion Program at P138M
Student 3	September 5, 2018	M811, Mickey Mantle School (12:1:1 setting)
Student 4	September 5, 2018	Winston Prep Transition Program

## ADDITIONAL EVIDENCE AND COMMENTS

As referenced in Measure 4 above, most graduates move from NYCACS East Harlem to a less restrictive specialized environment, such as an ASD Horizon classroom or an 8:1:1 or 12:1:1 District 75 classroom. NYCACS East Harlem looks to create partnerships and consistent pipelines to such settings so that transitions, and the process leading up to them, can be as successful as possible.

### Measure 7: Progress on AFLS

Annually, 100% of students who are assessed using the Assessment of Functional Living Skills (AFLS) will demonstrate progress across each age matched section. AFLS is frequently used to assess adolescents and adults on the autism spectrum.

## METHOD

Throughout the school year, all students are assessed using the Assessment of Functional Living Skills (AFLS). AFLS is frequently used to assess adolescents and adults on the autism spectrum. Progress was assessed based on results for each age matched section.

## RESULTS AND EVALUATION

While only seven of 11 students, or 63%, technically met this measure by demonstrating progress across all of the age matched sections, all 11 students who were assessed did show an increase in their overall score. One student was not able to be assessed, as they were out of school for five months due to repeated hospitalizations and then school closure resulting from COVID-19.

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<b>Student AFLS Progress 2019-2020</b>	
Students	Progress Demonstrated? Yes/No
Student 1	No - remained the same for 1 section (oldest section); increased across all other sections-- overall score increased
Student 2	Yes
Student 3	No - remained the same for 3 sections; increased in 1 section -- overall score increased
Student 4	Yes
Student 5	NA - out of school for 5 months; could not be tested
Student 6	Yes
Student 7	No - increased in all sections but decreased in 1 section -- overall scored increased
Student 8	Yes
Student 9	No - increased in all sections but remained the same in 1 section -- overall scored increased
Student 10	Yes
Student 11	Yes
Student 12	Yes
Student 13	Yes
Student 14	Yes
Student 15	No - increased across all sections but stayed the same for 1 section -- overall score increased
Student 16	No - increased across all sections but stayed the same for 1 section -- overall score increased
Student 17	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

Annual assessments not only document progress but allow for teachers to identify ongoing areas for growth and development. They are conducted within a timeframe that allows for results to be reviewed with parents at internal planning meetings (meetings scheduled at least annually with each family to discuss longer term goals and preparation for future transition) and utilized to inform IEP objective development in advance of annual reviews. It will remain to be seen if assessments can be conducted across all students in the coming year given restrictions imposed by COVID-19.



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### Measure 8: Community Based Instruction Objective Mastery

Annually, 100% of students ages 13 and older whose behavior allows for participation in community based instruction (CBI) will master 100% of target CBI objectives (e.g., community fitness, travel, work internships) set forth in their IEPs. Data will be collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed community based IEP objectives by the total number of community based IEP objectives determined at each student's annual review.

### METHOD

Community based instruction is as part of the educational experience for all students whose behavior allows for participation. NYCACS East Harlem's goal is for students to master 100% of the targeted objectives set forth in their IEP.

### RESULTS AND EVALUATION

Of the 14 students whose behavior allowed for CBI, two met 100% of targeted CBI objectives. For the remaining students, instruction around many goals and objectives could not be conducted due to restrictions and school closure resulting from COVID-19.

Student CBI-Based IEP Objectives Mastered 2019-2020			
Students	Number of CBI-Based IEP Objectives	Number of CBI-Based Objectives Mastered	Met 100% Target? Yes/No
Student 1	3	1	No
Student 2	3	2	No
Student 3	2	1	No
Student 4	3	3	Yes
Student 5	5	2	No
Student 6	4	3	No
Student 7	4	3	No
Student 8	5	4	No
Student 9	4	4	Yes
Student 10	10	3	No
Student 11	6	2	No
Student 12	5	3	No
Student 13	4	0	No
Student 14	5	3	No

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### ADDITIONAL EVIDENCE AND COMMENTS

Unfortunately, CBI was cut short this school year (even prior to school closure) due to COVID-19.. Given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may prove challenging to assess this Measure in the 2020-2021 school year as well.

#### Measure 9: Community Based Instruction Student Independence

Annually, at least 100% of students whose behavior allows for participation in CBI will perform with an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support. The ultimate goal is for staff to be completely faded and for students to be supervised exclusively by site personnel.

### METHOD

Community based instruction is as part of the educational experience for all students whose behavior allows for participation. NYCACS East Harlem's goal is for students to show an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support.

### RESULTS AND EVALUATION

Of 15 students participating in CBI and whose independence was assessed, 14 of 15—or 93%—of students showed increased independence.

Student CBI Independence 2019-20	
Students	Increased Independence Observed? Yes/ No
Student 1	Yes
Student 2	Yes
Student 3	No
Student 4	Yes
Student 5	Yes
Student 6	Yes
Student 7	Yes
Student 8	Yes
Student 9	Yes
Student 10	Yes
Student 11	Yes

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Student 12	Yes
Student 13	Yes
Student 14	Yes
Student 15	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

Unfortunately, CBI was cut short this school year due to COVID-19. Given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may prove challenging to assess this Measure in the 2020-2021 school year as well.

#### Measure 10: Community Partner Engagement

Within a five-year period, the school will engage with a minimum of two new community partners focused on leisure/recreation or work readiness. As part of this engagement, the partner organization will agree to host one (or more) NYCACS student and staff member at least one time per week, and will provide space, work materials and supervision (if appropriate) that allow students to practice pre-defined job skills and/or to receive relevant instruction.

#### METHOD

In the 2019-2020 school year, NYCACS collected data on new partner engagements hosted, as well as whether they provided space, work materials and supervision.

New community partners afford new and varied learning opportunities for NYCACS students. In addition to learning work production and leisure skills, these settings offer practice in social and navigational skills as well.

#### RESULTS AND EVALUATION

As seen in the table below, NYCACS engaged in four new community partners, meeting the goal. All four organizations hosted students and staff at least once per week, as well as provided space, work materials, and supervision.

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New Partner Organizations 2019-20		
Partner	Hosted Student Member at Least Once Per Week? Yes/No	Provided Space/Work Materials/Supervision? Yes/No
Asphalt Green	Yes	Yes
Council Member Ayala's Office	Yes	Yes
Facebook	Yes	Yes
Shake Shack - Harlem	Yes	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS plans to continue to expand and grow their community partners over the next five years. However, given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may prove challenging to assess this Measure in the 2020-2021 school year as well.

#### Measure 11: Work Internship Site Satisfaction

Annually, a minimum of 75% of staff within organizations hosting NYCACS East Harlem students in work internships will report that the experience was positive.

### METHOD

Work internship site staff were given surveys to complete in which they were asked to answer a short list of questions about their experience (e.g., "Did you receive enough training?", "Were NYCACS staff responsive to your needs and requests?"), culminating in a final question, "Would you host NYCACS students at your organization again?" The number of yes responses to that question was divided by the total number of responses to that question to yield a percentage score.

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### RESULTS AND EVALUATION

The table below contains a line for each work internship site and an indication of the site personnel's response to the final survey question referenced in the method section above. **Eight of eight organizations whose staff supervised NYCACS East Harlem students responded to the survey. 100% indicated that they would host NYCACS East Harlem students again.**

Internship Organization Satisfaction Ratings 2019-20	
Organization Name	Positive Experience? Yes/No
Two Forks	Yes
Dream	Yes
Council Member Ayala's Office	Yes
Face Book	Yes
Instagram	Yes
Shake Shack UES	Yes
Shake Shack Harlem	Yes
Asphalt Green	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

Given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may prove challenging to implement the internship program in the 2020-2021 school year. However, NYCACS East Harlem will continue to refine survey questions to get the most accurate information possible from work internship site partners once internships are once again possible. Partners' feedback will allow the school to continue to shape and grow this invaluable program.

### SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

While NYCACS East Harlem was initially on track to meeting all of the Measures below, some of the Measures were not met due to COVID-19 and school closure. Details and specifics for each Measure are found above.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Outcome
1. Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their Individualized Education Programs (IEP). Data are collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student’s annual review.	Not Met
2. Annually, at least 75% of NYCACS students assessed using the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) will increase their score by a minimum of three points across at least two domains. The VB-MAPP is an assessment that is frequently used to assess children on the autism spectrum.	Not Met
3. Annually, 100% of students will participate in some amount of group instruction—regardless of classroom ratio, in order to promote social interaction and build social tolerance and social skills.	Met
4. Annually, 100% of students will have at least three IEP objectives focused on self-care, life skills, and/or increased independence.	Met
5. 100% of students who have attended NYCACS for at least two school years and who reach a pre-determined performance level in the Transition domain and/or decrease in the Barriers section of the VB-MAPP assessment will participate in some form of inclusion for part of the week.	Met
6. In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting outside of NYCACS.	Met
7. Annually, 100% of students who are assessed using the Assessment of Functional Living Skills (AFLS) will demonstrate progress across each age matched section. AFLS is frequently used to assess adolescents and adults on the autism spectrum.	Not Met
8. Annually, 100% of students ages 13 and older whose behavior allows for participation in community based instruction (CBI) will master 100% of target CBI objectives (e.g., community fitness, travel, work internships) set forth in their IEPs. Data will be collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed community based IEP objectives by the total number of community based IEP objectives determined at each student’s annual review.	Not Met

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

<p>9. Annually, at least 100% of students whose behavior allows for participation in CBI will perform with an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support. The ultimate goal is for staff to be completely faded and for students to be supervised exclusively by site personnel.</p>	<p>Not Met</p>
<p>10. Within a five-year period, the school will engage with a minimum of two new community partners focused on leisure/recreation or work readiness. As part of this engagement, the partner organization will agree to host one (or more) NYCACS student and staff member at least one time per week, and will provide space, work materials and supervision (if appropriate) that allow students to practice pre-defined job skills and/or to receive relevant instruction.</p>	<p>Met</p>
<p>11. Annually, a minimum of 75% of staff within organizations hosting NYCACS students in work internships will report the experience was positive. This will be measured by their affirmative response to the annual survey question "Based upon my experience this past year, I would host NYCACS students again in the future."</p>	<p>Met</p>

### ACTION PLAN

NYCACS East Harlem mastered six of eleven of the measures set forth under Goal #1. All five of the goals that were not yet mastered were due to challenges experienced and encountered from the shift to remote instruction as a result of COVID-19. Given the year ahead, NYCACS East Harlem will continue to enhance remote instruction and find innovative ways to provide students with as many pertinent learning opportunities as possible across the areas outlined above.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

**GOAL 2: Students will demonstrate reduced levels of challenging behavior (in frequency and/or magnitude). Additionally, staff will work to fade Behavior Intervention Plans in a thoughtful manner, always keeping in mind the safety and well-being of each student and those around him/her.**

#### Measure 1: Reduction of Challenging Behavior

Annually, 100% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least six months will show a reduction in challenging behavior—either in terms of frequency, magnitude, or both. Data will be collected on all student BIPs daily. Progress will be defined as movement in the desired direction from previous BIPs and/or baseline measures (i.e., a reduction in rates of targeted behavior). Progress will be assessed across every BIP, even if more than one is associated with an individual student.

#### METHOD

NYCACS East Harlem collects student Behavior Intervention Plan data on a daily basis. Student progress is defined as movement in the desired direction from previous BIP and/or baseline measures (i.e., a reduction in rates of targeted behavior).

#### RESULTS AND EVALUATION

Due to COVID-19, NYCACS East Harlem is unable to report on this measure. The BIP data is collected at and stored on-site at the school (unlike NYCACS Bronx, BIP data collection in East Harlem has not yet shifted to the Thread data collection platform). At this time, staff do not have access to these data.

#### Measure 2: Improvement in Barriers Section

For those students without BIPs who are assessed using the VB-MAPP assessment, 100% will show improvement in the barriers section.

#### METHOD

For students without BIPs, NYCACS East Harlem uses the VB-MAPP assessment to determine a reduction in challenging behavior. NYCACS East Harlem aims for 100% improvement in the barriers section on this assessment.



## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The table below contains VB-MAPP barrier scores for all NYCACS East Harlem students without BIPs. Each row contains a baseline barriers score, final barriers score, and whether that student showed improvement. **Seven of seven students with accessible data showed improvement. Three students were not reported on due to lack of data resulting from the COVID-19 school closure.**

Improvement in VB-MAPP Barriers Section 2019-20			
Students	Baseline Barriers Score	Final Barriers Score	Improvement in VB-MAPP Barriers Section? Yes/No
Student 1	9	4	Yes
Student 2	44	4	Yes
Student 3	13	2	Yes
Student 4	26	10	Yes
Student 5	31	19	Yes
Student 6	70	9	Yes
Student 7	47	No data due to school closure	
Student 8	56	No data due to school closure	
Student 9	85	No data due to school closure	
Student 10	34	34	No

### ADDITIONAL EVIDENCE AND COMMENTS

While 100% of students with accessible data showed improvement, there were three students whose data could not be collected due to the COVID-19 school closure.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

Measure	Outcome
1. Annually, 100% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least six months will show a reduction in challenging behavior—either in terms of frequency, magnitude, or both. Data will be collected on all student BIPs daily. Progress will be defined as movement in the desired direction from previous BIPs and/or baseline measures (i.e., a reduction in rates of targeted behavior). Progress will be assessed across every BIP, even if more than one is associated with an individual student.	Unreportable
2. For those students without BIPs who are assessed using the VB-MAPP assessment, 100% will show improvement in the barriers section.	Met

#### ACTION PLAN

Behavior Intervention Plans can take many different forms and be in place for varied amounts of time. The nature of autism, paired with changes that come during adolescence and/or the appearance or co-morbid conditions, means that challenging behavior can appear suddenly or change in magnitude and topography at different points. Given how much time, planning, collaborating, and problem-solving goes into managing and reducing challenging behavior, NYCACS will continue to look at ways to capture all of the work that goes on in this arena. As we look toward the year ahead, NYCACS East Harlem will continue to find new ways to address behavior challenges that are safe for students and staff working in person and effective, even for those students in remote instruction. Adjusted procedures for data collection will be created to reflect changes that come with remote instruction as well.

### GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

**GOAL 3: A Human Rights Committee (HRC) will meet two times per year and judge NYCACS programs and procedures as respecting the human rights of each individual student.**

#### Measure 1: HRC Positive Assessment of Behavior Intervention Plans

A Human Rights Committee will positively respond to at least 80% of assessment items requested for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

In a typical school year, NYCACS convenes a Human Rights Committee (HRC) two times per year. This committee consists of individuals from a variety of fields: a doctor, an attorney, an educator from another school, a journalist, and the parent of a child with autism who does not attend NYCACS. Over the year, all Behavior Intervention Plans (BIPs) with any restrictive component (e.g., time out, response cost) are reviewed by the HRC. For each, a history of challenging behavior is provided, as well as results from assessments, baseline data, and a rationale for the current BIP. Details of the BIP are reviewed along with data collected to date. HRC members are given the opportunity to discuss and seek clarification on any aspects of the plan. They are asked a series of questions including “Is there evidence of parental consent?”, “Was a functional behavior assessment conducted?”, and “Is there evidence of reinforcement procedures being utilized?” Committee member “yes” responses are tallied and divided by the total number of questions to determine a percentage of positive responses.

### RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed. The final column indicates whether or not the HRC responded positively to 80% or more of assessment items. Unfortunately, due to COVID-19, one of the two HRC meetings had to be canceled. Therefore, the data below reflects data from the HRC’s first meeting. **The Human Rights Committee responded positively to at least 80% of assessment items for two out of two or 100% of BIPs reviewed.**

Human Rights Committee Responses to Reviewed BIP Plans 2019-20			
Student BIP	Number of Assessment Items Requested	Number of Assessment Items with Human Rights Committee Positive Response	80% Positive Response? Yes/ No
Student 1	7	7	Yes
Student 2	7	7	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

The purpose of the Human Rights Committee is to ensure that NYCACS East Harlem respects the rights of students who, in many cases, are unable to advocate for themselves. Close work with parents/caregivers around behavior reduction (and all other programming) is also evidence of the importance placed on this issue, as is the extensive training provided to staff on effective and ethical modes of instruction, respect and positivity, confidentiality, and professionalism. Given the limitations resulting from COVID-19, it is

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

unclear whether NYCACS will be able to implement BIPs during the coming year and, thus, whether HRC meetings will be necessary.

