



2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

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Julie Fisher, Executive Director, and Susan Michaelson, Compliance Specialist, prepared this 2017-2018 Accountability Progress Report on behalf of the school's board of trustees:

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

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Narrative description of the school:

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

NYCAC Bronx was chartered by the SUNY CSI in August 2016 and opened to serve students in September 2017. The school is approved to serve (at capacity) 32 students with severe to moderate degrees of autism ages 5-12 years in an ungraded setting. NYCAC Bronx served 12 students ages 5-7 in 2017-2018, will serve 20 students ages 5-8 in 2018-2019, and will reach its full enrollment of 32 students in 2019-2020. NYCAC Bronx is modeled on its sister school, NYCAC East Harlem, which in 2017-2018 served 33 students ages 5-21 years and will meet its full enrollment of 40 students in 2018-2019. Both schools operate under the SUNY CSI authorized NYC Autism Charter Schools Education Corporation.

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

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

The NYCAC Bronx curriculum is aligned with and cross-walked to the New York State Next Generation Alternate Learning Standards and the Common Core Curriculum. The curriculum is comprised of research-based teaching procedures and individualized skill acquisition programs that facilitate the development of skills across 22 curriculum areas, including expressive language, social interaction, reading, mathematics, speech, fine motor, handwriting, behavior and self-care. Close to 1200 targeted instructional programs provide clearly defined behavioral objectives, specific teaching procedures, assessment procedures to determine the effectiveness of interventions, and terminal goals to ensure maintenance and generalization. When appropriate, standardized curriculum materials (e.g., Everyday Mathematics) may be adapted for use with particular students. Data collection informs all decision-

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making. Educational goals for each student are developed as part of the student's IEP and skill acquisition list (updated quarterly), with voluntary parental input playing an integral role in program design.

NYCACS Bronx students are assessed primarily by examining the percentage of objectives mastered on each student's IEP, and through assessments that are designed specifically for this population and delivered annually. As per their IEP recommendations, NYCACS Bronx students do not take the statewide ELA, Math, and Science exams given to their typically developing age-matched peers. Instead, once they meet grade three age equivalence, they will be assessed on the New York State Alternate Assessment (NYSAA) for students with severe disabilities (none of NYCACS Bronx students were of testing age during the 2017-2018 school year). Consequently, the majority of the metrics requested in this template do not apply to our students.

Instead, the approved NYCACS Bronx Accountability Plan identifies 7 Goals and 23 Measures specifically designed to assess the school's success in meeting the needs of its students with severe to moderate degrees of autism. Progress toward each of those goals and measures for the 2017-2018 school year is set forth below.

ENROLLMENT, RETENTION, AND ATTENDANCE

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded Total
2013-14														
2014-15														
2015-16														
2016-17														
2017-18														12

Measure 1: Retention

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

Not Applicable during NYCACS Bronx Year 1.

Measure 2: Attendance

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

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METHOD

NYCACS Bronx tracks attendance through the NYC DOE ATS system.

RESULTS

NYCACS Bronx 2017-2018 attendance rate was 94%.

2017-18 Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Ungraded	94%

EVALUATION

NYCACS Bronx approached but did not meet the 95% Attendance Rate Target. The school's attendance rate for 2017-2018 10-month attendance rate was 94%. Two students had excessive absences, falling into the chronically absent category. The first student had multiple surgeries and was bedridden for a period after each. NYCACS Bronx increased its home consultation visits (18 hours in total) and continued to work with the student and the parents so that the progress made in the classroom could be maintained. The second student's absences were in part due to dental work. The school followed up by phone and letter and stressed the importance of attendance during the one home visit and 3 clinic meetings that the parents participated in. Attendance is reviewed with parents at monthly clinic meetings, giving staff an opportunity to identify and address issues students and/or families may have surrounding attendance. Home visits are also used to establish and help parents and students implement evening and morning routines to facilitate the transition from home to school. Challenging behaviors that interfere with getting to school are also addressed. NYCACS Bronx will continue to monitor attendance and reach out to parents by phone, email, and letter when early indicators of absenteeism become apparent.

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ADDITIONAL EVIDENCE AND COMMENTS

Year	Average Daily Attendance Rate
2015-16	[%]
2016-17	[%]
2017-18	94%

ESSA

Measure 1: ESSA Accountability Standing

Under the state's ESSA accountability system, NYCACS Bronx will be identified as is in good standing following its first year of operation.

METHOD

NYCACS Bronx students, because of their disabilities, do not take the NYS ELA, Mathematics and Science exams when they reach testing age (third grade age equivalence). Consequently, a performance Index (PI) and Measure of Interim Progress (MIP) are not calculated. Instead student and school performance are measured using alternative assessments detailed in Goals 1-7 below. Annually, the school will submit a Self-Assessment of School Performance Report to the State Education Department that summarizes student performance on alternate measures.

