



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
NYC AUTISM CHARTER SCHOOL
EAST HARLEM*

Report Date: October 4, 2019

Visit Date: April 15-16, 2019

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

518.445.4250
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

CONTENTS

2

Introduction & Report Format

4

Renewal Recommendation

7

School Background and Executive Summary

11

Academic Performance

23

Organizational Performance

30

Fiscal Performance

33

Future Plans

Appendices

A: School Overview

B: District Comments

C: School Fiscal Dashboard

D: Education Corporation Overview

E: Education Corporation Fiscal Dashboard

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/SUNY-
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of NYC Autism Charter School East Harlem and renew NYC Autism Charter Schools’ authority to operate the school for a period of five years, with authority to provide instruction to five to 21 year old students in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 40 students.

To earn an **Initial Full-Term Renewal**,³ a school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,⁴ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁵

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the Act:

3. SUNY Renewal Policies at pp. 12-14. This is the school’s first renewal as a SUNY authorized school. Therefore, the SUNY Trustees will consider the school’s renewal pursuant to the SUNY Renewal Policies and all initial renewal outcomes including Short-Term Renewal are available.
4. The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.
5. SUNY Renewal Policies (p. 12).

- 1: the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁶

Enrollment and retention targets apply to all open and operating charter schools. The New York City Schools Chancellor (“NYC Chancellor”) previously authorized NYC Autism Charter School East Harlem (“NYCACS-EH”) until the SUNY Trustees approved NYCACS-EH to merge into NYC Autism Charter School Bronx (“NYCACS-B”) on March 8, 2017, which became effective on July 1, 2017. Charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. The Institute communicates specific targets for each school during its first year of operation or at renewal.

NYCACS-EH makes good faith efforts toward meeting its enrollment and retention targets. The school’s mission is to serve students with Autism Spectrum Disorder (“autism”), and all of the school’s students are designated as students with disabilities. Therefore, the school exceeds its enrollment and retention targets for students with disabilities. The school also exceeds its enrollment and retention targets for students who are classified as economically disadvantaged. Because autism affects students’ language development and proficiency, NYCACS-EH students cannot always be assessed through traditional language identification methods, and are therefore unlikely to be designated as ELLs. To ensure proper identification of ELLs, the school administers a home language survey and subsequently interviews families, as necessary.

6. See New York Education Law § 2852(2).

NYCACS-EH will implement the following strategies to meet its targets in any future charter term:

- make materials and information about the school available in Spanish language, the most commonly spoken language other than English in New York City Community School District (“CSD”) 4, NYCACS-EH’s district of location;
- conduct outreach to organizations serving Spanish language speaking clients and participants; and,
- upon enrollment, give training and information to non-English language speaking families in their native language.

For additional information on the school’s enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

NYC AUTISM CHARTER SCHOOL EAST HARLEM

BACKGROUND

The NYC Chancellor originally recommended NYCACS-EH to receive its charter, and the school opened its doors in fall 2005 serving students ages five to 21 years old. The NYC Chancellor granted NYCACS-EH two full term renewals. The school merged with the SUNY authorized NYCACS-B effective July 1, 2017. The merged education corporation was then renamed NYC Autism Charter Schools. The school is authorized to serve 40 students during the 2018-19 school year.

The current charter term expires on June 30, 2020. A subsequent charter term would enable the school to operate through June 30, 2025. The school reached maximum enrollment in 2018-19, and, if granted renewal, the SUNY Trustees would approve NYCACS-EH to continue to serve 40 students ages five to 21 years old. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 433 East 100th Street, New York, NY in CSD 4. The building also houses Central Park East II, a district school serving students in Kindergarten – 8th grade, and both the Children’s Aid at Central Park East II and DREAM Charter School universal full day pre-Kindergarten programs.

NYCACS-EH’s mission states:



The mission of NYC Autism Charter Schools is to provide individualized, evidence based educational services to children, adolescents, and young adults with Autism Spectrum Disorder. The NYC Autism Charter Schools’ program sets high educational standards, promotes the full intellectual, social, physical, and emotional potential of each student, and provides support and training for parents and family members, as well as professional development opportunities for staff. NYC Autism Charter Schools works to positively impact the broader autism community by offering information, consultation, and training to other schools, organizations, and businesses in the New York City area and beyond.

NYCACS-EH is a specialized school serving students with moderate to severe autism. Autism is a developmental disorder that affects communication and behavior. Individuals with autism often have difficulty communicating and interacting with others and often exhibit restricted or repetitive behaviors that can present significant obstacles to learning academic and life skills.⁷

The school's academic program is based on the principles of applied behavior analysis ("ABA"), a research-based methodology used to teach students socially significant behaviors such as academic skills, social skills, communication, and adaptive living skills; help students learn, maintain, and generalize behaviors; and, reduce interfering behaviors.⁸ To execute this intensive programming, the school employs a low teacher to student ratio, with classrooms consisting of one head teacher and multiple instructors. Instruction often takes place on a one to one basis with daily small group work where appropriate.

See Appendix A for additional report definitions of autism education specific terminology used frequently herein.

7. More information on autism can be found: <https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml>.

8. Additional details about Applied Behavior Analysis can be found at: <https://www.centerforautism.com/services/aba/>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

NYCACS-EH is an academic success having met its Accountability Plan goals. The school's goals include students' progress toward acquiring academic and functional life skills and mastering Individualized Education Program ("IEP") goals. The school demonstrates success in the following ways:

- 100% of students are classified as having moderate to severe autism. During the charter term, the school transitioned four students to a less restrictive environment signaling that the program increases student capability for success in more inclusive settings. To prepare students for a less restrictive environment, NYCACS-EH partners with the co-located and other local charter schools for students to attend instruction in general education classrooms for portions of the day.
- In 2017-18, 100% of students mastered a minimum of 85% of their annual IEP objectives. Twelve of the 33 students enrolled at the school mastered 100% of their IEP objectives, which include goals related to academic content, language, communication, behavior, and functional life skills.
- The school maintains 11 active partnerships with local businesses for its work internship program, and several more with other businesses and community organizations to provide awareness of autism in the community. The work internship program allows students age 16 and over to spend several hours a week learning practical job skills. For example, a student internship at DREAM Charter School, another SUNY authorized charter school in the same CSD, allows the student to practice skills such as data entry and following directions from multiple people.
- True to its mission to impact the broader community, NYCACS-EH hosts a peer mentoring program. NYCACS-EH provides training for students from local schools who then work individually or with a small group of NYCACS-EH students throughout the school year. The peer mentors build relationships and learn how individuals with autism adapt in society, and the NYCACS-EH students have the chance to interact and generalize their social skills with peers.
- The school establishes effective partnerships with families. As part of the school's mission to provide support and training for parents, school staff conduct monthly clinics with all families and conduct home visits or accompany them to appointments. In these sessions, school staff members teach families instructional methods to help students transfer the skills they learn in school to their lives at home or in public.

In addition to meeting its Accountability Plan goals, NYCACS-EH has exceptionally strong systems to use data to drive instruction. The school maintains a one to one or small group ratio of staff to students, allowing instructors to track students' progress toward skill mastery frequently throughout every class period. Instructors then use this data to adjust each student's individualized instructional program. School leaders use these data to identify areas for schoolwide programming improvement.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant NYCACS-EH an Initial Full-Term Renewal of five years.

NOTEWORTHY

NYCACS-EH hosts two major activities for students to demonstrate performance and sports skills. Each December, the school hosts a piano recital where students perform a prepared musical piece and play for families and community members. In partnership with DREAM, formerly Harlem RBI, Incorporated, students play a baseball game with peers from the community based organization's program to learn team building skills.

ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

NYCACS-EH is an academic success having met its Accountability Plan goals over the charter term. The efforts of the school's instructional staff members and experienced leaders, low staff to student ratio, and high quality clinical programming result in an effective, evidence-based educational program for students with autism.

At the time that the school merged under authorization by the SUNY Trustees, the Institute and the school worked together to develop an Accountability Plan that set goals aligned to the school's mission and specific needs of its students. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines the results for multiple measures included under each goal area to determine goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁹ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"¹⁰ for other public schools, SUNY's required Accountability Plan goals for the school include an Every Student Succeeds Act ("ESSA") goal evaluating if the school is in good standing under the state's accountability system.

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Due to the nature of students' needs, students at NYCACS-EH do not take the traditional New York State English language arts ("ELA") and mathematics assessments. As such, including the state assessments as a measure in the Accountability Plan is not useful to assess students' achievement in the program. NYCACS-EH created an Accountability Plan that addresses the needs of its specific student population. NYCACS-EH's Accountability Plan includes goals that hold the school accountable for demonstrating progress in targeted programming; IEP goal attainment and progress on other skill acquisition programs; transitioning students to less restrictive settings; the reduction of challenging behaviors; and, respecting the human rights of all students. The Institute will continue to work with NYC Autism Charter Schools to ensure the Accountability Plan aligns to the school's specific mission and includes rigorous academic and programmatic goals.

9. Education Law § 2850(2)(f).

10. Education Law § 2854(1)(d).

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success including the extent to which the school has established and maintained a record of high performance and established progress toward meeting its academic and programmatic Accountability Plan goals throughout the charter term.

**SUNY
RENEWAL
BENCHMARK
1A**

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

NYCACS-EH met each of the eight goals included in its Accountability Plan. Laudably, the school demonstrated progress for all students in their targeted programming and in the reduction of challenging behaviors. The school also met the goal of respecting the human rights of each individual student in behavior intervention plans (“BIPs”) based on evaluations from an external human rights committee. NYCACS-EH also met its parent satisfaction, staff proficiency and satisfaction, community and professional outreach, fiscal soundness, and ESSA goals. An analysis of the attainment of goals most related to student outcomes is presented below.

NYCACS-EH met its goal for progress on IEP objectives and skill acquisition demonstrating strong progress for all students in their targeted programming. In 2017-18, the school exceeded the targets for all eight measures included under its goal. That year, every student enrolled in the school mastered at least 85% of their annual IEP objectives, with 12 of the 33 students enrolled mastering 100%. NYCACS-EH students also participated in skill acquisition programs not included in their IEPs, and 100% of students showed progress on all of those programs during 2017-18. Notably, all students who are 13 or older participate in some form of instruction in the community outside the school. NYCACS-EH assesses participating students on their progress in navigation and travel, production, and social skills. With 100% of the 17 participating students showing improvement in each of those skill areas, the school exceeded its target.

The school works to reduce the frequency and intensity of students’ challenging behaviors and collects data through behavior intervention plans daily. Students may have multiple behavior intervention plans tracking different types of challenging behavior. In 2017-18, 100% of the six students who had at least one behavior intervention plan in place for at least six months demonstrated a reduction in the challenging behavior. The school met its goal of respecting the human rights of all students as evaluated by a human rights committee. The school semi-annually convenes a human rights committee to review the school’s BIPs that include a restrictive component. The committee reviews each plan along with accompanying data and responds to an assessment that determines if there is evidence of elements of student human rights such as adequate parental consent and use of reinforcement procedures. In 2017-18, the committee reviewed three student BIPs and responded positively to at least 80% of assessment items for each student. That year, the committee also found evidence that parental consent was demonstrated in all three cases.

NYCACS-EH established a goal of parent satisfaction and monitors parents' preparation for the challenges of supporting students' autism-related issues outside of the school. In 2017-18, the school exceeded the target for the six measures included under this goal. Notably, 88% of families or guardians participated in the target number of hours of training provided by the school. The school provides two types of parent trainings: clinic meetings during which families learn about their student's educational programming at school; and, home consultation during which school staff visit homes to teach families strategies that will help students develop life and communication skills. The school averaged over 12 hours of programming per family in 2017-18.