### Measure 2: HRC Evidence of Parental Consent

Evidence of parental consent will be demonstrated for 100% of plans reviewed.

### METHOD

In a typical school year, NYCACS convenes a Human Rights Committee (HRC) two times per year. It consists of individuals from a variety of fields: a doctor, an attorney, an educator from another school, a journalist, and the parent of a child with autism who does not attend NYCACS. Over the year, all Behavior Intervention Plans (BIPs) with any restrictive component (e.g., time out, response cost) are reviewed by the HRC. For each, a history of challenging behavior is provided, as well as results from assessments, baseline data, and a rationale for the current BIP. Details of the BIP are reviewed along with data collected to date. HRC members are given the opportunity to discuss and seek clarification on any aspects of the plan. Then they are asked a series of questions. The number of yes responses to the question, "Is there evidence of parental consent?" is divided by the total number of plans reviewed to determine a percentage of plans with parental consent.

### RESULTS AND EVALUATION

Unfortunately, due to COVID-19, one of the two HRC meetings had to be canceled. Therefore, the data below reflects data from the HRC's first meeting. **Parental consent was given for two of two, or 100%, of BIPs reviewed.**

Parental Consent for BIP Plans 2019-20	
Student BIP	Parental Consent? Yes/No
Student 1	Yes
Student 2	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

See Additional Evidence and Comments section from Measure #1 above.

### SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

Both measures contained within Goal #3 were mastered for the one meeting conducted this school year. The Human Rights Committee positively rated and observed evidence of parental consent in all of the Behavior Intervention Plans reviewed.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure	Outcome
1. A Human Rights Committee will positively respond to at least 80% of assessment items requested for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.	Met
2. Evidence of parental consent will be demonstrated for 100% of plans reviewed.	Met

### ACTION PLAN

Given the forms of challenging behavior demonstrated by some of the students served— including self-injury, aggression, property destruction – NYCACS East Harlem must focus on ensuring the safety of students and staff at all times. Given the school’s primary focus is on antecedent management strategies (arranging a student’s schedule, environment, reinforcement system, etc., to minimize the occurrence of challenging behavior), there are times that staff must respond to incidents of such behavior, and times when those responses may be restrictive in nature in order to ensure the safety of all. Building in BIP reviews by a Human Rights Committee (in addition to parental consent at every step of the BIP process and ongoing dialogue with parents as rates of challenging behavior are monitored) ensures students are protected. NYCACS East Harlem will continue this important practice, assessing if the number of restrictive BIPs ever exceeds the number that can be reviewed within its two annual meetings and, if that is the case, lengthening meetings and/or increasing the number each year (this has not been an issue to date). While NYCACS East Harlem is committed to continuing this important practice, the school will continue to think about feasibility issues in the 2020-2021 school year, given the restrictions in place as a result of COVID-19.

### GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

**GOAL 4: Families will be actively involved in their children’s education program, gain a broader understanding of autism-related issues and how best to address them, and prepare for life after school has ended. They will express satisfaction with the NYCACS East Harlem educational program and judge it to be effective in achieving these goals.**

#### Measure 1: Individualized Parent Training

Annually, 85% of parents/guardians whose children are 12 years old or younger will participate in a minimum of 10 hours of individualized parent training focused on school, home, and/or community learning on an annual basis. 85% of parents/guardians whose children are 13 years old or older will participate in a minimum of 5 hours.

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### METHOD

The NYCACS East Harlem educational philosophy holds that families are an integral part of the students' education, and that parental involvement is a highly desired element of the school's programs. While no action is taken against parents, or children of parents, who do not choose to participate, NYCACS East Harlem has established a variety of initiatives and activities to engage parents in training focused on school, home and/or community for which participation hours are logged. These include the following: clinic meetings in which family members participate with clinical staff in reviewing, problem-solving, and enhancing educational programming; scheduled observations that allow parents to observe specific educational activities, some of which may take place off-site in the community; access to Home and Family Consultation by NYCACS East Harlem personnel and/or visits by parents to NYCACS East Harlem to develop specific skill acquisition and behavior reduction programs that improve quality of life for the child and the family outside of the school setting; and annual planning meetings in which future goals in the areas of work, living, and community participation are discussed.

### RESULTS AND EVALUATION

The table below contains a row for each student and indicates the number of home hours conducted, the number of clinic hours in which a parent/guardian participated, and the total number of hours of such training activities.

**Overall, 13/40—or 32.5%—of parents/guardians met the required number of training hours as determined by their child's age.** Meeting the target of 10 hours for the parents of younger students proved more challenging, with two of 23 families meeting criterion. The number of hours ranged from 4.5 to 12. The target of five hours for the parents of older students was closer to being met, with 11 of 17 or 65% meeting criterion. The number of hours ranged from three to over 18. All home visit and clinic meeting hours were disrupted as a result of the school closure due to COVID-19.

Historically, parents have been allowed to opt out of home visits, as was the case for the parents of the four younger students who did not meet criterion. Since the recent revisions to the Accountability Plan, parents may choose not to participate in home visits, but staff are still expected to find alternate ways of engaging parents in the requisite number of training hours. This continues to be a challenge but is something the school is committed to working on given how important training and education is for parents of children with autism.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Parent Training Hours 2019-2020				
Students	Clinic/School Observation Hours	Home Consultation Hours	Total Hours of Parent Training	Met Target? Yes/No
<b>Students 12 Yrs. &amp; Under</b>			<b>Target 10 Hours</b>	
Student 1	3	7	10	No
Student 2	2	6	8	No
Student 3	3	5	8	No
Student 4	5	5	10	No
Student 5	2	4.5	6.5	No
Student 6	3	6	9	No
Student 7	5	4.25	9.25	No
Student 8	4	3.75	7.75	No
Student 9	5	1.5	6.5	No
Student 10	3	5	8	No
Student 11	6	8.5	14.5	Yes
Student 12	5	1	6	No
Student 13	6	7.5	13.5	Yes
Student 14	5	3.75	8.75	No
Student 15	6	3	9	No
Student 16	5	2.1	7.1	No
Student 17	5	2.1	7.1	No
Student 18	5	2	7	No
Student 19	5	2	7	No
Student 20	3	1.5	4.5	No
Student 21	6	5.7	11.7	No
Student 22	6	6	12	Yes
Student 23	3	6	9	No
<b>Students 13 Years and Over</b>			<b>Target 5 Hours</b>	
Student 1	2.5	3.25	5.75	Yes
Student 2	3	1.75	4.75	No
Student 3	6	5.75	11.75	Yes
Student 4	2.5	1.75	4.25	No
Student 5	0	13.25	13.25	Yes

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Student 6	4	5	9	Yes
Student 7	5	13.75	18.75	Yes
Student 8	6	2.5	8.5	Yes
Student 9	2	2.25	4.25	No
Student 10	3	2.15	5.15	No
Student 11	1	2.25	3.25	No
Student 12	4	6	10	Yes
Student 13	5	1.75	6.75	Yes
Student 14	4	5.75	9.75	Yes
Student 15	3	1.5	4.5	No
Student 16	5	7.25	12.25	Yes
Student 17	3.5	2.25	5.75	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

Minutes of all clinic sessions, home consultation visits, and annual planning meetings are maintained in each student's file and attest to the quality and value of these activities, all aimed at helping each parent gain a broader understanding of 1) autism-related issues, 2) how best to address them as they relate to their child(ren), and 3) how to prepare for their child's life ahead.

COVID-19 presented its own unique set of challenges from March 13, 2020 on, as in-person hours were not possible. However, what NYCACS staff found was that parents were more likely to participate in virtual home consultation hours; specifically, many families who did not meet the hourly goal overall still participated in many remote school sessions. This finding may be useful in thinking through the structure of what parental training looks like for NYCACS students moving forward, particularly during the coming year in which parent contact will continue to be affected by COVID-19.