RESULTS AND EVALUATION

NYCACS Bronx has just completed its first year of operation and has not yet received notice of its standing.

GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

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

Measure 1: Progress on IEP Objectives

Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their IEPs.

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METHOD

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

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the total number of IEP objectives determined in the annual review, the number of completed IEP objectives, and the percentage mastery generated. **83% or 10/12 students mastered a minimum of 85% of their annual IEP objectives.**

Student IEP Objective Mastery 2017-2018			
Students	Completed IEP Objectives	Total IEP Objectives	Percentage of IEP Objectives Complete
Student 1	18	20	90.00%
Student 2	15	17	88.24%
Student 3	15	17	88.24%
Student 4	16	18	88.89%
Student 5	11	13	84.62%
Student 6	5	18	27.78%
Student 7	12	14	85.71%
Student 8	12	13	92.31%
Student 9	14	14	100.00%
Student 10	14	14	100.00%
Student 11	13	14	92.86%
Student 12	15	15	100.00%

ADDITIONAL EVIDENCE AND COMMENTS

IEP objective selection is based upon: 1) results from annual assessments (VB-MAPP and/or AFLS), 2) evidence of past learning history and rate of acquisition, and 3) input from parents. Given that this was our first year with each student, selection came primarily from items 1 and 3. Teachers understand the importance of these objectives for each student, and monitor progress through weekly data collection via

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the Thread Learning application. A student may have difficulty meeting the 85% mastery goal if high rates of challenging behavior have led to a shift in focus toward behavior reduction rather than skill acquisition for a period of time. This was the case with Student #6. Student #5 also just missed the 85% mark, mainly as a result of teachers not yet being familiar with his learning style and rate of acquisition.

Measure 2: Progress on Non-IEP Skill Acquisition Programs

Annually, at least 75% of students will show progress on a minimum of 85% of skill acquisition programs outside the scope of their IEPs.

METHOD

This measure serves as an indicator of progress on skills that fall outside those targeted within each student's Individualized Education Plan (IEP). A percent score will be generated by dividing the number of non-IEP skill acquisition programs (that have been in place for at least two months) in which progress was demonstrated from baseline, by the total number.

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the number of Non-IEP skill acquisition programs in place for at least two months in which progress was demonstrated, the total number of Non-IEP skill acquisition programs in place for at least two months, and the percentage mastery generated.
100% or 12/12 students demonstrated progress on a minimum of 85% of Non-IEP skill acquisition programs.

Student Non-IEP Objective Skill Acquisition Mastery 2017-2018			
Students	Non-IEP Skill Acquisition Programs with demonstrated progress	Total Non-IEP Skill Acquisition Programs	Percentage of Non-IEP Skill Acquisition Programs with demonstrated progress
Student 1	5	5	100.00%
Student 2	7	7	100.00%
Student 3	4	4	100.00%
Student 4	5	5	100.00%
Student 5	19	19	100.00%
Student 6	11	11	100.00%
Student 7	17	17	100.00%
Student 8	19	19	100.00%
Student 9	16	16	100.00%

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Student 10	13	13	100.00%
Student 11	17	17	100.00%
Student 12	6	6	100.00%

ADDITIONAL EVIDENCE AND COMMENTS

Additional skill acquisition programs are initiated when and if: 1) IEP objectives have been mastered and there is room in a student's schedule for additional programming, 2) a student demonstrates skill deficits that were not identified prior to IEP development that are deemed critical in nature, or 3) parents raise challenges they are facing outside of school that are deemed critical nature. Progress on these skill acquisition programs is monitored through weekly data collection via the Thread Learning application. While not evidenced during the 2017-2018 school year, a student may have difficulty meeting the 85% demonstrated progress goal if high rates of challenging behavior have led to a shift in focus toward behavior reduction rather than skill acquisition for a period of time.

Measure 3: Annual Assessments

Annually, 75% of NYCACS students will increase in their VB-MAPP score by a minimum of one point across at least two domains, or their AFLS score by a minimum of five points across five domains.

METHOD

Assessments are conducted twice each year for the first year of a student's enrollment at NYCACS Bronx – once at the start of the year, and again at the end of the year. They are then conducted annually from that point on for the life of a student's enrollment at NYCACS Bronx. Typically, one of two assessments are conducted – the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) or the Assessment of Functional Living Skills (AFLS). The former is focused primarily on language, communication, and academics, and thus geared toward younger students and those on the more sophisticated end of the autism spectrum. The latter is focused primarily on life skills and thus geared toward older students and those on the more profoundly affected end of the autism spectrum. Scores are compared for each student year to year, and a determination is made as to whether there has been an increase that meets or surpasses the criteria set within the assessment accountability measure. Given the ages of students served at NYCACS Bronx, only the VB-MAPP assessment was used.