The school met its ESSA goal, having not been identified for targeted or comprehensive improvement under the state's accountability system.

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

NYCACS-EH has an assessment system that improves instructional effectiveness and student learning. Teachers frequently collect data in the moment from students, and leaders regularly review the data to discuss student progress and needs to ensure growth and development for each student.

- NYCACS-EH regularly administers valid and reliable assessments to determine specific behavioral, functional, and academic skills for each student. The school administers the Verbal Behavior Milestones Assessment and Placement Program ("VB-MAPP") to students in the lower school ages five to 12 years old, and the Assessment of Functional Living Skills ("AFLS") to students in the upper school ages 13 to 21 years old to inform IEP goals and create class groupings. Teachers also assess a variety of academic skills in reading and mathematics when students enter the school to determine specific program elements for academics. For eligible students, the school administers the New York State Alternate Assessment ("NYSAA").¹¹ Teachers collect data on student activities regularly throughout the day using internally created curriculum-based assessments to develop individual skill programs focused on specific learning targets for students.
- NYCACS-EH has a valid and reliable process for scoring and analyzing assessments. For new staff members, clinical supervisors train and support with the administration of VB-MAPP and AFLS. As staff members become more familiar and proficient with the assessment systems, clinical supervisors gradually release support and oversight. For daily data collection, the school meets regularly to discuss and norm procedures for

11. For more information on NYSAA, please see: <http://www.p12.nysed.gov/assessment/nysaa/>.

collecting data points on each student program. Teachers discuss situations for which students receive a positive or negative mark for completing a task and skill, and clinical supervisors and head teachers work with instructors to ensure each program has clear criteria for success including when an instructor can or cannot provide a reminder prompt to a student.

- The school makes assessment data easily accessible to staff members, leaders, and board members. Through Thread Learning,¹² an online database specifically designed to support autism settings, staff members enter student progress for each program on an almost minute by minute basis. Instructors then meet with head teachers and clinical supervisors to review data reports. Leaders access data at least weekly to review and discuss the progress of students to make determinations of new program elements or to inform placement discussions with families. Leaders present updates on student progress to the board every other month and provide specific data dashboards two times per year.
- Staff members use assessment results to drive every aspect of the school's program to meet the unique and specific needs of every student. From the initial intake, the assessments inform classroom placement and drive conversations with families about programming options. Once staff members complete the VB-MAPP and the AFLS, they determine programs for each student to follow. As the school year progresses, staff members collect data daily to make adjustments to programs as students demonstrate mastery of specific skills. Each week, head teachers and instructors in each classroom review the progress of each student. Based on results from the assessments and daily data collection, head teachers and clinical supervisors use this information to design and revise student IEPs, and to make decisions about placement in less restrictive or more restrictive environments.
- Leaders use assessment results to evaluate teacher effectiveness and to develop professional development topics. In the teacher evaluation rubric, leaders evaluate teachers in areas of accuracy of data reporting and knowledge of student needs. Through regular conversations and data reviews, leaders are well aware of staff members' accuracy in data collection methods. Based on observations and specific student needs, leaders determine topics, articles, and outside experts to provide professional development to staff. Clinical supervisors also utilize data and observations to target specific coaching needs across head teachers who in turn utilize this information to coach and support instructors. Leaders recognize a need to develop practices for reviewing schoolwide data and looking at trends across the program. For example, leaders recognize a need in the lower school to enhance the programming for preparing students for daily life outside of school, to align more closely with the strong practice in place at the upper school.

12. Additional details about Thread Learning can be found at: www.threadlearning.com/.

- NYCACS-EH regularly communicates to families about student progress and growth. Staff members frequently communicate with families via text, email, and phone calls. Families attend an individualized monthly clinic to observe their child practicing skills and meet with leaders to discuss student progress and needs. The school conducts home visits to strengthen and reiterate learning and developmental needs between school and home. The school also meets with families individually on an annual basis to conduct planning meetings to review achievement and behavioral data and discuss trajectories for students.

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

NYCACS-EH's curriculum fully supports teachers in developing individualized programming that meets the needs of each unique student and aligns to IEP goals. Since opening, the school has established clear resources with behavioral and academic domains that align with ABA practices.

- Early in the school's existence, NYCACS-EH created an extensive bank of curricula to provide teachers a framework with student performance expectations that align to a variety of state, ABA, and other assessment standards. The school created a set of domains, or broad categories of life and academic skills, for teachers to select for student needs such as attending, academic reading, and socializing. The school further breaks each domain into a set of discrete skills, and then clinical supervisors and head teachers use these resources to establish individual learning programs for each student based on specific needs as identified through the school's assessment system. The school also has a multitude of resources to teach students social emotional aspects of learning, and leaders are exploring ways to enhance this aspect of the curricular program.
- In addition to the framework, the school provides teachers with many supporting resources to plan individualized student programs. Within each domain, the school has a subset of skills broken into a further subset of program shells with discrete skills for students to demonstrate mastery for the overall function. Each program highlights a specific objective, alignment to a standard, success criteria, and an outline of the teaching procedures. For example, a program on tying shoes provides the teacher with details on how to teach each step of the task as well as details on how to collect data during instruction. Staff members access this information through the school's online student data tracking system, Thread Learning.

- NYCACS-EH utilizes a robust process for determining specific programs for each student. As a result, teachers know exactly what to teach and when to teach it. Through an extensive review of data collected on each student, family input, and IEP goals, clinical supervisors work with head teachers to establish a framework or lesson plan for the ABA based instructional programs that students will work on. Staff members then assign programs to instructors and head teachers, who implement each program and collect data daily. Clinical supervisors and head teachers design purposeful programs based on VB-MAPP results for students in the lower school, AFLS results for students in the upper school, IEP goals, and family input. Staff members are highly trained in implementing the prescribed programs and each program is written procedurally to ensure effective implementation with fidelity.
- Leaders are responsive to students' changing needs and adapt and revise programs to support student learning and independence. The school domains cover a wide range of necessary skills that ultimately work toward independence in living and supporting students with autism, such as tying shoes, washing and drying hands, cleaning, and cooking. Leaders take feedback from staff members, instructors, and families to adapt and evolve the program offerings. The school also makes adaptations to use new technologies that allow students to demonstrate even greater levels of independence. For ELA and mathematics instruction, students generally work on foundational reading and mathematics skills. For example, some students in the lower school are working on phonics and answering basic questions such as "who" and "what" questions, and some students in the upper school are working in dyads on basic reading literacy. In mathematics, students work on counting and mathematics computation worksheets. The school is reflective on methods to incorporate more academic content into curricula.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

NYCACS-EH provides highly individualized instruction consistent with evidence based practices for working with students with autism including visual support, reinforcement, differential reinforcement, prompting, antecedent based interventions, task analysis, discrete trial training ("DTT"), modeling, technology aided instruction and intervention, social narratives, and functional communication training. As shown in the table that follows, Institute visit team members conducted 11 classroom observations following a defined protocol used in all renewal visits and observed for additional measures that are unique to programs that serve students with autism. Given the school model, the Institute was intentional to observe all age ranges and skill levels in classroom observations.

NUMBER OF CLASSROOM OBSERVATIONS

U N G R A D E D		
Age Range (Years)	5-8	4
	9-12	1
	13-19	4
	19-21	2
	Total	11

- Staff members deliver purposeful lessons with objectives aligned to the school curriculum and student IEPs (11 out of 11 lessons observed). Each staff member delivers an individualized lesson to one student or a small group of students, with objectives that are specific, measurable, observable, and aligned to VB-MAPP, AFLS, and IEP goals. Teachers deliver most of the instruction through the DTT method and constantly collect data then input it into Thread Learning. During small group instruction, each instructional and clinical staff member has a clear role, such as leading instruction or monitoring student behavior using ABA methods.
- Staff members regularly and effectively check for student understanding (9 out of 11 lessons observed). Given the low staff to student ratio, staff members continuously collect data to monitor students' progress toward meeting goals. Every head teacher and instructor has an iPad to record student progress in Thread Learning. During instruction, staff members correct student responses immediately and reinforce correct responses to ensure skill acquisition. When students have mastered specific skills, instructional staff adjust instruction in the moment or the next day's program to teach new skills. Classroom staff meet weekly to discuss student progress and generate monthly reports to monitor student progress and to adjust instruction to better meet student needs.
- Half of teachers include opportunities that develop depth of understanding and higher order thinking within academic content and adaptive living skills instruction (5 out of 11 lessons observed). In the lessons in which the Institute observed higher order thinking, teachers ask questions that engage students in problem solving. For example, in one classroom, an item accidentally spilled on the floor. Rather than starting to clean up the mess, the teacher prompted the student to problem solve by first asking, "What should we do?" and talking the student through appropriate next steps. Teachers also allow students to express responses to questions in a variety of formats such as by pointing, using a visual, or responding verbally. School leaders recognize an opportunity to enhance academic content instruction. Many staff members prompt students to give basic recall missing opportunities to emphasize learning concepts and engage in more challenging content.

- Teachers maximize learning time and have effective behavior management techniques (9 out of 11 lessons observed). Aligned with the tenets of ABA methodology, instructional staff constantly prompt and redirect students to stay focused on the lesson. Most classroom behavior management is maintained through individual behavior management systems. Every student has an individual behavior management system with a token board with reinforcers to choose from and a timer on a clipboard. Some students have additional pictorial and/or written expectations specific to their needs. Teachers select reinforcers based on student preferences to ensure motivation. Teachers provide most students with reinforcement immediately, and intermittent reinforcement to other students in order to build delayed tolerance and independence. Teachers and instructors provide praise tied to specific actions allowing students to understand the expected behaviors they are engaging in. Teachers explicitly teach school readiness and learning to learn skills such as sitting in a chair, keeping hands down, and attending skills to ensure that students can be successful in more inclusive environments. When students have moments of challenging behavior, teachers demonstrate calm and concise redirection. In general, students are highly engaged and exhibit few challenging behaviors. Teachers individualize behavior management techniques based on student IEPs and BIPs.
- The school uses visual supports to communicate clear expectations and enhance students' independence (11 out of 11 lessons observed). Each student has an individual visual schedule and visual timer. The visual schedules are well differentiated to the needs of each student. For example, some students have picture schedules while others have written schedules to follow. In addition, individual schedules change in format as students get older to address age appropriateness. Some upper school students have schedules in electronic formats and others have schedules in binders. To support student learning in small group or one on one centers, task schedules within each center delineate what work is expected of the students. Visuals are present in the classroom learning environment and in the school's common areas to make instruction accessible throughout the building and enable students to build independence by learning to observe visual cues in their environment.
- Classroom learning environments are designed to specifically support students with autism (11 out of 11 lessons observed). Classrooms have clear physical and visual boundaries that help to minimize visual and auditory distractions. Each classroom is intentionally set up to allow for whole group instruction, small group instruction, one to one instruction, and a play or sensory area. Each student has a work area sectioned off with bookcases to minimize distractions. Each bookcase has a structured organization system with materials and bins clearly labeled.