#### Measure 2: NYCACS Program Effectiveness Survey

Annually, 85% of parents/guardians will rate the NYCACS East Harlem education program as effective in the annual NYCACS Program Effectiveness Survey. The school will obtain a 75% participation rate.

### METHOD

NYCACS East Harlem conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consists of 27 statements applicable specifically to NYCACS. Statements were scored using a Likert scale of 1 to 4, where 1 means Strongly Disagree and 4 means Strongly Agree. Comments and open-ended questions were solicited as well. The survey was distributed anonymously using the Survey Monkey platform. It was made available in English and Spanish.



# 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

## RESULTS and EVALUATION

Due to COVID-19, the response rate on the Program Effectiveness Survey was much lower than expected. The response rate in the 19-20 school year was 35%.

### NYCACS Program Effectiveness Survey

#### Response Rate 2018-2019

Number of Responses	Number of Families	Response Rate
14	40	35%

**Eighty percent of NYCACS parents rated the school program as effective.** NYCACS parents indicated strong satisfaction with their child’s program. In response to the question “Overall, the school program is effective,” 96% of parents either agreed or strongly agreed.

### NYCACS Program Effectiveness Survey

#### Parent Satisfaction on Key Survey Results 2017-2018

Item	Percent Satisfied
“Overall, the school program is effective.”	80%

## ADDITIONAL EVIDENCE AND COMMENTS

The Parent Program Effectiveness Survey offers open ended questions, including the following: “Please list important skills your child has learned at NYCACS this year”; “Please list the strengths of the school and leadership team”; “Please list ways in which the school and/or leadership team could better support you”; and “Do you or your child have any stories you would like to share?”. Comments and anecdotes reinforced numerical findings from this and other surveys. A few responses to open-ended questions include the following:

- “Always thinking about ways to improve teaching and the environment.”
- “I have had a great experience thus far with staff and the leadership team. I am grateful for the help I have been given throughout the time my child has been enrolled here. Whenever I need help or have an issue, the staff helps me try to resolve it quickly. I have also had help at home, at doctor’s visits, and with my child’s babysitter.”
- “Good communication with families, support to the families, actually having goals for the kids, always keeping families engaged.”
- “I really like monthly clinics. It allows me to see the progress my child has made. I love that the teachers feel like family and they are very prompt with keeping you updated.”

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## Measure 3: Parent Observation Form

Of the NYCACS Observation Forms completed by parents immediately following instruction-focused visits/parent training sessions, at least 85% will indicate overall satisfaction with the quality of education provided to their child.

## METHOD

Parents/guardians are asked to complete a NYCACS Observation Form immediately following a visit or training session at school or in the community. Questions are presented in a yes/no format and request feedback on student engagement, instructional interaction, appropriateness of learning tasks, communication, learning environment, clarity of student performance data, safety, and overall satisfaction with the quality of education observed. Open-ended questions solicit further feedback on successes, concerns and recommendations. Observation Forms are then reviewed and signed by the Clinical Supervisor, and Head of School and, for community-based observations, the Director of Transition and Community Outreach. Translation support is provided where needed.

## RESULTS AND EVALUATION

**Of the 163 NYCACS East Harlem School Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.**

NYCACS School Observation Survey Results Following Instruction-Focused Visits/Parent Training Sessions 2019-20		
Item	Surveys Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	163	100% Yes

## ADDITIONAL EVIDENCE AND COMMENTS

The observation forms are valuable in providing immediate feedback following instruction-focused visits/training sessions. The forms are straightforward and give parents a voice in the continued development and shaping of instruction. We will continue to look at ways of enhancing content and process to maximize value. One such change may be to send surveys directly to the Head of School so that each parent/caregiver feels as comfortable as possible sharing both good and critical feedback about their child's classroom staff. The Head of School will continue to ensure that any concerns are promptly considered and addressed. It remains unclear whether this survey will be as readily used or returned during the coming year given the remote parent clinics and meetings planned due to COVID-19.

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### Measure 4: NYC DOE Learning Environment Survey

Annually, parents/guardians will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey on which the school will receive scores of 75% or higher on each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.

### METHOD

The NYC DOE Learning Environment Survey is distributed to all parents/guardians of NYCACS East Harlem students and anonymously solicits parent/guardian responses to a variety of statements designed to measure parent satisfaction across three domains: Effective School Leadership; Strong Family Community Ties; and Trust. The survey can be completed by hand or online and is available in multiple languages as needed. By design, the survey's questions are general in nature, so as to pertain to schools citywide. The survey was distributed to all families.

### RESULTS AND EVALUATION

**As of September 15, 2020, NYCACS has not yet received the NYC DOE Learning Environment Survey results.** Therefore, results for this Measure cannot be reported.

#### NYC DOE Learning Environment Survey Parent Satisfaction Survey Response Rate 2018-2019

Number of Responses	Number of Families	Response Rate
XX	40	X%

#### NYC DOE Learning Environment Survey Parent Satisfaction on Key Survey Results 2018-2019

Item	Percent of Respondents Satisfied
Effective School Leadership	XX%
Strong Family Community Ties	XX%
Trust	XX%

### ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey holds value as a generic measure of parent satisfaction in areas held in common with schools across the city. It is best appreciated in conjunction with the NYCACS-specific surveys that measure satisfaction in areas related to the unique educational program provided to NYCACS students. These measures combined reflect an exceptionally high level of parent satisfaction with

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

the education their children receive. It is unclear when results from the 2019-2020 school year will be made available.

### Measure 5: Parent Alumni Survey

100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a less restrictive educational setting (LRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.

### METHOD

Due to COVID-19 and concern around increased communication burdens on parents, this goal was omitted for the 2019-20 school year.

### Measure 6: Parent Alumni Survey

100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a more restrictive educational setting (MRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.

### METHOD

Due to COVID-19 and concern around increased communication burdens on parents, this goal was omitted for the 2019-20 school year.

### Measure 7: Parent Alumni Survey

100% of parents or caregivers of children who have aged out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children in specific areas to best prepare their children for adulthood.

### METHOD

Due to COVID-19 and concern around increased communication burdens on parents, this goal was omitted for the 2019-20 school year.

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### Measure 8: Departure Preparation

Annually, 100% of parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) will participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan.

### METHOD

NYCACS East Harlem aims to have 100% of parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan.

### RESULTS AND EVALUATION

11 of 12 (or 92%) of applicable families participated in mandatory actions, described above, coming close to meeting the goal.

Participation in Actions to Prepare for Transition Out 2019-20	
Family	Mandatory Action Complete? Yes/No
Family 1	Yes
Family 2	Yes
Family 3	Yes
Family 4	No
Family 5	Yes
Family 6	Yes
Family 7	Yes
Family 8	Yes

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Family 9	Yes
Family 10	Yes
Family 11	Yes
Family 12	Yes

### SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

Measure	Outcome
1. Annually, 85% of parents/guardians whose children are 12 years old or younger will participate in a minimum of 10 hours of individualized parent training focused on school, home, and/or community learning on an annual basis: 85% of parents/guardians whose children are 13 years old or older will participate in a minimum of five hours of individualized parent training focused on school, home, and/or community learning.	Not Met
2. Annually, 85% of parents/guardians will rate the NYCACS education program as effective in the annual Program Effectiveness Survey. The school will obtain a 75% participation rate.	Not Met
3. After every instruction focused visit at school, home, or in the community across the year, at least 85% of parents/guardians will indicate overall satisfaction with the quality of education provided to their child.	Met
4. Annually, parents/guardians will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	N/A
5. 100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a less restrictive educational setting (LRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.	N/A
6. 100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a more restrictive educational setting (MRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.	N/A

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<p>7. 100% of parents or caregivers of children who have aged out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children in specific areas to best prepare their children for adulthood.</p>	<p>N/A</p>
<p>8. Annually, 100% of parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) will participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan.</p>	<p>Approached</p>

### ACTION PLAN

NYCACS East Harlem demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the broader community to enrich satisfaction and to better identify, prepare for, and transition its adolescent students to (and ready their families for) post-school adult services. NYCACS East Harlem will also work in the 2020-2021 school year to establish remote parent engagement opportunities, given the ongoing nature of the pandemic. NYCACS will determine if many of the surveys that were omitted this year can be implemented in the coming year.

