



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

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2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Lauren Iannuccilli, Compliance Consultant, prepared this 2020-21 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 six 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, in addition to a fiscal soundness goal and ESSA goal. Progress toward each of those goals and measures for the 2020-21 school year is set forth below. While NYCACS East Harlem experienced significant disruptions to in-person instruction due to COVID-19 this school year, many of the school’s accountability 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
2016-17														32	32
2017-18														33	33
2018-19														40	40
2019-20														40	40
2020-21														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 NYCACS East Harlem 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. **79.5%, or 31/39 students, mastered a minimum of 85% of their annual IEP objectives, exceeding the 75% target.** The eight students who did not master 85% of their annual IEP objectives spent most of or the full year in remote learning.

Student IEP Objective Mastery 2020-21			
Students	Completed IEP Objectives	Total IEP Objectives	Percent of IEP Objectives Complete
Student 1	21	24	88.0%
Student 2	20	23	87.0%
Student 3	17	20	85.0%
Student 4	19	22	86.0%
Student 5	17	19	89.0%
Student 6	19	22	86.0%
Student 7	28	32	88.0%

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Student 8	18	21	86.0%
Student 9	19	23	86.0%
Student 10	22	26	85.0%
Student 11	23	26	88.0%
Student 12	28	32	88.0%
Student 13	26	28	93.0%
Student 14	2	25	8.0%
Student 15	3	33	9.0%
Student 16	34	47	72.0%
Student 17	32	40	80.0%
Student 18	18	21	86.0%
Student 19	20	23	87.0%
Student 20	15	31	48.0%
Student 21	18	22	82.0%
Student 22	28	33	85.0%
Student 23	44	51	86.3%
Student 24	35	43	81.4%
Student 25	46	53	86.8%
Student 26	39	45	86.7%
Student 27	43	49	87.8%
Student 28	40	47	85.1%
Student 29	31	36	86.1%
Student 30	34	39	87.2%
Student 31	22	25	88.0%
Student 32	49	57	86.0%
Student 33	48	56	85.7%
Student 34	48	56	85.7%
Student 35	45	52	86.5%
Student 36	50	59	84.7%
Student 37	26	34	76.5%
Student 38	36	39	92.3%
Student 39	40	47	85.1%

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.

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Measure 2: Annual Assessments

Annually, at least 75% of NYCACS East Harlem 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 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 2019-2020 assessment score or initial assessment score, the current year’s or final assessment score (2020-21 school year), 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. NYCACS East Harlem completed testing in winter 2020 prior to the COVID-19 building shutdown. **16/18, or 88% of eligible students increased annual assessment scores by the number of points stipulated within the accountability measure.**

Student Assessment Score Comparison 2020-21			
Students	Previous Year Total Score	Current Year Total Score	Met Improvement Criteria? (VB-MAPP minimum of 3 point increase across two domains)
Student 1	169.5	169.5	N/A – with max score 170, cannot increase by 3 points
Student 2	168.5	169	N/A – with max score 170, cannot increase by 3 points
Student 3	164.5	170	Yes
Student 4	166.5	169	No
Student 5	N/A	N/A	Already above the max score of 170 and transitioning to a LRE
Student 6	166.5	170	Yes
Student 7	133.5	145.5	Yes

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Student 8	163.5	168	Yes
Student 9	153	166.5	Yes
Student 10	120	129.5	Yes
Student 11	146.5	159	Yes
Student 12	30	103.5	Yes
Student 13	20	85	Yes
Student 14	6	14.5	Yes
Student 15	17.5	34	Yes
Student 16	46	52.5	Yes
Student 17	64	71	Yes
Student 18	88	91	Yes
Student 19	117.5	119.5	No
Student 20	N/A	N/A	Student took AFLS in 2019-20 and VB-MAPP in 2020-21
Student 21	162	165.5	Yes
Student 22	156	160	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. 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 2020-2021 school year who came close to reaching a ceiling on the VB-MAPP assessed skills.

Measure 3: Group Instruction

Annually, 100% of NYCACS East Harlem 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.

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RESULTS AND EVALUATION

The table includes data regarding participation in group instruction in the 2020-21 school year. Despite challenges associated with COVID-19, **36 of 39 students participated in group instruction throughout the school year.** The three students who were not able to participate in group instruction remained fully remote throughout the 2020-21 school year.

Student Participation in Group Instruction 2020-21	
Student Name	Yes/No
Student 1	Yes
Student 2	Yes
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	No
Student 15	No
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

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Student 28	Yes
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

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.

Measure 4: IEP Goals

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

METHOD

Prioritizing instruction in the areas of self-care, life skills, and independence is critical to ensure that NYCACS East Harlem 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 39 of 39, or 100%, of its students. On average, students had 10 such objectives included on their IEPs, far exceeding the goal of three.**

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Student IEP Objectives 2020-21		
Student Name	Total IEP Objectives Falling Within Target Categories	Met Goal? Yes/No
Student 1	5	Yes
Student 2	5	Yes
Student 3	5	Yes
Student 4	5	Yes
Student 5	5	Yes
Student 6	6	Yes
Student 7	4	Yes
Student 8	4	Yes
Student 9	4	Yes
Student 10	6	Yes
Student 11	5	Yes
Student 12	5	Yes
Student 13	10	Yes
Student 14	14	Yes
Student 15	12	Yes
Student 16	13	Yes
Student 17	15	Yes
Student 18	8	Yes
Student 19	5	Yes
Student 20	16	Yes
Student 21	5	Yes
Student 22	12	Yes
Student 23	26	Yes
Student 24	9	Yes
Student 25	15	Yes
Student 26	16	Yes
Student 27	19	Yes
Student 28	8	Yes
Student 29	15	Yes
Student 30	13	Yes
Student 31	4	Yes
Student 32	12	Yes
Student 33	8	Yes

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Student 34	8	Yes
Student 35	12	Yes
Student 36	10	Yes
Student 37	8	Yes
Student 38	17	Yes
Student 39	16	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 10 such objectives. The intentional value placed on these skill areas serves as a means to achieve the best possible outcomes for students. NYCACS East Harlem worked and will continue to work closely with families to ensure that these skill areas are addressed despite limitations resulting from COVID-19.