- The school shows clear evidence in implementing functional communication training that supports students in engaging in socially appropriate communication and expected behaviors (6 out of 6 lessons observed; in 5 of the lessons observed, this indicator did not apply because students were able to verbally communicate). Students who have limited or no verbal communication are taught to use alternate communication systems such as Proloque2Go on their iPhones or picture systems on their iPads. Students utilize these alternate communication systems consistently throughout the day in all settings. The alternate communication systems also serve multiple functions, such as requesting, greeting, commenting, and gaining attention, allowing students to effectively communicate with others. During instruction, teachers provide opportunities for students to express their responses in a variety of formats. Staff members consistently promote the development of receptive and expressive language skills. Staff members respond to students' communication attempts by shaping and expanding those attempts. For example, the head of school modeled appropriate communication skills for a student.
- Throughout the day, teachers incorporate constant communication between adults and students. Teachers and instructors explicitly teach discrete social skills identified through the VB-MAPP or AFLS assessments. Students develop strong skillsets to communicate with adults, and the school recognizes a need to continue building these same strong opportunities into peer to peer interactions, as the Institute observed strong peer to peer interactions in only one of 11 lessons observed. The school has informal opportunities for students to interact with one another such as teacher facilitated discussions between tasks or during breaks. Some students practice social skills in inclusive settings such as inclusion recess with the district school co-located in the same building. The school recognizes this area for improvement and is starting to implement more formalized, social communication instruction in the lower school. The school also has an opportunity to tie social communication to emotional awareness such as teachers prompting students to independently use self-management and emotional regulation strategies.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

NYCACS-EH has strong instructional leadership that develops the competencies of teachers. The school has well-developed systems for individualized coaching and ongoing professional development.

- Leaders resoundingly emphasize that every student can develop skills to live as independently as possible, which allows the school to establish an environment of high expectations for all staff members. Leaders set out to found a school after recognizing that few educational options exist for children with autism. Teachers complete several trainings that reinforce the school's expectations for content knowledge, pedagogy, and mission alignment including sessions on didactic training, professionalism, and compassion in behavioral analysis. Leaders follow up on these expectations throughout the year through ongoing coaching, weekly professional development, and a formal evaluation process.
- Internal talent pipelines have created a leadership team at NYCACS-EH that is robust and effective to support instructional staff members. The head of school and three clinical supervisors oversee instructional programming. These leaders bring an average of over seven years of experience at the school and professional preparation in social work, special education, and behavior analysis to develop training and coaching for head teachers and instructors.
- NYCACS-EH leaders provide systematic, effective coaching that is individualized to meet the needs of each teacher and improve the teaching staff's overall instructional effectiveness. Clinical supervisors coach and supervise two to three classrooms spending several hours per week observing and coaching the head teachers during instruction. Head teachers submit monthly data reports and provide additional coaching based on the data when necessary. Head teachers lead weekly progress meetings for all classroom staff members to review student progress, action plan for the upcoming week, and align on instructional strategies. Clinical supervisors join these meetings at least monthly. As a result of the school's strong coaching systems, instruction at NYCACS-EH effectively improves student outcomes.
- The professional development program at NYCACS-EH develops the competencies and skills of all teachers. The school has developed strong internal professional development and, when necessary, the school differentiates its professional development offerings to meet the specific job needs of instructors and teachers. The school bolsters its program even further by bringing in external experts to present on a variety of topics and by encouraging teachers to pursue external opportunities, such as additional coursework that can lead to the Board Certified Behavior Analyst ("BCBA") credential or teacher certification in special education. To further support teachers in obtaining these certifications the school provides tuition reimbursement, and clinical supervisors provide clinical supervision hours to teachers training for their BCBA.

- Leaders regularly conduct evaluations with clear criteria that assess the strengths and weaknesses of each staff member. The evaluation process uses internally developed rubrics with clearly outlined expectations for staff members and align with specific positions and responsibilities. The rubric includes specific components aligned to the ABA model given the school's commitment to this learning theory. The evaluation process also includes quantitative and qualitative feedback from teaching peers and students' families.
- NYCACS-EH leaders hold instructional staff accountable for quality instruction and student achievement. By creating clear expectations at the start of each school year and by following up on these expectations throughout the year via the school's daily and weekly coaching and professional development, leaders hold instructional staff accountable for student outcomes. The school's regular and robust approach to data collection provides an additional layer of accountability in which leaders can frequently review student progress and intervene when necessary with teachers.

**SUNY
RENEWAL
BENCHMARK
1F**

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

NYCACS-EH serves an entire population of at-risk students, specifically students with autism who are classified as students with disabilities, and effectively meets the needs of its students. Staff members thoroughly identify student needs and provide school, home, and community based supports.

- The school uses clear procedures for identifying the needs of its students. Upon intake, NYCACS-EH uses student IEPs, VB-MAPP or AFLS data, and student and family interviews to identify student programmatic needs. The school then groups students in classrooms based on age and communication and behavioral skill level. To identify students who are struggling behaviorally, instructional staff and clinical supervisors use classroom observations and work with families to create a BIP, if necessary.
- Because autism affects language development and many students are nonverbal upon enrollment to the school, it is often not possible to use traditional methods to assess students' English language proficiency. As such, NYCACS-EH is unlikely to designate students as ELLs given the specific communication and developmental needs of incoming students. According to the state database, only one student at the school was designated as an ELL in the last three years. To identify ELLs and students' English language acquisition needs, the school administers a home language survey and interviews families to discuss appropriate instructional strategies. The school uses school-based staff as translators for parent meetings and outreach, when necessary.

- The school's programming meets its students' needs to prepare for independent life in the general public through community-based instruction. Students 16 years and older participate in an internship program for which the school has established partnerships with 11 local businesses. A school staff member accompanies the student to their internship site, which varies each year so that students have an opportunity to develop a range of skills such as food preparation, data entry, and customer service. NYCACS-EH takes lower and upper school students on field trips to both learn about content and practice leisure and life skills outside of school. NYCACS-EH also conducts home visits with students and families to support transference of skills across different environments and to model strategies for parents. For example, when a student is working on a skill such as tolerating visiting a doctor office, an instructional staff visits the student's home or accompanies the family and student to an appointment. School leaders recognize a need to include more varied opportunities for community-based instruction in the lower school.
- The school's programming meets its students' developmental, behavioral, and academic needs. The school's use of the ABA methodology allows staff to provide intensive behavioral supports. Leaders work with instructional staff and families to implement BIPS for students who exhibit consistently challenging behavior. To ensure that BIPS are effective, school-based staff review BIPs to check that instructors collect data regularly and accurately. To ensure the BIPs are ethical, such that they implement practices that address students' misbehaviors while maintaining the students' dignity and teach students behavior self-management skills, the school assembles a human rights committee to review a selection of BIPs twice per year. The committee consists of external professionals from a variety of backgrounds. In its most recent review in November 2018, the committee found that staff properly execute the interventions and the data show students make progress toward decreasing targeted behaviors.
- Instructional and clinical staff use a variety of effective strategies to support NYCACS-EH students' growth. To support students who engage in instruction in general education classrooms at other schools, the school will review the students' transition plan and discuss strategies for support in the classroom. NYCACS-EH then works with the leader of the school to coordinate an inclusion schedule for the student. A NYCACS-EH staff member will remain with the student in the inclusive setting to provide support, if needed, and collect data to aid students' transference of skills.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

NYCACS-EH is an effective and viable organization. The NYC Autism Charter Schools board carries out its academic, legal, and fiscal oversight responsibilities faithfully and supports effective delivery of the educational program to meet the school's Accountability Plan goals.

SUNY RENEWAL BENCHMARK 2A

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

NYCACS-EH is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. NYCACS-EH's commitment to serving students with autism and impacting the broader community is clear in its educational programming and myriad community partnerships and programs.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from NYCDOE's 2017-18 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. This year, 97% of families who received the survey responded. The vast majority of survey responses (99%) indicate high satisfaction with the school, and the response rate is sufficient to be useful in framing the results as representative of the school community. The school also administers an internal parent survey that reports high parent satisfaction.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The seven parents in attendance expressed high levels of satisfaction with the school program. Parents appreciate the constant and consistent communication about

their children’s progress. Families identify that the school program is unique in serving its population and that the levels of care and attention to each individual child is unmatched. Parents appreciate how the home visits and clinics provide an added layer of support that help educate and support the home to school connection and educating families about supporting students with autism.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2017-18, 94% of NYCACS-EH students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A. The school tracks students who leave, and students who did not return for the 2017-18 school year did not return because they moved into a less restrictive environment.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

The school organization effectively supports the delivery of the educational program. While the school receives an agreed upon funding formula from the NYCDOE, it has requested an increase in funding in line with the cost of operating the program as NYCDOE has not updated the formula since 2011. Notwithstanding the lack of additional increased funding from the NYCDOE, the education corporation has established the staffing, curricular, and instructional systems that allow NYCACS-EH to carry out the academic program as set forth in its charter agreement.

- The school has established an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its unique and intensive program model. The executive director oversees the head of school, director of adolescent programming, and director of transition and community outreach, who together oversee the day to day instructional programming of the school. The operations manager, director of finance, and business manager oversee operations and finance at the school, allowing instructional leaders to solely focus on instruction at the school.

- The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. The head of school oversees the clinical supervisors to track progress on all students and families. The director of adolescent programming oversees the curricula and instruction for the newly designated upper school. The director of transition and community outreach is the liaison for internships and community partnerships. Head teachers and instructors know who to go to for specific supports.
- The school has a clear student discipline system in place at the administrative level that is consistently applied. The schoolwide discipline policy aligns with requirements of the Individuals with Disabilities Education Act (“IDEA”). The school provides behavior management training for all staff members. NYCACS-EH has clear suspension procedures that align with legal requirements for discipline of students with disabilities. Staff members address the most challenging behaviors through BIPs. As a result of staff members’ close monitoring and individualized attention, NYCACS-EH’s environment is safe and nurturing, and the school has had zero suspensions and expulsions during its charter term.
- The school retains quality staff and has successfully created a pipeline for staff members. The executive director has served at the school in multiple roles for 13 years, and both the head of school and director of adolescent programming started their careers at the school as instructors over 12 years ago. Two of the three clinical supervisors were previously head teachers or instructors at the school, and 60% of the current head teachers started as instructors. To further improve staff retention, NYCACS-EH offers tuition assistance for staff to pursue special education or ABA certification. Nine of the current staff members at the education corporation’s second school, NYCACS-B, started as staff members at NYCACS-EH.
- Despite the NYCDOE’s resistance to increasing the school’s per pupil funding for the last seven years, NYCACS-EH has managed to allocate resources to achieve its goals. However, as the school’s needs expand, the school’s funding is limited and it may have to make compromises to maintain the quality of its educational programming. To maintain the small class sizes and low staff to student ratios, the school employs 38 head teachers and instructors to serve the school’s 40 students. The school provides iPads to all head teachers and instructors, and has invested in using Thread Learning to enable staff members to easily collect, analyze, and use student data. The school equips each classroom with multiple laptops for students to use throughout the day. To ensure NYCACS-EH provides the necessary visual supports to students, the school has installed SMART boards in every classroom.

- The school effectively retains students. In 2018-19, the school expanded to its maximum enrollment of 40 students. Additionally, 94% of students who were eligible to return at the start of the year did so. When students age out at 21 years old or transition to more or less restrictive environments at a younger age, the school primarily enrolls five year old students to ensure new students can access the program for all of their school age years. During the charter term the school's waitlist averaged 106 students.
- The school has procedures to monitor its progress toward meeting enrollment and retention targets. As all students are classified as students with disabilities and most are economically disadvantaged, the school surpasses its enrollment and retention targets for these subgroups of students. Because autism is a confounding factor affecting language proficiency, NYCACS-EH students cannot always be assessed through traditional language identification methods, and are therefore unlikely to be designated as ELLs.
- NYCACS-EH regularly monitors and evaluates its programs and makes changes when necessary. The school hires a variety of external consultants to review the program at NYCACS-EH or NYCACS-B every year. Based on the last evaluation of the NYCACS-EH program, school leaders decided to group students into a lower school and an upper school starting in the 2018-19 school year. This grouping has allowed the school to provide more tailored supports to students based on their age and readiness to engage in the general community.