## GOAL 5: STAFF PROFICIENCY AND SATISFACTION

**GOAL 5: NYCACS Teachers and Instructors will demonstrate proficiency in interventions and terminology related to applied behavior analysis and will judge the NYCACS educational program to be effective.**

### Measure 1: Staff understanding of training concepts

Annually, post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.

### METHOD

NYCACS East Harlem teachers and instructors complete an intensive training program designed to enable them to effectively identify and meet the instructional and behavior management needs of special education students on the severe to moderate end of the autism spectrum, and to assist families in implementing appropriate strategies at home and in the community. Training combines small group presentations as well as online training modules developed by Rethink Autism, each culminating in post-tests to ensure the content is learned. Training components include the following: Understanding Autism;

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Principles of Applied Behavior Analysis; Relationship Building; Discrete Trial Instruction; Response Chains; Data Collection; Prompting; Stimulus Control; Shaping; Incidental Teaching; Generalization and Maintenance; Describing Behaviors; Common Interventions; and Functional Assessment of Problem Behavior. An overall post-test score is calculated across components with a criterion of at least 80% required for mastery.

### RESULTS AND EVALUATION

The table below provides the average post-test scores compiled for 13 staff members and indicates whether they met the criteria of at least 80% mastery. **100% of staff or 13 of 13 staff members surpassed the 80% post-test criterion, with an average post-test score of 97%.**

Post-test Training Scores 2019-20		
Staff Member	Post-Test Score Average	Criteria Met? Yes/No
Staff Member 1	97	Yes
Staff Member 2	94	Yes
Staff Member 3	97	Yes
Staff Member 4	97	Yes
Staff Member 5	95	Yes
Staff Member 6	99	Yes
Staff Member 7	97	Yes
Staff Member 8	98	Yes
Staff Member 9	99	Yes
Staff Member 10	95	Yes
Staff Member 11	98	Yes
Staff Member 12	96	Yes
Staff Member 13	95	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

The training summarized above represents only one component of the training program for new and experienced staff. All didactic training is accompanied by observation and practice of skills in the classroom (and now remotely) with real time feedback and correction to ensure understanding, consistency of instruction, and reliability of data collection.



## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 2: Key Learning Points

Annually, an average of 80% of staff surveyed will indicate that they acquired valuable information as a result of attending staff development meetings.

### METHOD

NYCACS East Harlem teachers and instructors are asked to complete brief written summaries the conclusion of topic specific staff development meetings held throughout the year. Part of this summary includes a question indicating whether they have acquired valuable information as a result of attending the development meeting.

### RESULTS AND EVALUATION

The table below summarizes the percentage of staff rating information from staff development meetings as valuable. **Overall and on average, 98% of staff in attendance rated the information as valuable, surpassing the target of 80% for the measure.**

Staff Development Ratings 2019-20			
Meeting Date	Topic	% of Staff Rating Information as Valuable	80% Criteria Met? Yes/No
10/28/19	Increasing Instructional Efficiency	96.70%	Yes
11/19/19	Dyad and Group Instruction	100%	Yes
11/26/19	ASD and Minority Populations	100%	Yes
12/9/19	Increasing Engagement Outside of the Classroom	100%	Yes
2/11/20	Routines and Repetition in Autism (outside presenter)	100%	Yes
4/30/20	Special Education and Covid19	97%	Yes

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

5/12/20	Providing ABA Services During a Global Pandemic - Pod Cast Review	93%	Yes
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### ADDITIONAL EVIDENCE AND COMMENTS

While the structure of staff development meetings changed on March 13, 2020 when the school year shifted to remote instruction, professional learning continued remotely. Looking forward to the 2020-21 school year, NYCACS East Harlem will continue to work to ensure that virtual professional development is high quality, as this will likely be the way in which it is delivered.

### Measure 3: Performance Proficiency Standards

Of instructional staff invited to return for the upcoming school year, 100% will show proficiency in teaching techniques and satisfactory execution of job requirements as assessed through the NYCACS performance evaluation rubric. Evaluations are comprised of information gathered across the school year as part of regular supervision (varied formats include in vivo observation, video review, and written feedback), and aggregated annually for each staff member.

### METHOD

NYCACS utilizes a comprehensive, data-driven assessment of teacher and instructor performance to assess proficiency in teaching techniques and satisfactory execution of job requirements. All teachers and instructors receive an initial three-month and comprehensive performance evaluation. Data regarding each staff's performance of pivotal teaching skills are collected. The evaluations employ objective measures, including the following: frequency of behavior-specific praise; levels of engagement and on-task behavior of both students and staff; ability to implement a variety of teaching strategies; ability to follow and implement a written behavior intervention plan; and ability to use and understand behavioral terminology. Data are collected on clearly defined areas (e.g., discrete trial instruction, incidental teaching, professionalism with colleagues) that are further broken down into many discrete instructional skills (e.g. within discrete trial instruction, subcomponents include ensuring attending prior to presenting instruction, providing effective prompts, delivering appropriate levels of reinforcement). Points are assigned to each area according to a Likert Rating Scale ranging from Ineffective, to Developing, to Effective, to Highly Effective. Proficiency is defined as a rating of effective or above. To be invited to return the following year, staff must obtain a performance rating between Developing and Highly Effective.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

The table below verifies that 29 of 29, or 100%, of staff invited to return in 2019-2020 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

Staff Proficiency Ratings 2019-20	
Staff Member	Proficiency Shown? Yes/No
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	Yes
Staff Member 8	Yes
Staff Member 9	Yes
Staff Member 10	Yes
Staff Member 11	Yes
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	Yes
Staff Member 19	Yes
Staff Member 20	Yes
Staff Member 21	Yes
Staff Member 22	Yes
Staff Member 23	Yes
Staff Member 24	Yes
Staff Member 25	Yes
Staff Member 26	Yes
Staff Member 27	Yes
Staff Member 28	Yes
Staff Member 29	Yes

## ADDITIONAL EVIDENCE AND COMMENTS

The NYCACS Performance Evaluation rubric is both comprehensive and objective. Beginning at the three-month evaluation, it provides a blueprint for individualized staff training and supervision. Areas to be strengthened are identified early and targeted for additional training and support. In the few cases where proficiency is not demonstrated after concerted effort, the decision not to continue employment is typically a mutual one. There have been several modifications to the performance evaluation rubric over the years of its development. The hope is, once in its final form and consistent year over year, another accountability metric may be included to assess improvement in performance evaluation scores over time. Additionally, adjustments will be made to the rubric in order to account for skills required to deliver effective remote instruction.

### Measure 4: Teacher Survey

Annually, teachers will express satisfaction with the school’s program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the applicable surveyed domains. The school will obtain a 75% participation rate on the survey.

## METHOD

The NYC DOE Learning Environment Survey is distributed to all NYCACS East Harlem teachers and instructors and anonymously solicits their responses to a variety of statements designed to measure teacher satisfaction and perception of the school across 6 domains: Rigorous Instruction; Collaborative Teachers; Supportive Environment; Effective School Leadership; Strong Family Community Ties; and Trust. The survey is completed online. By design, the survey’s questions are general in nature so as to pertain to schools citywide. Note: NYCACS students, unlike students in a typical school, do not take the survey due to their disability. As a result, scores that would otherwise combine teacher and student ratings on the same domain (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Trust) reflect only the responses of NYCACS teachers.

## RESULTS AND EVALUATION

**NYCACS East Harlem has not yet received the results from the 19-20 NYC DOE Learning Environment Survey. Therefore, results for this Measure cannot be reported.**

**NYC DOE Learning Environment Survey  
Teacher Satisfaction Survey Response Rate 2019-2020**

Number of Responses	Number of Instructional Staff	Response Rate
XX	XX	100%

# 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

## NYC DOE Learning Environment Survey Teacher Satisfaction on Key Survey Results 2019-2020

Item	Percent of Respondents Satisfied
Rigorous Instruction	XX%
Collaborative Teachers	XX%
Supportive Environment	XX%
Effective School Leadership	XX%
Strong Family Community Ties	XX%
Trust	XX%

### Measure 5: ABA Certification

Annually, at least 10% of instructional staff across both sites will be working toward certification in Applied Behavior Analysis (with supervision hours provided by NYCACS licensed staff) or certification in Special Education.