Measure 5: Student Inclusion in a Less Restrictive Environment

100% of students who have attended NYCACS East Harlem 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

Given the school's inability to conduct assessments in 2020 as well as the lack of inclusion opportunities available this year, this measure is not reportable. In the last several months, remote inclusion opportunities have been established for a handful of students, both across NYCACS sites as well as at DREAM Charter School.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem anticipates additional students qualifying and participating in inclusion during the upcoming school year.

Measure 6: Movement to less restrictive environments

In any five-year period, NYCACS East Harlem 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.

RESULTS AND EVALUATION

During NYCACS East Harlem’s last five-year charter period, **four students (10%) transitioned to less restrictive educational settings between 2016-2020. No students transitioned during the 2020-21 school year.**

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. NYCACS East Harlem anticipates moving at least three students to a less restrictive environment in the coming year.

Measure 7: Progress on AFLS

Annually, 100% of NYCACS East Harlem 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 over the age of 13 (and some who are younger but whose profiles make this assessment tool more functional) 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.

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RESULTS AND EVALUATION

13 of 13, or 100%, of students assessed using the AFLS, demonstrated progress across each age matched section.

Student AFLS Progress 2020-21	
Students	Progress Demonstrated? Yes/No
Student 1	Yes
Student 2	Yes
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

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.

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Measure 8: Community Based Instruction Objective Mastery

Annually, 100% of NYCACS East Harlem 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 a part of the educational experience for all students over the age of 13 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 that fall into this domain.

RESULTS AND EVALUATION

Unfortunately, due to COVID-19, NYCACS East Harlem was not able to offer community based instruction in the 2020-2021 school year.

ADDITIONAL EVIDENCE AND COMMENTS

Given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may continue to prove challenging to offer community based instruction and to assess this Measure in the 2021-2022 school year. It is hoped that some form of community based instruction may commence at mid-year. In the meantime, skills that would normally be targeted in the community will be addressed, to the greatest extent possible, within the classroom.

Measure 9: Community Based Instruction Student Independence

Annually, at least 100% of NYCACS East Harlem 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 over the age of 13 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

Unfortunately, due to COVID-19, NYCACS East Harlem was not able to offer community based instruction in the 2020-2021 school year.

ADDITIONAL EVIDENCE AND COMMENTS

As referenced above, given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may prove challenging to offer community based instruction and to assess this Measure in the 2021-2022 school year.

Measure 10: Community Partner Engagement

Within a five-year period, NYCACS East Harlem 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

NYCACS East Harlem collects 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 East Harlem students over the age of 16. In addition to learning work production and leisure skills, these settings offer practice in social and navigational skills as well.

RESULTS AND EVALUATION

NYCACS East Harlem engaged four new community partners during the 2019-20 school year, the final year of the prior charter term. Given challenges associated with COVID-19 and the pause on community based instruction, no new partners were engaged during the 2020-21 school year.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem plans to continue to expand and grow their community partners over the next five years.

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

Typically, work internship site staff are given surveys to complete in which they are 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?” However, in the 2020-21 school year, work internships were not possible due to COVID-19.

RESULTS AND EVALUATION

Unfortunately, due to COVID-19, NYCACS East Harlem was not able to offer work internships.

ADDITIONAL EVIDENCE AND COMMENTS

Given the ongoing nature of the pandemic, NYCACS East Harlem anticipates that it may continue to prove challenging to offer work internships and to assess this Measure in the 2021-2022 school year. It is hoped that some form of work internship programming (e.g., data entry that can be done remotely) may commence at mid-year or sooner. In the meantime, skills that would normally be targeted at a work site will be addressed, to the greatest extent possible, within the classroom.

Once work internships are once again possible, NYCACS East Harlem will continue to refine survey questions to get the most accurate information possible. Partners’ feedback will allow the school to continue to shape and grow this invaluable program.

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SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

While NYCACS East Harlem strived to meet all of the Measures in the 2021-2022 school year, some of the Measures were not possible to report on, due to COVID-19. Details and specifics for each Measure are found above.

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.	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.	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.	Not 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.	Not Reportable
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.	N/A (first year of new term)
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.	Met

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<p>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.</p>	<p>Not Reportable</p>
<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 Reportable</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>N/A (first year of new term)</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>Not Reportable</p>

ACTION PLAN

NYCACS East Harlem mastered four of five of the measures set forth under Goal #1 that could be assessed during the 2020-21 school year. The one goal that was not mastered was due to challenges encountered as part of the shift to remote instruction due to COVID-19. Given the year ahead, NYCACS East Harlem will focus on making up for learning loss as students return to in-person instruction and on finding innovative ways to provide them with as many pertinent learning opportunities as possible across the areas outlined above.