**SUNY
RENEWAL
BENCHMARK
2D**

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

The NYC Autism Schools board effectively oversees the school's educational program. Given the unique model of the school, the board is thoughtful about retaining members with varied skill sets and utilizing external resources to provide a well-rounded program at the school.

- Board members utilize a variety of skills to ensure the school implements a successful program. The 14 board members possess skills in business, marketing, law, special education, and finance, and organize themselves in executive, governance, operations, and finance committees. Two members have children at the school, one member is the co-founder of the school, and another member is a licensed BCBA. As a result of the lack of increased per pupil funding from the NYCDOE, the board recognized a need to improve its fundraising expertise and acted with urgency to do so. In 2017, the executive director and the board created a junior board that holds fundraising events and can serve as a pipeline for future board members. The board also elected a member with fundraising expertise in spring 2019.

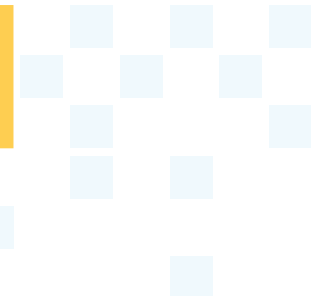
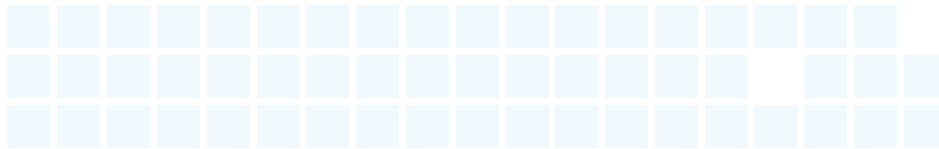
- The board requests and receives the necessary information to provide effective oversight to the educational program and school finances. The executive director provides monthly reports to the board. The board regularly reviews student progress toward meeting IEP goals, parent satisfaction and feedback, staff member satisfaction and professional development, and assessment data. The board is reflective and makes adjustments to the program when necessary. For example, the board recognized the school could improve its programming to ensure students can more effectively adapt to participating in the general community. As a result the board decided to move from the one to one student to staff member ratio that the school was founded upon, and have multiple classrooms with small groups so that students experience more of an inclusive classroom environment.
- The board establishes and tracks long range goals. The school's long-term priorities continue to be to provide the intensive ABA programming it currently provides to students while continuing to differentiate programming for older students. The board acknowledges it is limited in its ability to create long term strategic plans given the NYCDOE's slow process to discuss an increase in per pupil funding for NYC Autism Charter Schools. Given the situation, the board is creating a contingency budget and is limited in its ability to grow enrollment in the future.
- The board sufficiently retains key personnel. The board is responsible for hiring the executive director who has been with the school for 13 years. Board members have an average tenure of over five years on the board, with five members serving for eight years or more.
- Board members hold themselves and school leaders accountable for student achievement. The board holds a retreat once a year to review its progress and completes an annual self evaluation. The board also approves the selection of an external consultant to review the educational program at one of the school sites each year. The board completes a comprehensive yearly written evaluation of the executive director.
- The NYC Autism Charter Schools board prioritizes its communication with families and the school community. The board elects a parent representative on the board with a one year membership, and the school collects schoolwide parent survey data twice per year. In 2018-19, one board member taught a photography class to a small group of students at the school twice per week. Board members also attend the school's yearly piano recital and baseball game.

SUNY RENEWAL BENCHMARK 2E

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The board materially and substantially implements, maintains, and abides by appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- During the current charter term, the board successfully replicated its program in the Bronx and merged its two school programs in order to streamline governance and operations.
- While a large board, the board works successfully in a committee structure.
- The board consistently sets short-term and long-term goals while providing clear direction to school leadership.
- The board, through its governance committee, is thoughtful as to its vetting and onboarding processes for new members, which requires prospective members to participate in many steps before the board will consider granting membership to ensure a new member is the right fit for the board.
- The board works transparently as evidenced by detailed minutes and timely web posting of materials including board agendas, minutes, and policies.
- The board receives regular reports from the finance committee and school leadership regarding operations and its Accountability Plan goals.
- Working with school leadership, the board has stayed abreast of state policy regarding students with disabilities. For example, a subgroup of the board was created to provide feedback on the NYSAA.
- The board utilizes external evaluators to provide feedback on the program as the board continuously strives to improve and developing programming.
- The board works diligently with school leadership on fundraising creating several events including the annual baseball extravaganza.
- The board materially complies with the terms of its by-laws and code of ethics.
- The board performs regular self evaluations.



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SUNY
RENEWAL
BENCHMARK
2F

HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter.

- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FISCAL PERFORMANCE



13. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, NYC Autism Charter Schools is fiscally sound as is its school, NYCACS-EH. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that NYCACS-EH and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹³ (The SUNY Fiscal Dashboard for NYCACS-EH is included in Appendix C and the Fiscal Dashboard for the NYC Autism Charter Schools merged education corporation is included in Appendix E). The discussion that follows relates mainly to the NYC Autism Charter Schools education corporation because a school is not a legally distinct fiscal entity.

NYCACS-EH opened in 2005-06 authorized by the NYC Chancellor. Effective July 1, 2017, the school merged with the existing NYCACS-B, the surviving entity. The entire NYC Autism Charter Schools portfolio is now under SUNY authorization. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too has the appropriate financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally strong prior to the merger and fiscally strong as a merged entity.

The merger allows the schools to realize efficiencies associated with operations and capacity to share programs and resources in the areas of academic programming, fiscal management and operational support, human resources, technology, and public relations. Reporting to one authorizer allows the school to streamline reporting and compliance requirements and expectations.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

NYCACS-EH has the necessary financial resources to ensure stable operations. NYC Autism has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

**SUNY
RENEWAL
BENCHMARK
3A**

- The budget process involves key stakeholders including school leadership and finance staff members to develop each school's budget using a model designed to achieve self-sufficiency of unique requirements of the program offered without having to rely heavily on private philanthropy. The budgets are based on historical actual revenues and expenses and programmatic features to ensure that the staff can properly support the proposed enrollment.
- NYCDOE per pupil funding for the program has been frozen for the last seven years; the school is actively seeking an increase during the next charter term but has conservatively budgeted flat revenues. The projected five year renewal budget reflects anticipated stable revenues and expenses associated with planned enrollment of 40 students.
- NYC Autism Charter Schools has experienced NYCDOE facility related issues over the current charter term. Last year, NYCACS-EH had to vacate one facility, leasehold improvements, and to move the program to another site, and incur additional leasehold improvement costs. The school operates a twelve month program and during the 2018 and 2019 summers, NYCDOE required the school to temporarily relocate the NYCACS-EH facility because of roof repairs. The facility issues add to the regular inflationary expenses that the program has experienced draining the financial reserves that had been built up. Negotiations with the NYCDOE regarding per pupil aid are critical for the program.
- NYCACS-EH operates in East Harlem under a Facility Shared Use Agreement with NYCDOE for dedicated and shared space at a cost of \$1 per year. The existing space provided for the program has enough space for the next charter term barring any more issues that cause the program to move sites for its summer programming.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

NYCACS-EH has a history of sound fiscal policies, procedures, and practices, and maintains appropriate internal controls.

- The NYC Autism Charter Schools Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The manual undergoes ongoing reviews and updates.
- The most recent NYC Autism Charter Schools audit report for June 30, 2018 had no material findings or deficiencies.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

NYCACS-EH and the education corporation complies with financial reporting requirements.

- The Institute and NYSED received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements received unqualified opinions with no advisory or management letter findings to report.
- The school and education corporation have generally filed key reports in a timely and accurate manner including audit reports, budgets, and unaudited quarterly reports of revenue, expenses, and enrollment.
- The June 30, 2018 annual audit was received by the Institute by the due date of November 1, 2018 and reported continued fiscal strength.

SUNY RENEWAL BENCHMARK 3D

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

NYCACS-EH and the education corporation maintain the necessary financial resources to ensure stable operations.

- The school opened in 2005-06 and has reported operating surpluses as well as deficits which were offset against the surpluses.
- The merged education corporation fiscal dashboard in Appendix F reflects a fiscally strong program, as of June 30, 2018, with 1.6 months of cash on hand to pay liabilities coming due shortly.
- The education corporation benefits from a combined balance sheet, which is a combination of each individual school's assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.
- NYC Autism Charter Schools had total net assets of approximately \$3 million and investments of approximately \$1.2 million for long term educational planning and organizational growth as of June 30, 2018.
- As a requirement of charter agreements, NYC Autism Charter Schools has established a separate dissolution reserve fund account.

SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Given that NYCACS-EH is an academic success, the education corporation's plans for the future are reasonable, feasible, and achievable. NYCACS-EH plans to continue to serve 40 students in the next charter term.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

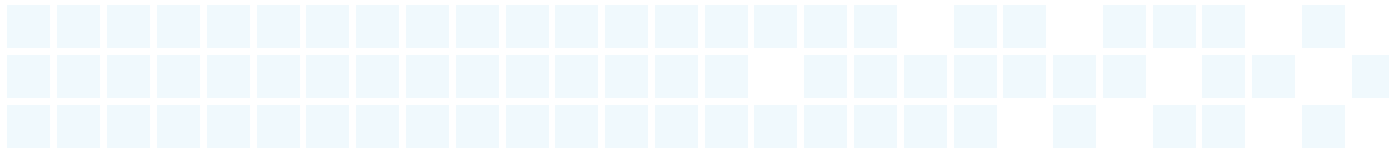
Plans for the Educational Program. NYCACS-EH plans to continue to implement the same core elements of its educational program that enables the school to meet its Accountability Plan goals in the current charter term including enhancing the knowledge of the autism community. The school is considering an expansion of its upper school program to give students more opportunities to integrate with peers of similar ages and to possibly utilize different classroom configurations to meet the needs of students of all ages. However, any plans to shift the program are dependent on receiving more funding from the NYCDOE.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve NYCACS-EH in the next charter term. The board intends to add additional members during the next charter term. Given the school's situation with its funding formula from the NYCDOE, the board recognizes a need to shift efforts to include more fundraising and philanthropic work in order to best serve its students.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, NYC Autism Charter Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. Negotiations with NYCDOE regarding per pupil aid for the NYC Autism Charter Schools programs are essential for the long term sustainability of the schools.

*The school's structure includes many staff members who fall in roles outside of teaching staff to appropriately manage budget constraints and to keep the student to teacher ratio low.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	40	40
Grade Span	Ungraded	Ungraded
Teaching Staff	17*	20*
Days of Instruction	210	210



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

NYCACS-EH operates in East Harlem under a Facility Shared Use Agreement with NYCDOE for dedicated and shared space at a cost of \$1 per year. The space provided for the program is appropriate for the next charter term.