RESULTS AND EVALUATION

The table below contains a line for each student and highlights their initial assessment score, the final assessment score, the difference between the two, and an indication of whether or not there was progress that met or exceeded the criteria set forth in the assessment accountability measure. **12/12 or 100% of students increased annual assessment scores by the number of points stipulated within the accountability measure.**

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Student Assessment Score Comparison 2017-2018				
Students	Previous Year Total Score	Current Year Total Score	Score Difference	Met Improvement Criteria? (VBMAPP: min. 2 point increase; AFLS min. 5 point increase)
Student 1	VBMAPP 133.5	VBMAPP 146	12.5	Yes
Student 2	VBMAPP 115.5	VBMAPP 129.5	14	Yes
Student 3	VBMAPP 116	VBMAPP 126.5	10.5	Yes
Student 4	VBMAPP 101.5	VBMAPP 116.5	15	Yes
Student 5	VBMAPP 95.5	VBMAPP 112	16.5	Yes
Student 6	VBMAPP 40.5	VBMAPP 54	13.5	Yes
Student 7	VBMAPP 27.5	VBMAPP 71	43.5	Yes
Student 8	VBMAPP 18.5	VBMAPP 62	43.5	Yes
Student 9	VBMAPP 19.5	VBMAPP 58	38.5	Yes
Student 10	VBMAPP 110.5	VBMAPP 133	22.5	Yes
Student 11	VBMAPP 10.5	VBMAPP 43	32.5	Yes
Student 12	VBMAPP 99.5	VBMAPP 135.5	36	Yes

ADDITIONAL EVIDENCE AND COMMENTS

Annual assessments not only document progress but allow for teachers to identify ongoing areas for growth and development. They are conducted within a time frame that allows for results to be reviewed with parents at internal planning meetings (meetings scheduled at least annually with each family to discuss longer term goals and preparation for future transition) and utilized to inform IEP objective development in advance of annual reviews.

Measure 4: Student inclusion in a less restrictive environment

For those students demonstrating defined pre-requisite skills, 100% will participate in some form of inclusion in a less restrictive environment for part of the week.

METHOD

Students are assessed according to inclusion readiness criteria at the end of each year. If a student meets those criteria, inclusion in a less restrictive environment is planned for the following year. This measure

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looks at whether each student who demonstrated readiness criteria in the previous year did, in fact, participate in inclusion during the current year.

RESULTS AND EVALUATION

This measure is not applicable given that this was the first year NYCACS Bronx was open. At the end of the 2017-2018 school year, one student met criteria for inclusion and will be included in a less restrictive environment beginning in the 2018-2019 school year.

Measure 5: Movement to less restrictive environments

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

METHOD

Across a given five year charter period, the number of students who transition to a less restrictive educational setting full time is tracked. Typically, students who participate in inclusion within a less restrictive environment (see Measure 4) - successfully and for increasing amounts of time - will ultimately graduate and transition into a less restrictive educational environment full time at some point.

RESULTS AND EVALUATION

This measure is not applicable given that this was the first year NYCACS Bronx was open. At the end of the 2017-2018 school year, one student met criteria for inclusion and will be included in a less restrictive environment beginning in the 2018-2019 school year. It is likely that this student will move to a less restrictive educational environment in the coming years.

SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

All of the measures contained within this goal were mastered. Students overwhelmingly demonstrated progress in skill acquisition programming.

Measure	Outcome
Annually, at least 75% of students will master a minimum of 85% of the objectives (skill acquisition and behavior reduction) set forth in their Individualized Education Programs (IEP).	Mastered
Annually, at least 75% of students will show progress on a minimum of 85% of skill acquisition programs outside the scope of their Individualized Education Programs (IEP).	Mastered

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Annually, at least 75% of NYCACS students will increase either their VB-MAPP score by a minimum of 1 point across at least two domains, or their AFLS score by a minimum of 5 points across 5 domains, depending upon which assessment is used.	Mastered
Annually, for those students demonstrating defined pre-requisite skills, 100% will participate in some form of inclusion in a less restrictive environment for part of the week.	Not Applicable Year 1
In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting outside of NYCACS.	Not Applicable Year 1

GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

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

Measure 1: Reduction of challenging behavior

Annually, at least 75% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least 6 months, will show a reduction in challenging behavior, either in terms of frequency, magnitude, or both.

METHOD

Data are collected on all student Behavior Intervention Plans daily. Progress is defined as movement in the desired direction from previous BIP and/or baseline measures (i.e., a reduction in rates of targeted behavior). Progress will be assessed across every BIP if more than one are associated with an individual student.