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 NYCACS East Harlem 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

The table below contains a row for each student Behavior Intervention Plan (BIP). Each BIP indicates mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan contrasted with the most recent month. The final column indicates if a reduction in behavior has been demonstrated. Only students who were in-person for at least six months and had behavior reduction plans are included. **All five students (100%) demonstrated a decrease in the rate of targeted challenging behavior across one or more BIPs.**

Reduction in Challenging Behavior 2020-21			
Students	Mean Previous BIP or Baseline	Mean Current BIP	Reduction Demonstrated? Yes/No
Student 1			
<i>BIP 1</i>	Interfering behavior level 1 Mean = 7%	Interfering behavior level 1 Mean = 3.5%	Yes

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<i>BIP 2</i>	Interfering behavior level 2 Mean = 5.7%	Interfering behavior level 2 Mean = 1.1%	Yes
Student 2			
<i>BIP 1</i>	Disruptive behavior Mean = 6.4%	Disruptive behavior Mean = 3.6%	Yes
<i>BIP 2</i>	Screaming Mean = 3.7%	Screaming Mean = 1.3%	Yes
Student 3			
<i>BIP 1</i>	Oral motor stereotypy Mean = 313 instances	Oral motor stereotypy Mean = 1.9 instances	Yes
Student 4			
<i>BIP 1</i>	Tantrum Behavior Mean = 2.3%	Tantrum Behavior Mean = .17%	Yes
Student 5			
<i>BIP 1</i>	Aggression Mean = 9.3%	Aggression Mean = .14%	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Many NYCACS East Harlem students exhibit different forms of challenging behavior at different times during their enrollment as a result of their diagnosis. Neither school has ever suspended or expelled a student since opening in East Harlem in 2005. Rather, NYCACS East Harlem has demonstrated effectiveness in reducing levels of such challenging behavior through careful baseline and functional assessment procedures, intervention probes, and formal Behavior Intervention Plans. Parental consent is secured for every step of that process, starting with the baseline and assessment phase. Given how many different forms these plans can take, how long they may be in place, and the general ebb and flow of rates of behavior for this population at different times in their lifespan, meaningfully capturing progress can be difficult. NYCACS East Harlem will continue to look at how it reports on these data, given the critical nature of this area of programming.

Measure 2: Improvement in Barriers Section

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

METHOD

For many students without BIPs, NYCACS East Harlem assesses progress in the realm of behavior reduction using the VB-MAPP assessment. NYCACS East Harlem aims for 100% improvement in the barriers section on this assessment.

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RESULTS AND EVALUATION

The table below contains a line for each student without BIPs who was in person for at least six months during the 2020-21 school year. Each row contains their 2019-20 VB-MAPP assessment score in the barriers section, the current year assessment score in the barriers section, the difference between the two, and an indication of whether or not there was improvement. **Seven of eight students, or 88%, showed improvement with one student's score remaining the same.**

Improvement in VB-MAPP Barriers Section 2020-21			
Students	Baseline Barriers Score	Final Barriers Score	Improvement in VB-MAPP Barriers Section? Yes/No
Student 1	26	10	Yes
Student 2	9	3	Yes
Student 3	44	4	Yes
Student 4	46	5	Yes
Student 5	31	13	Yes
Student 6	80	47	Yes
Student 7	40	40	No
Student 8	41	34	Yes

ADDITIONAL EVIDENCE AND COMMENTS

As stated above, reducing levels of challenging behavior and teaching adaptive alternatives is a key aspect of instruction at NYCACS. Staff are constantly working to ensure that students have access to all of the environments, activities, and opportunities they need and deserve. The presence of behavior challenges can limit that access. Despite the challenges of COVID-19 referenced in the previous section, substantial progress was made by the majority of in-person students in this area.

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.	Met
2. For those students without BIPs who are assessed using the VB-MAPP assessment, 100% will show improvement in the barriers section.	Not 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 East Harlem 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 and effective for students and staff, particularly given some of the ongoing safety protocols in place for the coming year.

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 for NYCACS East Harlem and NYCACS Bronx. Any negative responses will be followed by immediate and documented modifications.

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

Given the limitations on in-person meetings as well as the limited number of active BIP’s due to the percentage of students in remote instruction for the majority of the year, HRC meetings were cancelled for the 2020-2021 school year. The required two meetings per year will commence again starting this fall.

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. NYCACS looks forward to reconvening the HRC next school year.

Measure 2: HRC Evidence of Parental Consent

Evidence of parental consent will be demonstrated for 100% of plans reviewed for NYCACS East Harlem and NYCACS Bronx.

METHOD

As noted under Measure 1, in a typical school year, NYCACS convenes a Human Rights Committee (HRC) two times per year that 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

As noted under Measure 1, given the limitations on in-person meetings as well as the limited number of active BIP's due to the percentage of students in remote instruction for the majority of the year, HRC meetings were cancelled for the year. The required two meetings per year will commence again starting this fall.

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.

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.	Not Reportable
2. Evidence of parental consent will be demonstrated for 100% of plans reviewed.	Not Reportable

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. The school’s primary focus is and has always been on using antecedent management strategies whenever possible (arranging a student’s schedule, environment, reinforcement system, etc.) in order to minimize the occurrence of challenging behavior. However, there are times when instances of extreme and dangerous behavior occur which require responses that 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. While COVID-19 prevented the HRC from meeting during the 2020-2021 school year, NYCACS East Harlem is committed to continuing this important practice during the upcoming 2021-2022 school year.