The school’s Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



NYCACS-EH

Ax

APPENDICES

PAGES Ax 1-20

SO^A
SCHOOL
OVERVIEW

PAGE Ax 1

DC^B
DISTRICT
COMMENTS

PAGE Ax 8

FD^C
FISCAL DASHBOARD

PAGE Ax 9

EO^D
ED CORP OVERVIEW

PAGE Ax 13

EF^E
ED CORP FISCAL

PAGE Ax 17

APPENDIX A: School Overview

NYC AUTISM CHARTER SCHOOL EAST HARLEM BOARD OF TRUSTEES

CHAIR

Carol Santiago-DeJesus

VICE CHAIR

Ashley Garrett

TREASURER

Alysia Steinmann

TRUSTEES

Mitchell Baum

Benjamin Hartman

Dr. Hannah Hoch

Ilene Lainer

Naeema Livingston

Paul O'Neill

Christine Sandler

Alvin Shih

Alberto Garcia

Elaine Florio

SCHOOL LEADERS

EXECUTIVE DIRECTOR

Julie Fisher, Executive Director (2008-09 to Present)

Jamie Pagliaro, Executive Director (2005-06 to 2007-08)

HEAD OF SCHOOL

Jessica Seeman, Head of School (2017-18 to Present)

SCHOOL CHARACTERISTICS

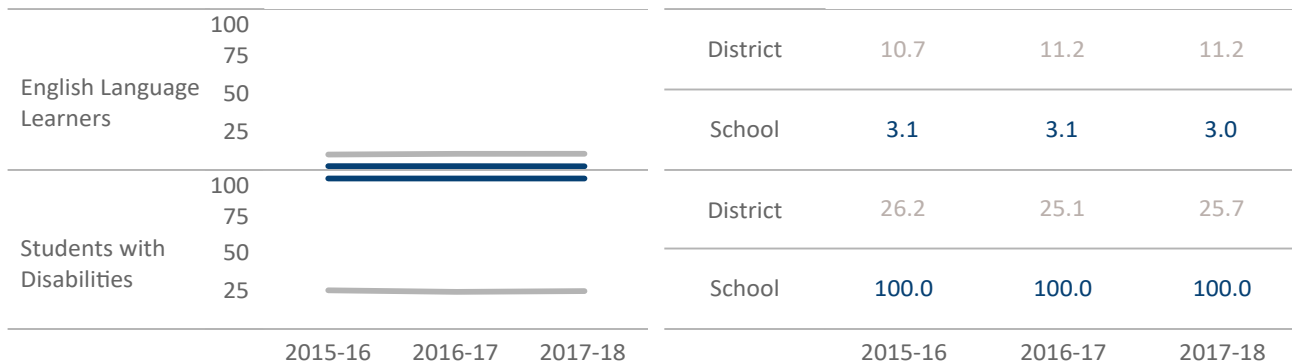
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2014-15	32	32	100%	Ungraded	Ungraded
2015-16	32	32	100%	Ungraded	Ungraded
2016-17	32	32	100%	Ungraded	Ungraded
2017-18	32	33	103%	Ungraded	Ungraded
2018-19	40	40	100%	Ungraded	Ungraded

APPENDIX A: School Overview

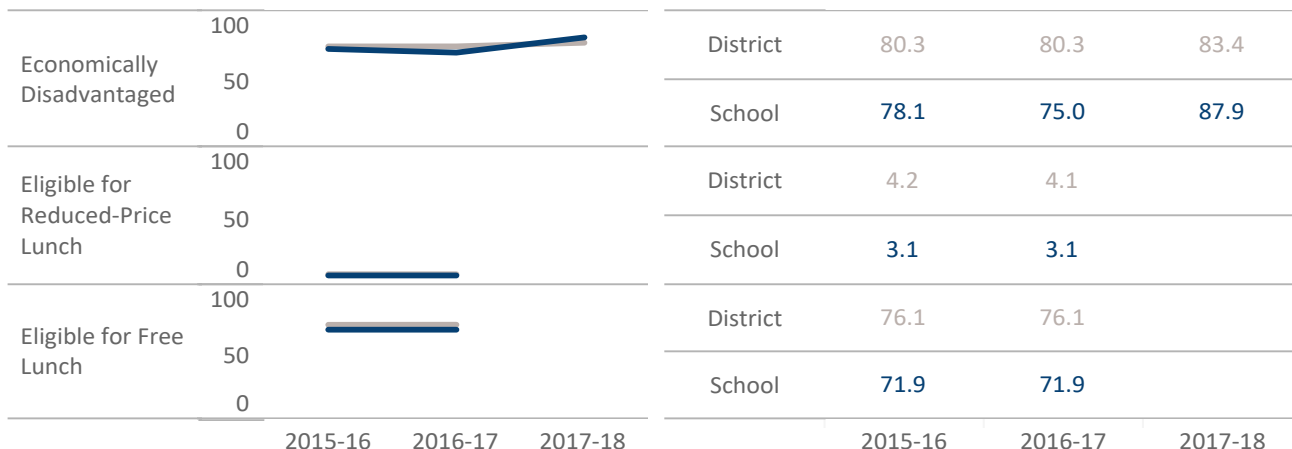
NYC Autism Charter School East Harlem

CSD 4

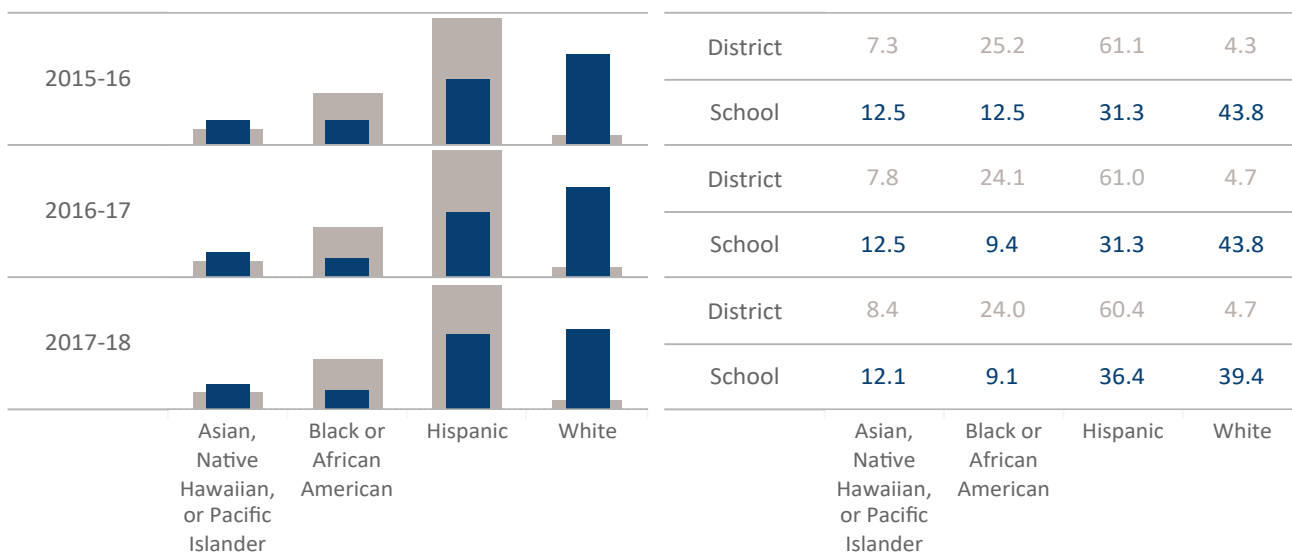
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

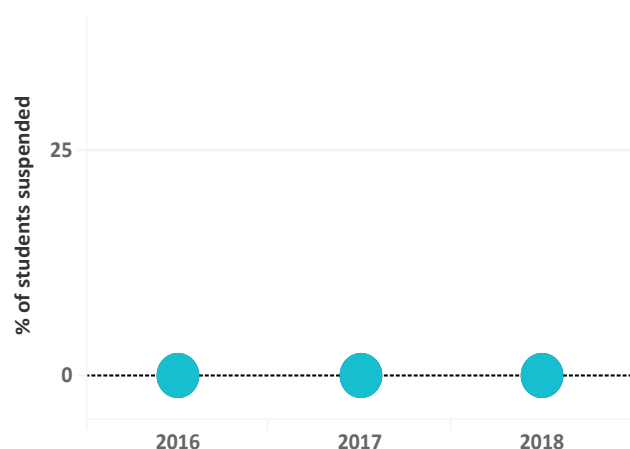


* School enrollment has been compared to overall K-12 enrollment in the district.

APPENDIX A: School Overview

NYC Autism Charter School East Harlem

CSD 4



	School ISS Rate	School OSS Rate
2016	0.0	0.0
2017	0.0	0.0
2018	0.0	0.0

CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

	2016	2017	2018
	0	0	0

NY Center For Autism Charter School's Enrollment and Retention Status: 2017-18

		District Target	School
Enrollment	economically disadvantaged	82.1	87.9
	English language learners	11.0	0.0
	students with disabilities	20.3	100.0
Retention	economically disadvantaged	86.7	91.7
	English language learners	87.2	NA
	students with disabilities	86.4	93.5

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 97%	TRUST 100%	EFFECTIVE SCHOOL LEADERSHIP 100%	STRONG FAMILY COMMUNITY TIES 99%
------------------------------------	-----------------------------	---	---

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2018-19	Renewal Visit	April 15-16, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
April 15-16, 2019	Kerri Rizzolo	Senior Analyst
	Hannah Hansen	School Evaluation Analyst
	Andrew Kile	Director of School Evaluation
	Amy Tseng	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
An evidence based instructional methodology rooted in the principles of applied behavior analysis, in which the environment is seen as central in shaping behavior;	+
Individualized and functional instruction that is delivered through intensive staffing ratios and that uses a curriculum that fosters student strengths and addresses areas of challenge;	+
A focus on teaching students to be as independent and engaged with their family and community as possible;	+
The belief that families are an integral part of their children’s education, and that parental involvement is crucial to each student’s future success;	+
A comprehensive system of staff training and evaluation that includes ongoing feedback and support and ensures the effective implementation of instruction, including skill acquisition and behavior reduction; and,	+
A dedication to outreach and sharing practices in an effort to positively impact the broader autism community.	+

APPENDIX A: School Overview

REPORT DEFINITIONS

Throughout this report, the Institute refers to the school's head teachers, lead instructors, and instructors as "teachers" or "staff members".

- **Applied Behavior Analysis ("ABA"):** A research based teaching method that uses techniques and principles meant to increase useful behaviors and reduce those that may cause harm or interfere with learning.¹
- **Board Certified Behavior Analyst ("BCBA"):** A professional certification for educators/practitioners in applied behavior analysis, requiring the individual to hold a graduate degree, fulfill relevant coursework, complete supervised experience, and pass an exam.²
- **Assessment/Progress Monitoring Methods in ABA**
 - **Chaining:** Teaching a behavior by breaking a task down into smaller steps or units. For instance, breaking down the steps of putting on a coat into small steps in order to facilitate learning and identify key struggle areas. This may take several forms, such as a forward chain where the steps are completed in sequential order with each additional step added as the prior step is mastered; backward chaining where the student starts with the final step of the action and works in reverse by adding each preceding step individually; or total task training where the student learns each step one after the other.³
 - **Discrete trial training:** Teaching individual steps in a procedure using repeated, isolated practice, generally with a defined success target (for instance: "Successfully complete step in 7 out of 10 trials").⁴
- **Autism/autism spectrum disorder ("ASD"):** A range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences. There are many types of ASD caused by different combinations of genetic and environmental influences. The term "spectrum" refers to the wide variation in challenges and strengths that individuals with ASD may present.⁵
- **Thread Learning:** An online platform for data tracking and progress monitoring. This app also houses NYCACS-EH's curriculum.⁶
- **Discrete trial training ("DTT"):** Instructional process usually involving one teacher/service provider and one student/client and designed to teach appropriate behavior or skills. Instruction usually involves massed trials. Each trial consists of the teacher's instruction/presentation, the child's response, a carefully planned consequence, and a pause prior to presenting the next instruction.
- **Domain (in the context of curriculum/Thread Learning):** A broad category of life skills or learning targets, for instance: "self-care" or "receptive language." Curriculum is divided into domains to assist teachers in planning learning activities.

1. <https://www.autismspeaks.org/what-autism/treatment/applied-behavior-analysis-aba>.

2. <https://www.thechicagoschool.edu/insight/bcba-guide-bcba-certification-exam/>.