### METHOD

The Board Certification in Behavior Analysis is a graduate level certification in Applied Behavior Analysis (ABA). Certification requires: 1) the completion of a graduate degree in a related field, 2) the completion of a defined period of supervised practical experience and 3) passing the BCBA certification exam. NYCACS offers experienced staff who are working toward their BCBA credential qualifying supervision hours by a board certified NYCACS staff member. Hours of supervision are documented according to the requirements of the Behavior Analysis Certification board. NYCACS also records staff working towards SPED certification.

### RESULTS AND EVALUATION

**Fifteen of 33 or 45% of staff members were working toward their ABA or SPED certification in the 2019-20 school year, exceeding the goal.** The NYCACS instructional program is strongly enhanced by the expertise brought by its Board Certified Behavior Analysts. To the extent that the school is able to support staff who are working towards their BCBA, both the program and staff retention are stronger.

Staff Certification 2019-20	
Staff Member	Working Toward ABA or SPED Certification? Yes/No
Staff Member 1	Yes (ABA)
Staff Member 2	No
Staff Member 3	No

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Member 4	Yes (ABA)
Staff Member 5	Yes (SPED)
Staff Member 6	No
Staff Member 7	No
Staff Member 8	Yes (ABA)
Staff Member 9	Yes (ABA)
Staff Member 10	No
Staff Member 11	No
Staff Member 12	Yes (ABA)
Staff Member 13	Yes (ABA)
Staff Member 14	Yes (ABA)
Staff Member 15	Yes
Staff Member 16	No
Staff Member 17	No
Staff Member 18	Yes (ABA)
Staff Member 19	Yes (ABA)
Staff Member 20	Yes (social work)
Staff Member 21	No
Staff Member 22	Yes (SPED)
Staff Member 23	No
Staff Member 24	Yes (SPED)
Staff Member 25	Yes (ABA)
Staff Member 26	Yes (ABA)
Staff Member 27	No
Staff Member 28	No
Staff Member 29	No
Staff Member 30	No
Staff Member 31	No
Staff Member 32	No
Staff Member 33	No

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACs East Harlem prides itself on attracting and retaining high-caliber ABA-trained instructors and teachers. The school will continue to provide incentives such as BCBA supervision in order to accomplish this goal.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 6: Tuition Assistance

Annually, at least 30% of staff will take advantage of the NYCACS tuition assistance program to further their education in a relevant field.

### METHOD

NYCACS prides itself on offering a tuition assistance program to help staff members further their education in a relevant field. As such, NYCACS set a goal of at least 30% of staff taking advantage of this program.

### RESULTS AND EVALUATION

**Sixteen of 33 or 48% staff members participated in the tuition assistance program, exceeding the goal of 30%.**

Staff Participating in Tuition Assistance 2019-20	
Staff Member	Participation in Tuition Assistance? Yes/No
Staff Member 1	Yes
Staff Member 2	No
Staff Member 3	No
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	No
Staff Member 8	Yes
Staff Member 9	No
Staff Member 10	No
Staff Member 11	No
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	No
Staff Member 17	No
Staff Member 18	Yes
Staff Member 19	Yes

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Member 20	Yes
Staff Member 21	No
Staff Member 22	Yes
Staff Member 23	No
Staff Member 24	Yes
Staff Member 25	Yes
Staff Member 26	Yes
Staff Member 27	No
Staff Member 28	No
Staff Member 29	No
Staff Member 30	No
Staff Member 31	No
Staff Member 32	No
Staff Member 33	No

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem prides itself on attracting and retaining high-caliber instructors and teachers. Additional education helps to further improve the caliber of teaching at NYCACS.

#### Measure 7: Alumni Satisfaction

Of staff who are no longer employed by NYCACS and who complete a biennial alumni survey, 90% will report having learned valuable skills during their time at NYCACS that support their current work

### METHOD

Due to COVID-19 and difficulties sending and securing survey responses, this goal was omitted in the 2019-20 school year.



## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### SUMMARY OF GOAL 5: STAFF PROFFICIENCY AND SATISFACTION

Measure	Outcome
1. Annually, post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy for each staff member.	Met
2. Annually, an average of 80% of staff surveyed will indicate that they acquired valuable information as a result of attending staff development meetings.	Met
3. Of instructional staff invited to return for the upcoming school year, 100% will show proficiency in teaching techniques and satisfactory execution of job requirements as assessed through the NYCACS performance evaluation rubric. Evaluations are comprised of information gathered across the school year as part of regular supervision (varied formats include in vivo observation, video review, and written feedback), and aggregated annually for each staff member.	Met
4. Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the applicable surveyed domains. The school will obtain a 75% participation rate on the survey.	N/A
5. Annually, at least 10% of instructional staff across both sites will be working toward certification in Applied Behavior Analysis (with supervision hours provided by NYCACS licensed staff) or certification in Special Education.	Met
6. Annually, at least 30% of staff will take advantage of the NYCACS tuition assistance program to further their education in a relevant field.	Met
7. Of staff who are no longer employed by NYCACS and who complete a biennial alumni survey, 90% will report having learned valuable skills during their time at NYCACS that support their current work.	N/A

### ACTION PLAN

NYCACS East Harlem will continue its highly successful staff development, supervisory and evaluation practices and continue to seek ways to enhance the satisfaction and well-being of its staff. While many of the typical practices and protocols may look different in the 2020-2021 school year, the school will work to ensure all staff receive adequate training, support, and supervision.

### GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

#### GOAL 6: Community and Professional Outreach

NYCACS will share practices with the broader community (including personnel, students, participants, and employees at other schools, organizations, and businesses) and raise awareness about autism and autism education. This is done through internships, training, observations, workshops, peer mentoring, conference presentations, and more.

#### Measure 1: Open Houses and Professional Observations

NYC Autism Charter Schools will conduct minimum of 10 open houses or professional observations each year across both sites, during which parents and professionals from outside of NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction in their classrooms, shared space, or community based instruction sites.

### METHOD

NYCACS welcomes visits by professionals from other schools, autism service providers, community organizations, charitable organizations, university students and international visitors seeking to learn more about effective autism education and the NYCACS program. NYCACS also reaches out to representatives from schools and adult services programs that may serve its students in the future, programs or enterprises that are potential resources for community based instruction, potential partners for peer mentoring, potential collaborative partners, and foundations interested in supporting autism initiatives. Finally, NYCACS actively reaches out to the NYC DOE, community representatives, and government leaders to educate and advocate for high quality services for students with autism. The schools outreach efforts result in a stimulating exchange of expertise that inevitably benefits all involved.

### RESULTS AND EVALUATION

**NYCACS hosted a total of 18 professional observation visits across both NYCACS East Harlem and NYCACS Bronx sites, as listed below. These visits included 152 attendees.**

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Open House/Professional Development 2019-20			
Date	Number of Attendees	Name/Organization	Purpose
10/23/19	6	Hassenfeld Children's Hospital at NYU Langone	Learn about NYCACS and best practices for educating children with ASD
11/14/19	4	Garden Academy - Dr. Lauren Grow (ED), Dr. Danielle Gureghian (CD), Allison Neaman (BS), Taylor (Teacher)	Learn about our Preparation of students and families for transition to adulthood
11/21/19	7	Uncommon Charter School	Best practices for educating students with autism
11/12/19	9	Open House	
12/17/19	9	Open House	
1/13/20	2	Kennedy Children's Center	Observe best practice strategies
12/18/29	9	Bronx Open House	
1/15/20	17	Bronx Open House	
1/28/20	15	EH Open House	
1/24/20	1	Dream Charter School	Classroom observation
1/30/20	1	Manhattan Psychology Group	Tour and observation of classroom practices
1/28/20	2	Equality Charter School	Tour, classroom observation, discussion of best practices
2/4/20	16	EH Open House	
2/12/20	1	Anna Lonergan	Tour and potential volunteer
2/12/20	11	Bronx Open House	
3/5/20	7	Denmark Education Team	Observe best practices
4/1/20	28	NYC DOE OT's	Follow up from training- observe best practices
3/20/20	7	KIPP Charter School	Observation of best practices- life skills

### ADDITIONAL EVIDENCE AND COMMENTS

In addition to the above outreach visits, NYCACS hosted students from colleges and universities working to complete classroom observation requirements for their degree programs. While NYCACS exceeded its goal, in-person sessions came to an end on March 13, 2020 due to COVID-19. Therefore, there were fewer sessions than anticipated. Given the ongoing nature of the pandemic, NYCACS will consider the possibility of virtual observation sessions moving forward.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 2: Student Interns

During non-expansion years, a minimum of two student interns will be placed within NYCACS classrooms each year, at each school. Interns will be provided both didactic and hands-on training related to autism and how the principles of applied behavior analysis are used to educate students with autism.