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 NYCACS East Harlem 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 NYCACS East Harlem parents/guardians whose children are 13 years old or older will participate in a minimum of 5 hours.

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. For students 12 years old and younger in reduced-ratio classrooms, less clinical hours are required with the goal set at 5 hours of total training.

Overall, 24/40—or 60.0%—of parents/guardians met the required number of training hours as determined by their child’s age. 12 of 22 or 54.5% of families met the criterion of 10 hours (5 hours for students in reduced-ratio classrooms) for younger students. The number of hours ranged from 4.33 to 11.5. The target of five hours for the parents of older students was closer to being met, with 12 of 18 or 66.7% meeting criterion. The number of hours ranged from two to 15.5.

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Parents may choose not to participate in home visits, as was the case for the parents of the four younger students who did not meet criterion, 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.

Parent Training Hours 2020-21				
Students	Clinic/School Observation Hours	Home Consultation Hours	Total Hours of Parent Training	Met Target? Yes/No
Students 12 Years and Under			Target 10 Hours	
Student 1	5.75	2	7.75	Yes – reduced ratio
Student 2	3.25	2	5.25	Yes – reduced ratio
Student 3	5.01	1.66	6.67	Yes – reduced ratio
Student 4	5.01	1.66	6.67	Yes – reduced ratio
Student 5	5.25	6.25	11.5	Yes – reduced ratio
Student 6	4.5	1.66	6.16	Yes – reduced ratio
Student 7	4.5	1.58	6.08	Yes – reduced ratio
Student 8	5.78	3	8.78	Yes – reduced ratio
Student 9	5.25	3	8.25	Yes – reduced ratio
Student 10	6.28	2.33	8.61	No
Student 11	6.5	1	7.5	No
Student 12	5.5	0.75	6.25	No
Student 13	8.55	2.25	10.8	Yes
Student 14	4	0.33	4.33	No
Student 15	4	0.33	4.33	No
Student 16	5.83	1.25	7.08	No
Student 17	4.83	2.25	7.08	No
Student 18	7.5	2.5	10	Yes
Student 19	5.5	1.66	7.16	No
Student 20	6.6	1.5	8.1	No
Student 21	5.1	5.08	10.18	Yes
Student 22	6.6	1	7.6	No

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Students	Clinic/School Observation Hours	Home Consultation Hours	Total Hours of Parent Training	Met Target? Yes/No
Students 13 Years and Over			Target 5 Hours	
Student 1	2	0	2	No
Student 2	1	5	6	Yes
Student 3	2	1	3	No
Student 4	2	0	2	No
Student 5	2	0.5	2.5	No
Student 6	3.5	3	6.5	Yes
Student 7	6	0.5	6.5	Yes
Student 8	7.5	1	8.5	Yes
Student 9	14.5	1	15.5	Yes
Student 10	5	0	5	Yes
Student 11	4	2.25	6.25	Yes
Student 12	2.5	0.25	2.75	No
Student 13	3.5	3.5	7	Yes
Student 14	1	5.25	6.25	Yes
Student 15	5.25	1.25	6.5	Yes
Student 16	1.5	1.25	2.75	No
Student 17	6	3.5	9.5	Yes
Student 18	3.25	2.75	6	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.

While COVID-19 presented challenges to in-person hours, NYCACS staff found that parents were very open to virtual home consultation hours, leading to numerous benefits; specifically, many families who did not meet the hourly goal overall still participated in many remote school sessions. This finding will inform the structure of what parental training looks like moving forward.

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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 22 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.

RESULTS and EVALUATION

Despite COVID-19, 36 of 39, or 92%, of families responded to the NYCACS Program Effectiveness Survey, exceeding the response rate target of 75%.

NYCACS Program Effectiveness Survey Response Rate 2020-21		
Number of Responses	Number of Families	Response Rate
36	39	92%

97% of NYCACS parents indicated strong satisfaction with their child's program. In response to the question "Overall, the school program is effective," 97% of parents either agreed or strongly agreed.

NYCACS Program Effectiveness Survey Parent Satisfaction on Key Survey Results 2020-21	
Item	Percent Satisfied
"Overall, the school program is effective."	97%

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?."

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Comments and anecdotes reinforced numerical findings from this and other surveys. A few responses to open-ended questions include the following:

- “Educated, supportive, flexible, understanding, very clean, and organized. Supplies us with what our child needs to learn in and outside of the school. Caring to our needs, ideas, concerns, and most importantly to our child.”
- “In this unprecedented year of turmoil and chaos, the school has been a rock solid source of stability and learning. My daughter has continued to learn and thrive through her virtual school sessions. The school sessions are organized and top-notch and humming along. This simply would not be possible without a strong, organized and thoughtful leadership team.”
- “Very caring, always on the lookout for new concepts and programs, open to new ideas and suggestions, always available when needed.”
- “The support has been incredible. Every little thing we have needed for our daughter has been thoughtfully considered and problem-solved and integrated into her online instruction. The individualized instruction is tailored so specifically to our daughter and to her learning style, personality, etc. We could not ask for more.”