3. <http://abaappliedbehavioranalysis.weebly.com/chaining.html>.

4. <http://www.educateautism.com/applied-behaviour-analysis/discrete-trial-training.html>.

5. <https://www.autismspeaks.org/what-autism>.

6. <https://www.threadlearning.com/>.

APPENDIX A: School Overview

- ***Skill Acquisition Program (in the context of curriculum/Thread Learning)***: Curriculum to support the development of a specific skill within a domain. For instance, one skill program in the domain of self-care might be “washing your hands.” A skill program in the domain of “receptive language” may be “Understanding ‘Why?’ Questions”.
- ***Verbal Behavioral-Milestones Assessment and Placement Program (VB-MAPP)***: A criterion-referenced assessment tool that assesses language skills in children and adults with ASD.⁷
- ***Assessment of Functional Living Skills (“AFLS”)***: A standardized assessment that gauges basic self-help, self-care, self-management, hygiene, routines, and core communication skills.⁸
- ***New York State Alternate Assessment (“NYSAA”)***: New York State standardized test that measures the attainment of the state’s learning standards in the areas of English language arts (ELA), mathematics, and science for all students with the most severe disabilities in 3rd – 8th grade and high school.⁹

7. <http://www.avbpress.com/aboutvbmapp.html>.

8. <https://partingtonbehavioranalysts.com/pages/afls>.

9. <http://www.p12.nysed.gov/assessment/nysaa/>.

APPENDIX B: District Comments

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on New York Center for Autism Charter School on May 14, 2019. Three people were present for the hearing. No one spoke during the hearing.

APPENDIX C: Fiscal Dashboard

NYC AUTISM CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2017-18 the school merged into the education corporation, "NYC Autism Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2005-06 (Transfer from NYCDOE to SUNY 2017-18)

MERGED

2013-14	2014-15	2015-16	2016-17	2017-18
-	2,419,876	2,490,629	2,295,946	-
-	52,991	6,272	-	-
-	13,380	-	-	-
-	22,750	6,874	21,939	-
-	-	-	218,894	-
-	2,508,997	2,503,775	2,536,779	-
-	160,100	127,695	120,760	-
-	70,031	70,037	70,044	-
-	2,739,128	2,701,507	2,727,583	-
-	175,904	166,462	166,651	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	17,291	22,273	22,273	-
-	193,195	188,735	188,924	-
-	-	-	-	-
-	-	-	-	-
-	193,195	188,735	188,924	-
-	2,489,360	2,456,080	2,377,405	-
-	56,573	56,692	161,254	-
-	2,545,933	2,512,772	2,538,659	-
-	2,739,128	2,701,507	2,727,583	-
-	-	-	-	-
-	2,915,502	2,905,971	2,923,109	2,998,441
-	119,849	53,059	-	29,312
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	3,035,351	2,959,030	2,923,109	3,027,753
-	-	-	-	-
-	2,561,127	2,606,949	2,566,327	2,793,141
-	-	-	-	-
-	2,561,127	2,606,949	2,566,327	2,793,141
-	565,399	550,592	548,105	499,824
-	61,637	59,552	66,797	43,410
-	3,188,163	3,217,093	3,181,229	3,336,375
-	(152,812)	(258,063)	(258,120)	(308,622)
-	161,456	210,464	267,167	200,826
-	-	-	-	-
-	15,088	14,438	16,840	23,628
-	-	-	-	-
-	176,544	224,902	284,007	224,454
-	3,220,223	3,183,813	3,273,554	3,359,523
-	(8,328)	119	(66,438)	(107,316)
-	3,211,895	3,183,932	3,207,116	3,252,207
-	23,732	(33,161)	25,887	(84,168)
-	2,522,201	2,545,933	2,512,772	2,538,659
-	-	-	-	-
-	2,545,933	2,512,772	2,538,659	2,454,491

APPENDIX C: Fiscal Dashboard

NYC AUTISM CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2017-18 the school merged into the education corporation, "NYC Autism Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2013-14	2014-15	2015-16	2016-17	2017-18
Personnel Service	-	-	-	-	410,310
Administrative Staff Personnel	-	-	-	-	1,618,242
Instructional Personnel	-	-	-	-	112,500
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	2,136,027	2,227,208	2,189,141	-
Total Salaries and Staff	-	2,136,027	2,227,208	2,189,141	2,141,052
Fringe Benefits & Payroll Taxes	-	502,669	528,502	557,795	686,679
Retirement	-	-	-	-	31,469
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	19,344	7,676
Professional Fees, Consultant & Purchased Services	-	200,922	198,232	138,517	61,862
Marketing / Recruitment	-	43,310	55,699	23,146	17,337
Student Supplies, Materials & Services	-	56,560	61,131	74,057	59,347
Depreciation	-	98,216	58,873	54,724	54,056
Other	-	150,459	87,448	124,505	276,897
Total Expenses	-	3,188,163	3,217,093	3,181,229	3,336,375

SCHOOL ANALYSIS

ENROLLMENT

	2013-14	2014-15	2015-16	2016-17	2017-18
Original Chartered Enrollment	-	32	32	32	32
Final Chartered Enrollment (includes any revisions)	-	32	32	32	32
Actual Enrollment - GRAPH 4	-	32	32	32	33
Chartered Grades	-	Ungraded	Ungraded	Ungraded	Ungraded
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: 0

Per Pupil Funding (Weighted Avg of All Districts)

	2013-14	2014-15	2015-16	2016-17	2017-18
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	94,855	92,470	91,347	91,750
Other Revenue and Support	-	5,517	7,028	8,875	6,802
TOTAL - GRAPH 3	-	100,372	99,498	100,222	98,552

Expenses

Program Services	-	80,035	81,467	80,198	84,641
Management and General, Fundraising	-	19,595	19,067	19,216	16,462
TOTAL - GRAPH 3	-	99,630	100,534	99,413	101,102
% of Program Services	0.0%	80.3%	81.0%	80.7%	83.7%
% of Management and Other	0.0%	19.7%	19.0%	19.3%	16.3%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.7%	-1.0%	0.8%	-2.5%

Student to Faculty Ratio

-	1.0	1.0	1.0	1.0
---	-----	-----	-----	-----

Faculty to Admin Ratio

-	6.4	6.4	6.4	6.4
---	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.7	2.6	2.7	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	N/A

Working Capital - GRAPH 7

Net Working Capital	0	2,315,802	2,315,040	2,347,855	0
As % of Unrestricted Revenue	0.0%	71.9%	72.7%	71.7%	0.0%
Working Capital (Current) Ratio Score	0.0	13.0	13.3	13.4	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	LOW	LOW	LOW	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Excellent	Excellent	Excellent	N/A

Quick (Acid Test) Ratio

Score	0.0	12.9	13.2	13.3	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	LOW	LOW	LOW	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Excellent	Excellent	Excellent	N/A

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.1	0.1	0.1	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	N/A

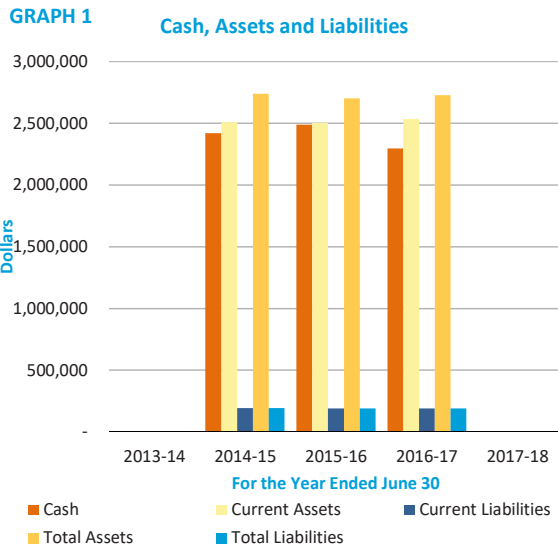
Months of Cash - GRAPH 8

Score	0.0	9.1	9.3	8.7	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	LOW	LOW	LOW	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Excellent	Excellent	Excellent	N/A

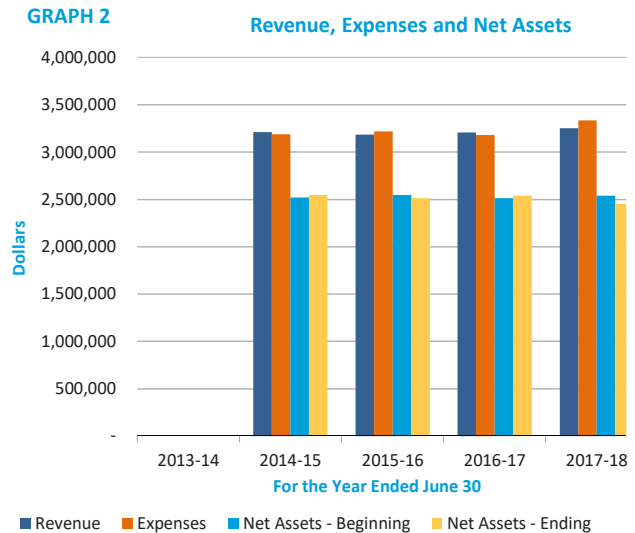
APPENDIX C: Fiscal Dashboard

NYC AUTISM CHARTER SCHOOL EAST HARLEM

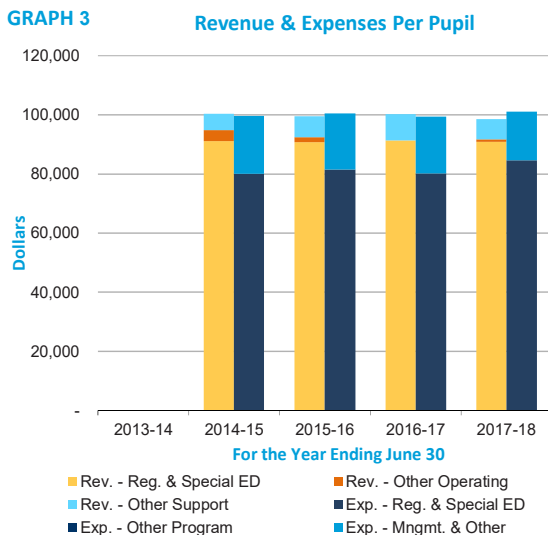
NOTE: Effective 2017-18 the school merged into the education corporation, "NYC Autism Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.



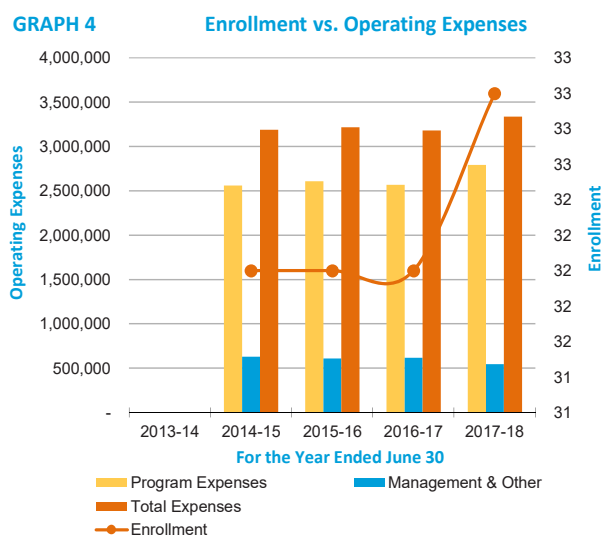
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

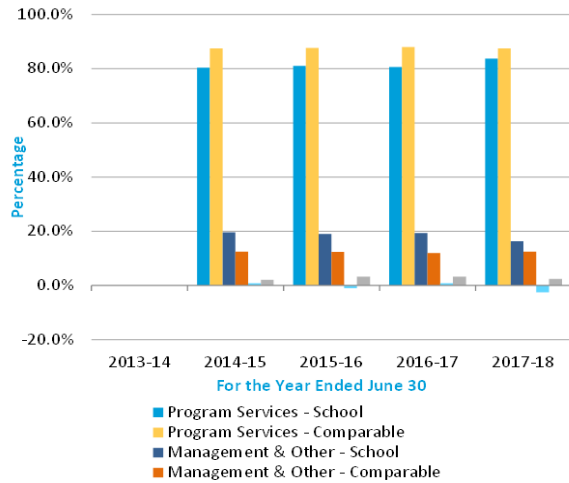
APPENDIX C: Fiscal Dashboard

NYC AUTISM CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2017-18 the school merged into the education corporation, "NYC Autism Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all schools merged into the education corporation.