### METHOD

Student interns from surrounding colleges and universities are placed at NYCACS East Harlem for either a series of observations or a hands-on training and practice period. NYCACS has formed working relationships with the sending institutions. Student interns are interviewed and are expected to meet all professional standards. The internship placements are competitive and highly sought after. In addition, NYCACS East Harlem hosts Child and Adolescent Psychiatry Fellows from Weill-Cornell Hospital seeking to gain a better understanding of autism and the impact of non-medication intervention.

### RESULTS AND EVALUATION

**In the 2019-20 school year, NYCACS East Harlem had seven interns, exceeding the goal of two interns.**

2019-20 Interns	
Intern	Participating Dates
Intern 1	One day/per for eight weeks (09/23 - 12/16)
Intern 2	One day/per for eight weeks (09/23 - 12/16)
Intern 3	9/6, 9/13, 9/27, 10/4, 10/11
Intern 4	10/24, 10/31, 11/7, 11/14, 11/21
Intern 5	12/6, 12/13, 12/20, 1/10, 1/17
Intern 6	Sept. 19 - March 13 (*Ended early due to school closure. Intended end date June 1)
Intern 7	March 2 - March 13 (*Ended early due to school closure. Intended end date May 29th)

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS is pleased to offer student interns the opportunity to observe and work with students on the autism spectrum. For many of the college and university student interns, it is their first exposure to children with autism and to applied behavior analysis. NYCACS is, at times, fortunate to be able to hire former interns when they complete their programs. The opportunity to work with and learn from the professionals from Weill-Cornell Hospital is an added bonus for the school, particularly given the overlay of other conditions and significant behavioral issues that may arise during adolescence. Given the ongoing nature of the pandemic, NYCACS may need to consider postponing or shifting the intern program to a virtual format for the 2020-2021 school year.

#### Measure 3: Peer Mentors

During non-expansion years, a minimum of four peer mentors will participate in a peer mentor program. Peers will be provided with didactic instruction, an opportunity to observe instruction, and hands-on training to learn how to interact effectively with NYCACS students. Pre- and post-test measures and/or written summaries of their experience will show understanding of concepts and of the disorder.

### METHOD

The NYCACS Peer Mentoring Program introduces public school students, generally middle or high schoolers, to autism through highly structured training sessions. The peers then become mentors to NYCACS students, working under the supervision of the NYCACS Peer Mentoring Coordinator and classroom teachers. Mentors must apply for the position, make a commitment to attend the twice weekly sessions for up to 14 weeks, be on time, be professional in their interactions with NYCACS students, and share what they learn with their own classmates, friends and family.

### RESULTS AND EVALUATION

**In the 2019-20 school year, NYCACS East Harlem had four peer mentors participate in its peer mentor program.** The table below indicates number of interns and their participating dates. The experience was highly rewarding for the mentors as well as their NYCACS peers. The program leads to a greater sense of responsibility among the mentors and cultivates a level of sensitivity and acceptance of students with autism.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

2019-20 Peer Mentors	
Peer Mentor	Participating Dates
Peer Mentor 1	2/4, 2/6, 2/11, 2/13, 2/25, 2/27, 3/3, 3/5, 3/10, 3/12, 3/17, 3/19, 3/24, 3/26, 5/27, 6/10, 6/16, 6,18
Peer Mentor 2	2/4, 2/6, 2/11, 2/13, 2/25, 2/27, 3/3, 3/5, 3/10, 3/12, 3/17, 3/19, 3/24, 3/26, 5/27, 6/10, 6/16, 6,18
Peer Mentor 3	2/4, 2/6, 2/11, 2/13, 2/25, 2/27, 3/3, 3/5, 3/10, 3/12, 3/17, 3/19, 3/24, 3/26, 5/27, 6/10, 6/16, 6,18
Peer Mentor 4	2/4, 2/6, 2/11, 2/13, 2/25, 2/27, 3/3, 3/5, 3/10, 3/12, 3/17, 3/19, 3/24, 3/26, 5/27, 6/10, 6/16, 6/18

### ADDITIONAL EVIDENCE AND COMMENTS

The Peer Mentoring Program is a ground-breaking program, developed by NYCACS in 2006 and since replicated nationally. From March 13, 2020 on, peer mentor participation shifted to a virtual format due to COVID-19. Given the ongoing nature of the pandemic, NYCACS may need to consider postponing or adjusting the Peer Mentoring Program for the 2020-2021 school year.

#### Measure 4: Autism Awareness

NYC Autism Charter Schools will conduct a minimum of five autism awareness outreach efforts across both sites, reaching at least 100 people annually. These efforts will be aimed at increasing awareness of autism and providing a basic understanding of its complexities.

### METHOD

NYCACS conducts autism awareness outreach efforts reaching a variety of parent, community and school audiences with the intent of informing, educating, and networking. Sessions are a result of outreach by NYCACS and requests from interested groups. Attendance logs are maintained to verify the audiences reached.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

NYCACS conducted nine Autism Awareness sessions reaching 220 people across the East Harlem and Bronx sites, exceeding the goal. NYCACS Autism Awareness outreach efforts reach a broad range of audiences and address autism in general as well as topics of specific relevance to the particular attendees.

2019-20 Autism Awareness Outreach Efforts			
Date	Event Title	Audience	Number of Participants
10/4/19	Intro to Autism & Working Together	EH Bus Personnel	10
10/7/19	Introduction to Autism & Working Together	Bx Bus Personnel & OPT reps	4
10/22/19	Understanding Autism	P212 Family Workshops	9
12/16/19	Intro to Autism & Becoming Known to OPWDD and Accessing Services	PS 89 - BX	5
3/2/20	Introduction to Autism and Accessing Services	PS 89 - BX	7
4/1/20	Autism Awareness	CPE2	100
4/1/20	Autism Awareness	P212	50
6/18/20	Autism Awareness	CPE2	35
3/30/20	Autism Awareness	Dream Charter School Parents	Unknown

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS autism awareness efforts are beneficial not only to the students and families of NYCACS, but to the broader autism community. The more educated the general public is about autism, the more likely individuals on the autism spectrum will be treated with respect and compassion, and the more opportunities they may have moving forward. These efforts have a secondary benefit of contributing to NYCACS student recruitment efforts. The school's lottery open houses and information sessions (not listed in the table above) also have the effect of raising autism awareness. Due to COVID-19, all sessions from March 13 on were canceled. Therefore, total events held were lower than anticipated. For the 2020-21 school year, NYCACS will consider seeking remote presentation opportunities given the ongoing nature of the pandemic.

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 5: Conference Presentation

Staff from one or both of the NYC Autism Charter Schools will present annually at a minimum of one local, national or international conference, sharing research and/or best practice strategies around educating students with autism.

### METHOD

NYCACS staff submit proposals to present research and best practices or speak on panels at national, state, and city professional conferences for professionals in the field of autism education and applied behavior analysis.

### RESULTS AND EVALUATION

On October 17, 2019 two of the NYCACS Bronx Head Teachers, Sawyer Gibbs and Sidney Bellamy, presented at a poster session in Atlantic City, NJ at the annual Autism NJ Conference. The title of the poster was “Evaluating the Effects of a Video Model Training Package on Staff Implementation of a Brief Multiple Stimulus Without Replacement Preference Assessment.” The conference was attended by several hundred people.