Measure 3: Parent Observation Form

Of the NYCACS Observation Forms completed by NYCACS East Harlem 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 72 NYCACS East Harlem School Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

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NYCACS School Observation Forms Results Following Instruction-Focused Visits/Parent Training Sessions 2020-21		
Item	Forms Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	72	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. As a result of COVID-19 and our remote-only access to parents (even for in-person students), surveys were moved to an electronic platform. Results now go directly to the Head of School (rather than a paper/pencil form given to classroom staff) so that each parent/caregiver can now be as comfortable as possible sharing both good and critical feedback about their child's classroom staff. The Head of School will, as always, ensure that any concerns are promptly considered and addressed.

Measure 4: NYC DOE Learning Environment Survey

Annually, NYCACS East Harlem 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

Parents/guardians expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 94%, representing 34 families. This exceeds the target of a 75% participation rate.

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NYC DOE Learning Environment Survey Response Rate 2018-19		
Number of Responses	Number of Families	Response Rate
34	36	94%

100% of parents responded positively across all three delineated areas - Effective School Leadership, Strong Family Community Ties, and Trust.

NYC DOE Learning Environment Survey Parent Satisfaction on Key Results 2018-19	
Item	Percent of Respondents Satisfied
Effective School Leadership	100%
Strong Family Community Ties	100%
Trust	100%

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 the education their children receive. As of July 2021, NYCACS has not yet reviewed the NYC DOE Learning Environment Survey results from 2019-20. According to the NYC Department of Education website, due to COVID-19, scores are not available for any schools for the 2019-20 school year.

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

During the 2020-21 school year, NYCACS conducted a Parent Alumni Survey of 17 families whose children transitioned out of NYC Autism Charter Schools. In almost all cases, these transitions were either to less restrictive environments, to more restrictive environments (i.e., residential care facilities), or to the adult service support system at age 21. The surveys collect data on current school placement and living situation.

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It also solicits overall parent feedback on their satisfaction while at NYCACS, the most important skills learned, and ways in which NYCACS could have done better to support both child and family. Using a 4-point scaled response from Strongly Disagree to Strongly Agree, the survey asks parents to respond to the statement, “While at NYCACS, I felt that my child was part of a positive and supportive environment.” Surveys are disseminated biannually and results represent alumni from both schools – NYCACS Bronx and NYCACS East Harlem.

RESULTS AND EVALUATION

In seven of 17 instances, the child transitioned out of NYCACS to move to a less restrictive educational setting. Of these respondents, 100% indicated that they “Strongly Agree” with the statement, “While at NYCACS, I felt that my child was part of a positive and supportive environment.”

NYCACS Parent Alumni Survey Satisfaction Rate 2020-2021		
Total Responses	Total Moved to LRE	Satisfaction Rate
17	7	100%

ADDITIONAL EVIDENCE AND COMMENTS

The numerical results indicate NYCACS’ positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Skills attributed to NYCACS referenced by these alumni parents included: understanding personal space, learning to engage in reciprocal conversation, better self-regulating, self-care and daily living skills, time management, independence, and self-advocacy.

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

See Method description under Measure 5 above.

RESULTS AND EVALUATION

In six of 17 instances, the child transitioned out of NYCACS to move to a more restrictive educational setting. Of these respondents, 100% indicated that they “Strongly Agree” with the statement, “While at NYCACS, I felt that my child was part of a positive and supportive environment.”

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS Parent Alumni Survey Satisfaction Rate 2020-2021		
Total Responses	Total Moved to MRE	Satisfaction Rate
17	6	100%

ADDITIONAL EVIDENCE AND COMMENTS

The numerical results indicate NYCACS' positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Skills attributed to NYCACS referenced by these alumni parents include: toilet training, tolerating non-preferred activities (e.g., wearing a seatbelt), using utensils, engaging in appropriate leisure activities, and self-care. Even though many of these students require a high degree of support and likely will for the rest of their lives, parents identified that many of the skills learned at NYCACS have led to a greater degree of independence as these students grow older.

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

See Method description under Measure 5 above.

RESULTS AND EVALUATION

In four of 17 instances, the child aged out of NYCACS at 18 or 21. Of these respondents, 100% indicated that they "Strongly Agree" with the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment."

NYCACS Parent Alumni Survey Satisfaction Rate 2020-2021		
Total Responses	Aged Out at 18 or 21	Satisfaction Rate
17	4	100%

ADDITIONAL EVIDENCE AND COMMENTS

The numerical results indicate NYCACS' positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Skills attributed to NYCACS referenced by these alumni parents include: language development, following directions for more complex tasks, self-help skills, and everyday living skills, including preparing simple meals, eating, loading and unloading the dishwasher, dressing and undressing, toilet training, brushing and flossing teeth, and washing face. Even though many of these students require a high degree of support and likely will for the rest of their lives, parents identified that many of the skills learned at NYCACS have led to a greater degree of independence as these students transition to adulthood.

Measure 8: Departure Preparation

Annually, 100% of NYCACS East Harlem 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

14 of 16 (or 88%) of applicable families participated in mandatory actions, described above, coming close to meeting the goal.

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Participation in Actions to Prepare for Transition Out 2020-21	
Family	Mandatory Action Complete? Yes/No
Family 1	No
Family 2	Yes
Family 3	Yes
Family 4	Yes
Family 5	Yes
Family 6	Yes
Family 7	No
Family 8	Yes
Family 9	Yes
Family 10	Yes
Family 11	Yes
Family 12	Yes
Family 13	Yes
Family 14	Yes
Family 15	Yes
Family 15	Yes
Family 16	Yes

ADDITIONAL EVIDENCE AND COMMENTS

While engagement was steady and strong with families throughout the pandemic, family bandwidth to take on additional tasks was more limited given challenges associated with COVID-19. NYCACS East Harlem looks forward to supporting all families with departure preparation in the upcoming school year.