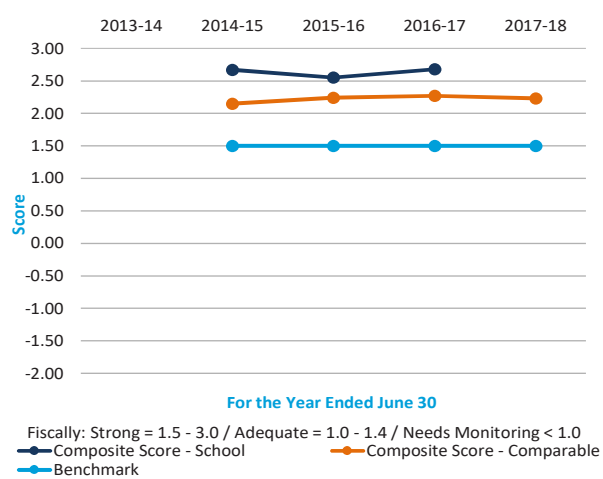
Comparable School, Region or Network: New York City & Long Island Schools

GRAPH 5 % Breakdown of Expenses



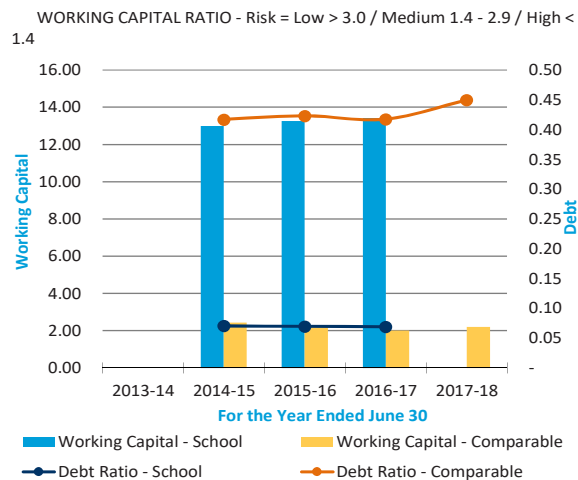
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 Composite Score



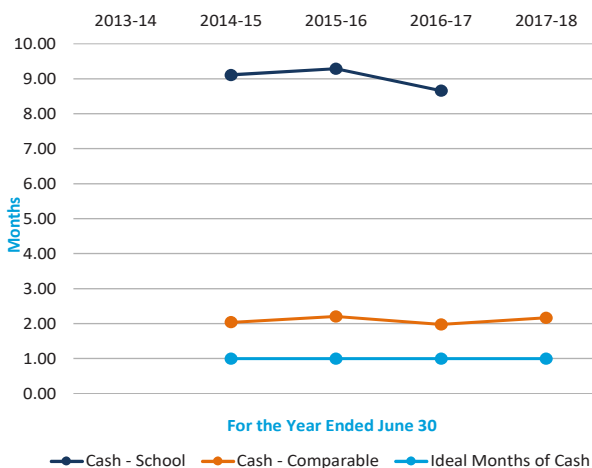
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX D: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

● School Opening ■ Initial Renewal Recommendation - Full-Term ▲ Renewal by Original Authorizer

NYC Autism Charter School East Harlem ● 2005 ▲ 2010 ▲ 2015 ■ 2019

NYC Autism Charter School Bronx ● 2017

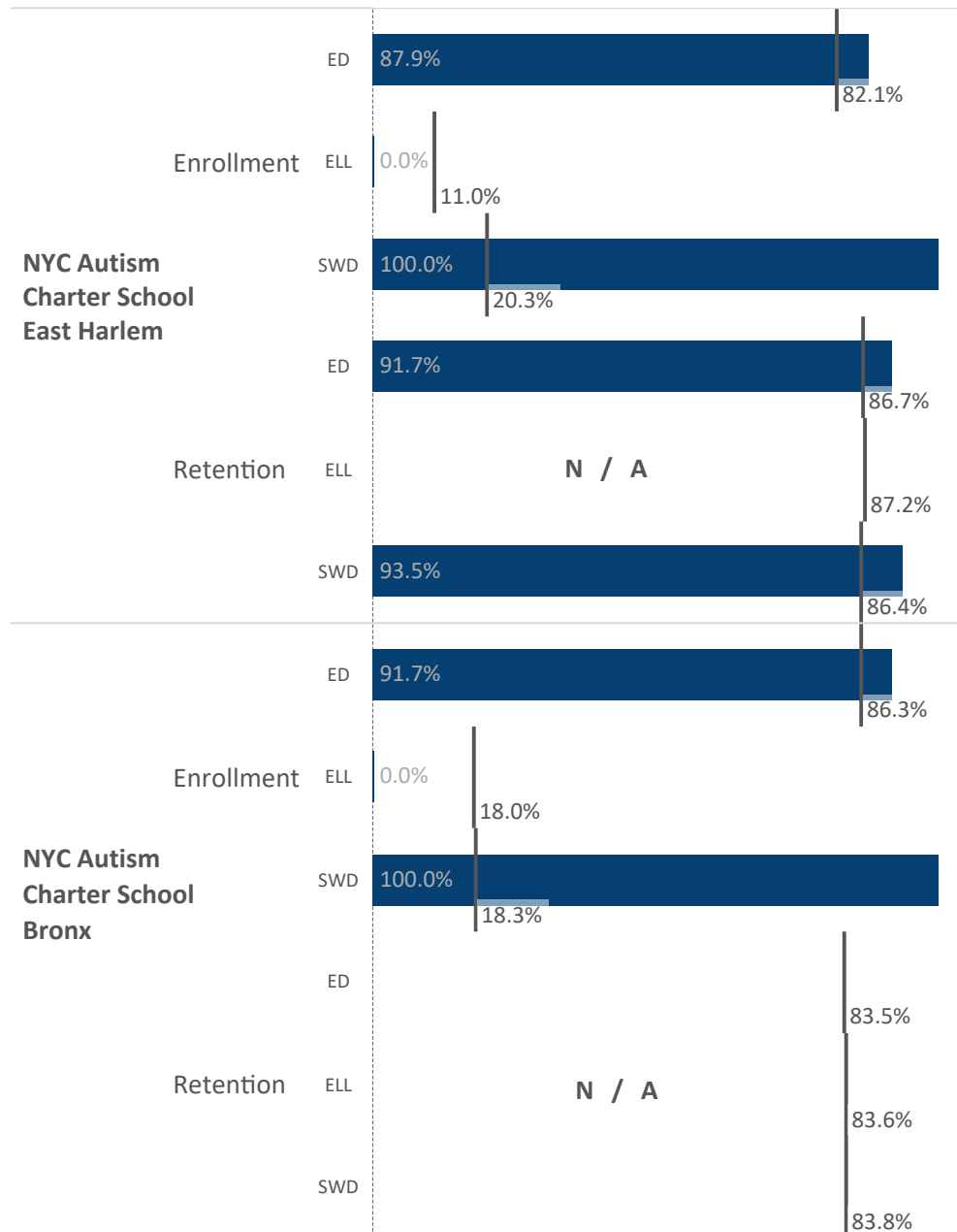
APPENDIX D: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
NYC Autism Charter School East Harlem	CSD 4	Yes	40	Ungraded
NYC Autism Charter School Bronx	CSD 12	Yes	20	Ungraded

APPENDIX D: Education Corporation Overview

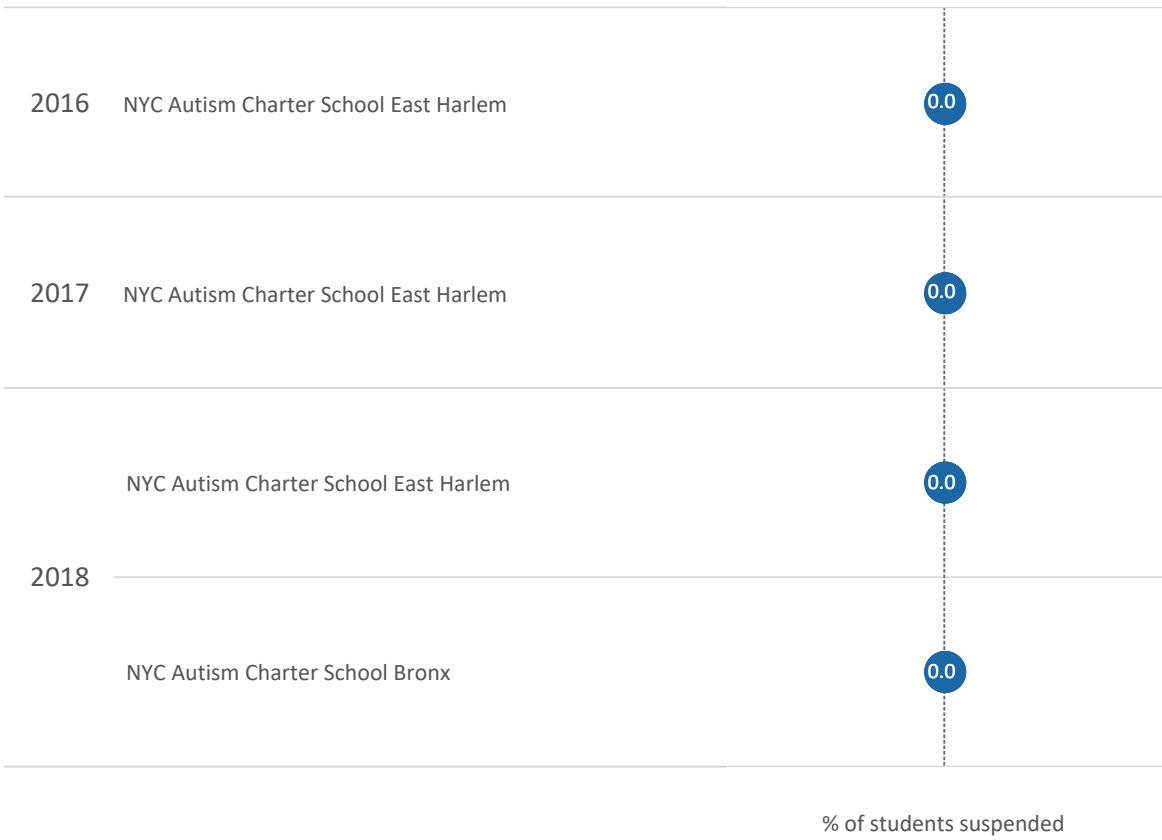
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2017-18 enrollment and retention data supplied to the Institute by the network.

APPENDIX D: Education Corporation Overview

Suspensions: NYC Autism Charter Schools' out of school suspension rate and in school suspension rate.