2019-20 Staff Presentations			
Attendees	Conference Name	Topic	Date
Several Hundred	Autism NJ	Evaluating the Effects of a Video Model Training Package on Staff Implementation of a Brief Multiple Stimulus Without Replacement Preference Assessment	10/17/19

### ADDITIONAL EVIDENCE AND COMMENTS

Invitations to present at professional conferences are highly competitive. NYCACS is proud of its track record of annual presentations at major behavior analytic and autism specific conferences. For the 2020-21 school year, NYCACS will consider seeking remote presentation opportunities given the ongoing nature of COVID-19.



## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### Measure 6: Training for Other Schools

Staff from one or both of the NYC Autism Charter Schools will provide training in the areas of challenging behavior and/or effective inclusion practices to personnel at two or more schools.

### METHOD

NYCACS staff submit proposals to present research and best practices or speak on panels at national, state, and city professional conferences for professionals in the field of autism education and applied behavior analysis.

### RESULTS AND EVALUATION

Staff at both schools provided training on five separate occasions, ranging from October 21, 2019 through April 28, 2020, surpassing the goal. These trainings reached 120 individuals across five different school sites.

2019-20 Staff Presentations			
Date	Attendees	Training Topic	Participating School Name
10/21/19	12	Assessing and Addressing Challenging Behavior in the Classroom	P212 and NYCACS East Harlem
11/25/19	36	Assessing and Addressing Challenging Behavior in the Classroom	CPE2 and NYCACS East Harlem
12/4/19	24	Effectively Educating Individuals with ASD	The Charter Center and staff from NYCACS Bronx and NYCACS East Harlem
1/30/20	28	Understanding and Navigating Challenging Behavior	NYC DOE Pre-K Occupational Therapists and NYCACS East Harlem
4/28/20	20	Effectively Educating Individuals with ASD in the Classroom	Equality Charter School, P160, D75 and NYCACS Bronx

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS prides itself in providing support and training to other schools and has built a formal goal around sharing best practices to signal how the school communities value and prioritize sharing best practices. For the 2020-21 school year, NYCACS will consider providing remote training given the ongoing nature of COVID-19.

SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

Measure	Outcome
1. NYC Autism Charter Schools will conduct minimum of 10 open houses or professional observations each year across both sites, during which parents and professionals from outside of NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction in their classrooms, shared space, or community based instruction sites.	Met
2. During non-expansion years, a minimum of two student interns will be placed within NYCACS classrooms each year, at each school. Interns will be provided both didactic and hands-on training related to autism and how the principles of applied behavior analysis are used to educate students with autism.	Met
3. During non-expansion years, a minimum of four peer mentors will participate in a Peer Mentor program. Peers will be provided with didactic instruction, an opportunity to observe instruction, and hands-on training to learn how to interact effectively with NYCACS students. Pre- and post-test measures and/or written summaries of their experience will show understanding of concepts and of the disorder.	Met
4. NYC Autism Charter Schools will conduct a minimum of five autism awareness outreach efforts across both sites, reaching at least 100 people annually. These efforts will be aimed at increasing awareness of autism and providing a basic understanding of its complexities.	Met

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

5. Staff from one or both of the NYC Autism Charter Schools will present annually at a minimum of one local, national or international conference, sharing research and/or best practice strategies around educating students with autism.	Met
6. Staff from one or both of the NYC Autism Charter Schools will provide training in the areas of challenging behavior and/or effective inclusion practices to personnel at two or more schools.	Met

### ACTION PLAN

NYC Autism Charter Schools' commitment to outreach to professionals, communities, and parents has been part of its mission since the school's founding in 2005 and will remain so. Given the expansion across both schools in the 2018-19 school year, staff were conscious of the time and resources required for meaningful dissemination of information and practices. As NYCACS East Harlem continues to evolve in the 2020-21 school year and as both schools face staffing adjustments and the ongoing nature of COVID-19, the school will remain focused on maintaining the high caliber of programming for which it is known.

### GOAL 7: FISCAL SOUNDNESS

#### Goal 7: Fiscal Soundness

NYCACS will establish and adhere to effective financial controls and policies that assure that it will consistently operate within its budget.

#### METHOD

NYCACS has established and continuously monitors all necessary internal financial control practices and procedures necessary to operate in a fiscally sound and compliant manner. Separation of responsibilities and oversight by the NYCACS Board of Trustees and its Finance Committee are ongoing. The annual independent financial audit for the fiscal year ending June 2020 is currently underway and will be submitted together with all additional required documentation by November 3, 2020.

#### RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.

# 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

## GOAL 8: ESSA

The 2019-20 ESSA Goal remains unchanged due to the COVID-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

### Goal 8: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

NYCACS students, because of their disabilities, do not take the NYS ELA, mathematics and science exams, or the Regents exams. Consequently, a performance Index (PI) and Measure of Interim Progress (MIP) are not calculated. Instead, student and school performance are measured using alternative assessments detailed in Goals 1-7 below. Annually, the school submits a Self-Assessment of School Performance Report to the State Education Department that summarizes student performance on alternate measures.

## RESULTS AND EVALUATION

The NYS Annual Report Card indicates NYCACS East Harlem is in Good Standing.

## ADDITIONAL EVIDENCE

NYCACS East Harlem has been in Good Standing each year since its inception in 2005.

### Accountability Status by Year

Year	Status
2016-17	In Good Standing
2017-18	In Good Standing
2018-19	In Good Standing
2019-20	In Good Standing

# 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

## APPENDIX A: OPTIONAL GOALS

### Optional Goal 1: Retention

Each year, 90 percent of all students enrolled during the course of the year return the following September.

### METHOD

NYCACS East Harlem student enrollment and retention is tracked by the school and by the Committee on Special Education (CSE). Enrollment is stable, with student departures occurring primarily when the CSE with school and parent input determines that a less or more restrictive placement is recommended, or if the family leaves New York City.

### RESULTS

**The NYCACS East Harlem student retention rate for 2019-2020 was 97%, exceeding the target of 90%.**

**2019-20 Student Retention Rate**

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
40	2	37	97

### EVALUATION

**The NYCACS East Harlem student retention rate for 2019-2020 was 97%, exceeding the target of 90%.** NYCACS East Harlem sets as an Accountability Goal moving 5% of its students in a five-year period to less restrictive placements. While these students contribute to a lower retention rate, their departure is a success and contributes to meeting that goal. Additionally, there may be situations in which a student's behavioral challenges become extremely difficult for families to manage at home. In such cases, a family (with support from the Committee on Special Education) may decide to place their child in a residential facility that provides 24/7 care (a more restrictive environment or MRE). The school helps to support such transitions when deemed clinically appropriate (all MRE transitions to date have been considered such). The list below indicates the number of students who departed in the given year and the number of those who moved to less restrictive (LRE) or more restrictive (MRE) placements

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Year	Total Student Departures	Students Moved to LRE	Students Moved to MRE
2015-2016	4	2	2
2016-2017	1	1	0
2017-2018	1	1	0
2018-2019	3	1	0
2019-2020	1	0	0

### ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	88%
2016-17	97%
2017-18	88%
2018-19	88%
2019-20	97%

### Optional Goal 2: Attendance

Each year the school will have a daily attendance rate of at least 95 percent.

### METHOD

NYCACS East Harlem tracks attendance through the NYC DOE ATS system.

### RESULTS

NYCACS East Harlem's 2019-2020 10-month attendance rate was 92%, coming close to the target.

### 2019-20 Student Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
<b>Ungraded</b>	<b>92%</b>

## 2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

### EVALUATION

NYCACS East Harlem came close to the 95% attendance rate, at 92%. NYCACS East Harlem teachers and clinical supervisors work closely with parents and students to monitor and improve attendance. Attendance is reviewed with parents at monthly clinic meetings, giving staff an opportunity to identify and address issues students and/or families may have surrounding attendance. Home visits are also used to establish and help parents and students implement evening and morning routines to facilitate the transition from home to school. Challenging behaviors that interfere with getting to school are also addressed. COVID-19 presented a new set of challenges as far as attendance goes, but NYCACS has worked tirelessly over the last few months to ensure all families are well-equipped with internet connectivity and computers to accommodate the shift to remote instruction in the 2020-2021 school year.

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	94%
2017-18	95.5%
2018-19	95.5%
2019-20	92%