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	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.	Met
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.	Met
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.	Met
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.	Met

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<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>Not Met</p>
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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. The strong levels of participation and satisfaction is a testament to an even further strengthening of ties to families during the pandemic. NYCACS looks forward to utilizing the new ways of communicating with and involving families, brought on by COVID-19, into the future.

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 NYCACS East Harlem 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; 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 nine staff members and indicates whether they met the criteria of at least 80% mastery. **100% of staff, or nine of nine staff members, surpassed the 80% post-test criterion, with an average post-test score of 98%.**

Post-test Training Scores 2020-21		
Staff Member	Post-Test Score Average	Criteria Met? Yes/No
Staff Member 1	98	Yes
Staff Member 2	100	Yes
Staff Member 3	98	Yes
Staff Member 4	99	Yes
Staff Member 5	99	Yes
Staff Member 6	96	Yes

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Staff Member 7	97	Yes
Staff Member 8	98	Yes
Staff Member 9	98	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.

Measure 2: Key Learning Points

. Annually, an average of 80% of NYCACS East Harlem 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. **Across staff development meetings, 100% of staff in attendance rated the information as valuable, surpassing the target of 80% for the measure.**

Staff Development Ratings 2020-21			
Meeting Date	Topic	% of Staff Rating Information as Valuable	80% Criteria Met? Yes/No
11/17/20	Differential Reinforcement	100%	Yes
12/1/20	Center for Autism and Related Disorders (Michael Alessandri) – Early Detection of Autism	100%	Yes
12/15/20	Preference and reinforcer Assessments	100%	No
2/2/21	Instructional Feedback	100%	Yes
3/2/21	Stimulus Control (Group A)	100%	No

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3/16/21	Antecedent Management (Group B)	100%	No
4/7/21	Stimulus Control Part 2 (Group A)	100%	No
4/20/21	Stimulus Control (Group B)	100%	Yes
6/1/201	Prompt Problem Solving	100%	Yes

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 has continued remotely ever since. This transition has allowed for staff from both schools to blend together and benefit from each other's comments and questions. Additionally, PD has been leveled, with different tracks for different levels of staff expertise. NYCACS Bronx will continue to work to ensure that virtual professional development is high quality and functional.

Measure 3: Performance Proficiency Standards

Of NYCACS East Harlem 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.

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RESULTS AND EVALUATION

The table below verifies that 20 of 20, or 100%, of staff invited to return in 2020-2021 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

Staff Proficiency Ratings 2020-21	
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

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.

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Measure 4: Teacher Survey

Annually, NYCACS East Harlem 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

Teachers expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 100%, exceeding the target of a 75% participation rate.

NYC DOE Learning Environment Survey Survey Response Rate 2018-19		
Number of Responses	Number of Instructional Staff	Response Rate
29	29	100%

Across five of six domains, 96% or more of teachers expressed satisfaction, exceeding the 75% goal; however, Rigorous Instruction fell just short at 73%, largely due to the quality of student discussion rating.

NYC DOE Learning Environment Survey Teacher Satisfaction on Key Survey Results 2018-19	
Item	Percent of Respondents Satisfied
Rigorous Instruction	73%
Collaborative Teachers	96%
Supportive Environment	98%
Effective School Leadership	99%
Strong Family Community Ties	100%
Trust	98%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey has value as a generic measure of teacher satisfaction in areas held in common with schools across the city. It does NYCACS a disservice, however, when assessing performance that is directly impacted by our students' disabilities. The highly positive scores in the domains of Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family Community Ties, and Trust, taken together with the equally positive scores from parents in these same domains (reported in Goal 4 Measure 2), reinforce the conclusion that NYCACS East Harlem is a highly positive environment in which to work as a professional and learn as a student. As of July 2021, NYCACS has not yet reviewed the NYC DOE Learning Environment Survey results from 2019-20. According to the NYC Department of Education website, due to COVID-19, scores are not available for any schools for the 2019-20 school

Measure 5: ABA Certification

Annually, at least 10% of instructional staff across NYCACS East Harlem and NYCACS Bronx 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

14 of 32 or 43.8% of East Harlem staff members were working toward their ABA, SPED, or BCBA certification in the 2020-21 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. Additionally, 33% of Bronx staff members were working toward certification.

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Staff Certification 2020-21	
Staff Member	Working Toward ABA or SPED Certification? Yes/No
Staff Member 1	No
Staff Member 2	Yes (ABA)
Staff Member 3	Yes (ABA)
Staff Member 4	Yes (ABA)
Staff Member 5	Yes (ABA)
Staff Member 6	Yes (SPED)
Staff Member 7	Yes (SPED, ABA)
Staff Member 8	Yes (SPED, ABA)
Staff Member 9	Yes (ABA)
Staff Member 10	Yes (SPED)
Staff Member 11	Yes (ABA)
Staff Member 12	Yes (BCBA)
Staff Member 13	No
Staff Member 14	No
Staff Member 15	No
Staff Member 16	No
Staff Member 17	Yes (ABA)
Staff Member 18	No
Staff Member 19	Yes (SPED)
Staff Member 20	No
Staff Member 21	No
Staff Member 22	No
Staff Member 23	No
Staff Member 24	Yes (ABA)
Staff Member 25	No
Staff Member 26	No
Staff Member 27	No
Staff Member 28	No
Staff Member 29	No
Staff Member 30	No
Staff Member 31	No
Staff Member 32	No

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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.