District data suitable for comparison are not available. The percentage shown here is calculated using the method employed by the New York City Department of Education: the total number of students receiving an in-school or out-of-school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the schools years 2015-16, 2016-17, and 2017-18, NYC Autism Charter Schools expelled 0 students.

APPENDIX E: Ed Corp Fiscal Dashboard

NYC AUTISM CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

MERGED				
2013-14	2014-15	2015-16	2016-17	2017-18
-	-	-	-	673,758
-	-	-	-	48,986
-	-	-	-	-
-	-	-	-	9,874
-	-	-	-	-
-	-	-	-	732,618
-	-	-	-	444,560
-	-	-	-	2,086,424
-	-	-	-	3,263,602
-	-	-	-	218,168
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	22,273
-	-	-	-	240,441
-	-	-	-	-
-	-	-	-	-
-	-	-	-	240,441
-	-	-	-	2,939,223
-	-	-	-	83,938
-	-	-	-	3,023,161
-	-	-	-	3,263,602
-	-	-	-	-
-	-	-	-	4,090,941
-	-	-	-	599,622
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	4,690,563
-	-	-	-	-
-	-	-	-	4,003,563
-	-	-	-	-
-	-	-	-	4,003,563
-	-	-	-	930,649
-	-	-	-	75,437
-	-	-	-	5,009,649
-	-	-	-	(319,086)
-	-	-	-	242,946
-	-	-	-	-
-	-	-	-	24,180
-	-	-	-	-
-	-	-	-	267,126
-	-	-	-	5,035,005
-	-	-	-	(77,316)
-	-	-	-	4,957,689
-	-	-	-	(51,960)
-	-	-	-	3,075,121
-	-	-	-	-
-	-	-	-	3,023,161

APPENDIX E: Ed Corp Fiscal Dashboard

NYC AUTISM CHARTER SCHOOLS (COMBINED)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
Total Expenses

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	-	-	814,410
-	-	-	-	2,233,722
-	-	-	-	225,000
-	-	-	-	-
-	-	-	-	3,273,132
-	-	-	-	984,446
-	-	-	-	37,291
-	-	-	-	-
-	-	-	-	-
-	-	-	-	14,399
-	-	-	-	66,640
-	-	-	-	20,927
-	-	-	-	104,603
-	-	-	-	91,295
-	-	-	-	416,916
-	-	-	-	5,009,649

SCHOOL ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2013-14	2014-15	2015-16	2016-17	2017-18
-	-	-	-	44
-	-	-	-	44
-	-	-	-	45
-	-	-	-	-
-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	-	-	-	104,235
-	-	-	-	5,936
-	-	-	-	110,171

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other
% of Revenue Exceeding Expenses - GRAPH 5

-	-	-	-	88,968
-	-	-	-	22,357
-	-	-	-	111,326
0.0%	0.0%	0.0%	0.0%	79.9%
0.0%	0.0%	0.0%	0.0%	20.1%
0.0%	0.0%	0.0%	0.0%	-1.0%

Student to Faculty Ratio

-	-	-	-	1.0
---	---	---	---	-----

Faculty to Admin Ratio

-	-	-	-	5.4
---	---	---	---	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	0.0	0.0	2.6
N/A	N/A	N/A	N/A	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	0	0	492,177
0.0%	0.0%	0.0%	0.0%	9.8%
0.0	0.0	0.0	0.0	3.0
N/A	N/A	N/A	N/A	LOW
N/A	N/A	N/A	N/A	Excellent

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.0	3.0
N/A	N/A	N/A	N/A	LOW
N/A	N/A	N/A	N/A	Excellent

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.0	0.0	0.1
N/A	N/A	N/A	N/A	LOW
N/A	N/A	N/A	N/A	Excellent

Months of Cash - GRAPH 8

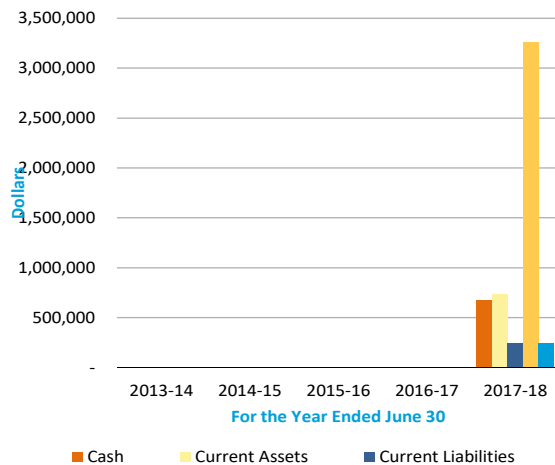
Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	0.0	0.0	1.6
N/A	N/A	N/A	N/A	MEDIUM
N/A	N/A	N/A	N/A	Good

APPENDIX E: Ed Corp Fiscal Dashboard

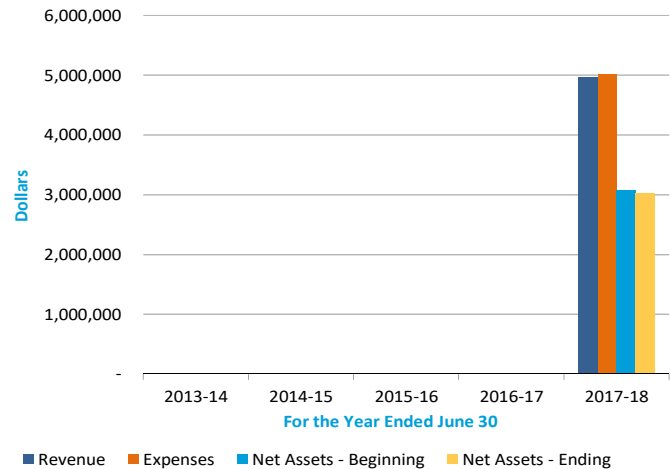
NYC AUTISM CHARTER SCHOOLS (COMBINED)

GRAPH 1 Cash, Assets and Liabilities



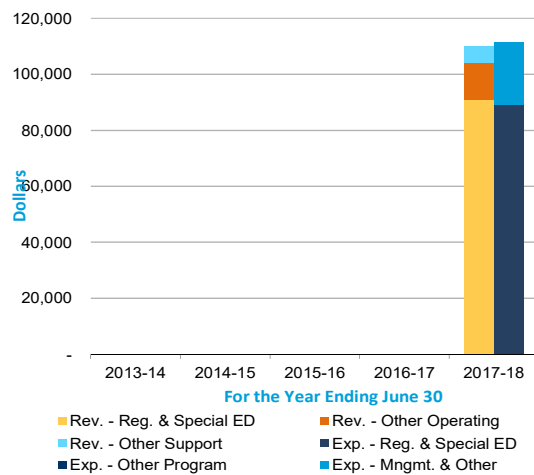
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2 Revenue, Expenses and Net Assets



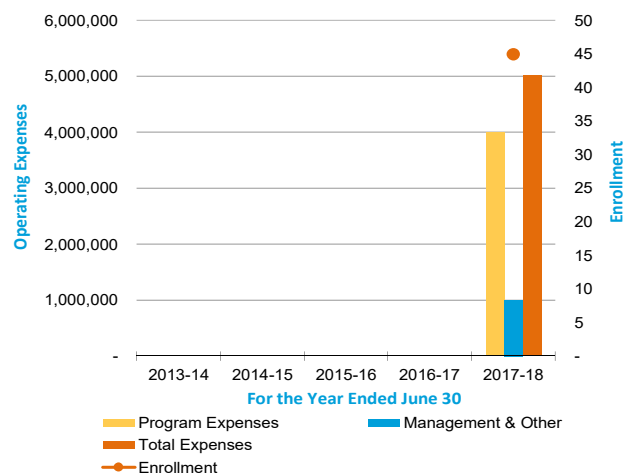
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3 Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



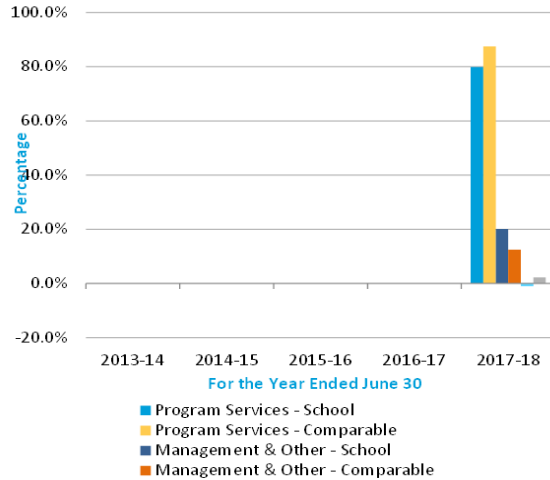
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX E: Ed Corp Fiscal Dashboard

NYC AUTISM CHARTER SCHOOLS (COMBINED)

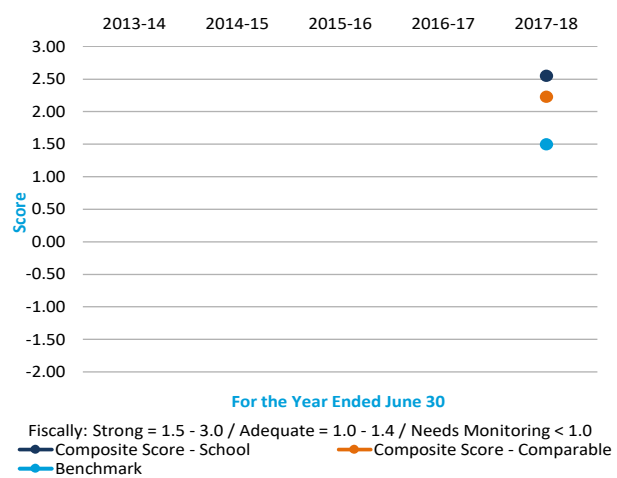
Comparable School, Region or Network: New York City & Long Island Schools

GRAPH 5 % Breakdown of Expenses



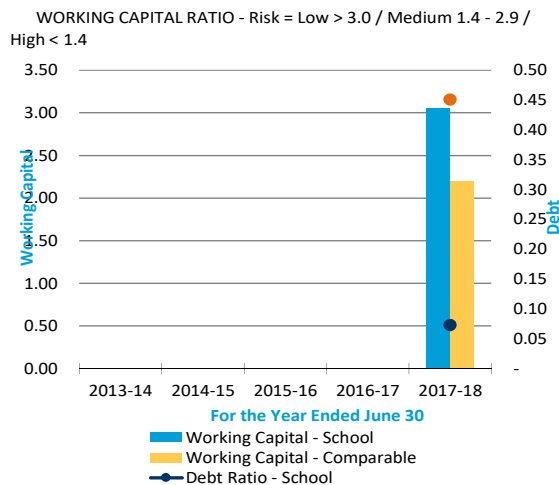
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 Composite Score



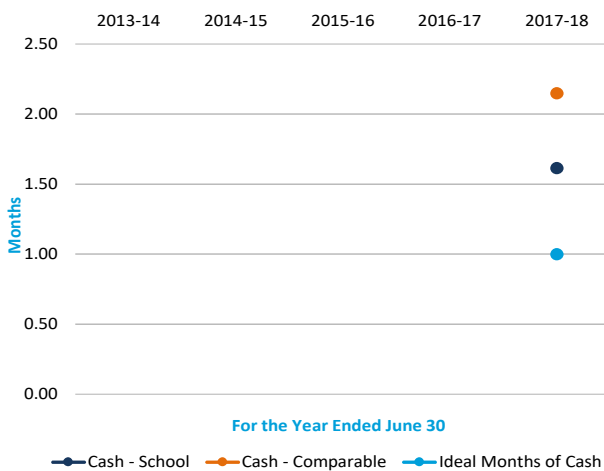
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