Measure 6: Tuition Assistance

Annually, at least 30% of staff across NYCACS East Harlem and NYCACS Bronx 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. This not only benefits NYCACS, but also the broader autism community as it provides staff with critical skills they will take with them and use in all of the settings in which they ultimately work. As such, NYCACS set a goal of at least 30% of staff taking advantage of this program.

RESULTS AND EVALUATION

13 of 35 or 37% staff members participated in the tuition assistance program, exceeding the goal of 30%. Additionally, 41% of NYCACS Bronx staff members participated in tuition assistance.

Staff Participating in Tuition Assistance 2020-21	
Staff Member	Participation in Tuition Assistance? Yes/No
Staff Member 1	No
Staff Member 2	Yes
Staff Member 3	No
Staff Member 4	No
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	No
Staff Member 13	No
Staff Member 14	No

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Staff Member 15	No
Staff Member 16	No
Staff Member 17	Yes
Staff Member 18	No
Staff Member 19	No
Staff Member 20	No
Staff Member 21	No
Staff Member 22	No
Staff Member 23	No
Staff Member 24	Yes
Staff Member 25	No
Staff Member 26	No
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	Yes
Staff Member 34	Yes
Staff Member 35	Yes

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 and benefits the broader autism community.

Measure 7: Alumni Satisfaction

Of staff who are no longer employed by NYCACS East Harlem and NYCACS Bronx 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

During the 2020-21 school year, NYCACS conducted a Staff Alumni Survey with 16 individuals responding to questions related to their time at NYCACS, current employment status, how NYCACS influenced their career path, and what they took away from their time at NYCACS. Using a Yes or No response, the survey asks

alumni staff to respond to the statement, “During my time at NYCACS, I learned valuable skills that support my current work.”

RESULTS AND EVALUATION

100% of respondents answered Yes to learning valuable skills at NYCACS that support their current work, exceeding the goal of 90%.

ADDITIONAL EVIDENCE AND COMMENTS

As with the parent alumni survey responses, the numerical results indicate NYCACS’ positive impact. But it is the comments from staff that give even more insight into the critical skills and sensibilities that staff leave with.

- “The sense of community and positivity among staff is very special.”
- “Staff was always like family. It was a lovable place to work at. I still miss interacting with the students.”
- “I will always remember the valuable lessons I learned at NYCACS. I want to give an especially big shout-out to XXX for helping me to become the clinician and supervisor I am today.”
- “I appreciated every moment at NYCACS. It taught me to hone my skills as a therapist and a person.”
- “Besides all the great (and challenging) moments I had at NYCACS, my greatest memory is how it has changed me and taught me the necessity of making environments inclusive of people of all abilities. This is something I strive to do in my work as a student affairs/higher education professional so that one day, ANY student who wants an opportunity to experience college can have that in a way that works best for them.”

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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.	Did Not Meet
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.	Met

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 will likely continue to look somewhat different in the 2021-2022 school year, the school will work to ensure all staff receive adequate training, support, and supervision. Many of the successful adaptations to professional development necessitated by the pandemic will continue into the future.

GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

GOAL 6: 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

While professional observations were not feasible this year given the constraints of COVID-19, NYCACS developed a virtual Open House program to provide parents and professionals with the opportunity to learn about the schools. Across a two month period, over 100 parents and professionals participated. With registration for the Open House, individuals could also register for information sessions to retrieve further information about the schools and ask specific questions.

Open Houses 2020-21		
Date	Number of Attendees	Purpose
3/20/21	2	Information session to answer questions related to NYCACS' program.
3/21/21 - 5/26/21	133 (122 parents and 11 professionals)	Open House Video to share information about NYCACS.

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3/30/21	2	Information session to answer questions related to NYCACS' program.
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ADDITIONAL EVIDENCE AND COMMENTS

COVID-19 significantly impeded achievement of this measure. However, the school was still able to provide virtual opportunities to members of the community (parents and educators) to learn more about effective autism education and the NYCACS program. Development of the virtual Open House program took time and limited the frequency and reach. NYCACS hopes to return to in-person observations and sessions during the 2021-2022 school year while also continuing to utilize the virtual space.

Measure 2: Student Interns

During non-expansion years, a minimum of two student interns will be placed within NYCACS East Harlem 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

In a typical school year, 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 several 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 typically hosts Child and Adolescent Psychiatry Fellows from Weill Cornell Medical College seeking to gain a better understanding of autism and the impact of non-medication intervention.

RESULTS AND EVALUATION

Due to limitations on people allowed access to buildings and classrooms resulting from COVID-19, the school's traditional, in-person internship program was suspended for the year. We hope to be able to bring interns back to NYCACS in person at some point during the 2021-2022 school year. However, we were able to create an adapted and somewhat abbreviated, virtual internship experience for 15 interns, including one student from Sarah Lawrence College and 14 fellows from Weill Cornell Medical College.

ADDITIONAL EVIDENCE AND COMMENTS

In a typical school year, 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 Medical College is an added bonus for the school, particularly

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given the overlay of other conditions and significant behavioral issues that may arise during adolescence. NYCACS hopes to resume the traditional internship program in the 2021-2022 school year.

Measure 3: Peer Mentors

During non-expansion years, a minimum of four peer mentors will participate in a NYCACS East Harlem 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

While this year was a non-expansion year, NYCACS East Harlem did not implement a peer mentoring program due to restrictions resulting from COVID-19.

ADDITIONAL EVIDENCE AND COMMENTS

The Peer Mentoring Program is a ground-breaking program, developed by NYCACS in 2006 and since replicated nationally. NYCACS East Harlem looks forward to implementing the Peer Mentoring Program for the 2021-2022 school year.

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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.

RESULTS AND EVALUATION

Despite COVID-19, **NYCACS conducted two Autism Awareness sessions, reaching 215 people across NYCACS East Harlem and NYCACS Bronx, partially meeting 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.

2020-21 Autism Awareness Outreach Efforts			
Date	Event Title	Audience	Number of Participants
4/3/21	Applied Behavior Analysis and the NYCACS Model	Parents and Professionals in Qatar	190
4/16/21	Autism Acceptance and appreciation	CPE2 4th grade	25

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 be offered 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, the number of events was more limited than desired; however, NYCACS hopes to increase outreach efforts during the 2021-2022 school year.

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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

In October 2020, the NYCACS Director of Transition and Community Outreach and NYCACS Bronx Senior Clinical Supervisor presented at the New York City Charter School Center’s Virtual Conference. The session title was “Effectively Educating Students with Autism – Some Important Considerations.”

2020-21 Staff Presentations			
Attendees	Conference Name	Topic	Date
14	New York Charter Schools Virtual Conference Innovation & Empowerment	Effectively Educating Students with Autism Some Important Considerations (90 minutes)	Oct-20

ADDITIONAL EVIDENCE AND COMMENTS

Conference presentations give NYCACS the opportunity to share practices with other educators and clinicians. This has a positive impact on the broader autism community. Some of those attending the conference presentation referenced above were regular education teachers or teachers in more traditional special education environments looking for tips and strategies to increase their effectiveness with the students on the autism spectrum within their classrooms.

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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 four separate occasions, two with specific schools and two through the New York City Charter School Center, surpassing the goal. These trainings reached 120 individuals across five different school sites.

2020-21 Staff Presentations			
Date	Attendees	Training Topic	Participating School Name
11/1/20	4	Overview of NYCACS remote program, guidance on family outreach, resource sharing, guidance on use of visual supports and schedules (30 minutes)	Achievement First Network – Empower Bushwick location
11/25/20	2	Consultation for preK student with sleep concerns	Central Park East 2
3/22/21	20	PD - Effectively Educating Students with Autism Some Important Considerations Part 1	NYC Charter School Center - The Collaborative for Inclusive Education
4/13/21	9	PD - Lunch & Learn - Effectively Educating Students with Autism Part 2	NYC Charter School Center - The Collaborative for Inclusive Education

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS prides itself on 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. NYCACS looks forward to furthering these efforts during the 2021-2022 school year.

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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.	Not 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.	Not Reportable
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.	Not Reportable
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.	Partially Met
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 significant and ongoing impact of COVID-19, efforts in this area have been and may continue to be somewhat limited. As NYCACS East Harlem enters the 2021-22 school year, the school will remain focused on maintaining the high caliber of programming for which it is known while also seeking opportunities to disseminate information and share practices.

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 2021 is currently underway and will be submitted together with all additional required documentation by November 3, 2021.

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.

GOAL 8: ESSA

The 2019-20 ESSA goal remains unchanged due to the COVID-19 school closure. The 2020-21 accountability status based on 2019-20 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, NYCACS East Harlem 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.

2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

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
2017-18	In Good Standing
2018-19	In Good Standing
2019-20	In Good Standing
2020-21	In Good Standing

APPENDIX A: OPTIONAL GOALS

Optional Goal 1: Retention

Each year, 90 percent of all NYCACS East Harlem 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 2020-2021 was 100%, exceeding the target of 90%.

2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

2020-21 Student Retention Rate			
2019-20 Enrollment	Number of Students Who Graduated in 2019-20	Number of Students Who Returned in 2020-21	Retention Rate 2020-21 Re-enrollment ÷ (2019-20 Enrollment – Graduates)
40	-	40	100%

EVALUATION

The NYCACS East Harlem student retention rate for 2020-2021 was 100%, 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

Year	Total Student Departures	Students Moved to LRE	Students Moved to MRE
2016-2017	1	1	0
2017-2018	1	1	0
2018-2019	3	1	0
2019-2020	1	0	0
2020-2021	0	0	0

ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	97%
2017-18	88%
2018-19	88%
2019-20	97%
2020-21	100%

2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Optional Goal 2: Attendance

Each year NYCACS East Harlem will have a daily attendance rate of at least 95 percent.

METHOD

NYCACS East Harlem tracks attendance through the ES BOCES data system.

RESULTS

NYCACS East Harlem's 2020-21 10-month attendance rate was 86.8%. While this does not meet the target, NYCACS made every effort to engage students and families and maximize attendance, given the challenges of COVID-19.

2020-21 Student Attendance	
Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Ungraded	86.8%

EVALUATION

NYCACS East Harlem's average daily attendance was 86.8% in the 2020-2021 school year, the lowest rate across the past five years. Remote instruction presented a new set of attendance challenges. NYCACS East Harlem teachers and clinical supervisors worked closely with parents and students to troubleshoot any challenges 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.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	94%
2017-18	95.5%
2018-19	95.5%
2019-20	92%
2020-21	86.8%