RESULTS AND EVALUATION

The table below contains a row for each student Behavior Intervention Plan (BIP) – some students have multiple BIPs addressing different forms of challenging behavior simultaneously – and indicates mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan contrasted with the most recent month. The final column indicates if a reduction in behavior has been demonstrated. **2 students had BIPs in place for at least 6 months. Both showed a decrease in rates of targeted challenging behavior across both Behavior Intervention Plans (100%).**

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Assessment of Student Behavior Intervention Plan Effectiveness 2017-2018

Student	Mean/Range of Previous BIP or Baseline	Mean/Range of Current BIP (most recent month)	Reduction?
Student 1	6.3% (0%-19%)	1.3% (0%-6%)	Yes
Student 2	6.8% (1%-37%)	6.5% (0-32%)	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

The one measure contained within Goal #2 was mastered. All students with Behavior Intervention Plans in place for at least 6 months exhibited a reduction in the challenging behavior targeted.

Measure	Outcome
Annually, at least 75% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least 6 months, will show a reduction in challenging behavior, either in terms of frequency, magnitude, or both.	Mastered

ACTION PLAN

As referenced above, Behavior Intervention Plans can take many different forms and be in place for varied amounts of time. Additionally, the general ebb and flow of rates of behavior for this population is different across their lifespan, making meaningful capture of progress difficult. Given how much time, planning, collaborating, and problem-solving goes into managing and reducing challenging behavior, NYCACS will continue to look at ways to capture all of the work that goes on in this arena.

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GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

Measure 1: HRC Positive Assessment of Behavior Intervention Plans

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

METHOD

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

RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed by the HRC on each of the two meeting dates. The final column indicates if the HRC responded positively to at least 80% of assessment items. **The Human Rights Committee responded positively to at least 80% of assessment items for 3/3 or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2017-2018

HRC Meeting Date	Students Reviewed	Did committee respond with "yes" to 80% of line items?
11/27/17	Student 1	Yes
5/14/18	Student 2	Yes
5/14/18	Student 3	Yes

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ADDITIONAL EVIDENCE AND COMMENTS

The purpose of the Human Rights Committee is to ensure that we are respecting the rights of NYCACS East Harlem students who, in many cases, are unable to advocate for themselves. Our close work with parents/caregivers around behavior reduction (and all other programming) is also evidence of the importance we place on this issue, as is the extensive training provided to staff on effective and ethical modes of instruction, respect and positivity, confidentiality, and professionalism.

Measure 2: HRC Evidence of Parental Consent

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

METHOD

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

RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed by the HRC on each of the two meeting dates. The final column indicates whether or not the HRC observed evidence of parental consent. **The Human Rights Committee observed evidence of parental consent for 3/3 or 100% of BIPs reviewed.**

Human Rights Committee Positive Review Responses 2017-2018

HRC Meeting Date	Students Reviewed	Was there evidence of parental consent?
11/27/17	Student 1	Yes
5/14/18	Student 2	Yes
5/14/18	Student 3	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

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SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

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

ACTION PLAN

Given the forms of challenging behavior demonstrated by some of the students we serve – self-injury, aggression, property destruction – we must focus on ensuring the safety of students and staff at all times. While our primary focus is on antecedent management strategies (arranging a student's schedule, environment, reinforcement system, etc., to minimize the occurrence of challenging behavior), there are times we must respond to incidents of such behavior, and times when those responses may be restrictive in nature in order to ensure the safety of all. Building in BIP reviews by a Human Rights Committee (in addition to parental consent at every step of the BIP process and ongoing dialogue with parents as rates of challenging behavior are monitored) is an extra step in ensuring students are protected. We will continue this important practice, assessing if the number of restrictive BIPs ever exceeds the number that can be reviewed within our two annual meetings and, if that is the case, lengthening meetings and/or increasing the number each year (this has not been an issue to date).

GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

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

Measure 1: Individualized Parent Training

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

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METHOD

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

RESULTS AND EVALUATION

The table below identifies the number of individualized instruction-focused home consultation and clinic hours parents participated in by student. **Total parents/guardians meeting targeted number of hours: 83% (10/12), approaching the goal of 85%.**

Parent Instruction-Focused Hours			
Students	Home Hours	Clinic Hours	Total Hours Target 10
Student 1	4	9	13
Student 2	5	8	13
Student 3	7	9	16
Student 4	16	8	24
Student 5	5	7	12
Student 6	5.5	8	13.5
Student 7	11	7	18
Student 8	1	3	4
Student 9	25	9	34
Student 10	6	8	14
Student 11	25	8	33
Student 12	2	7	9

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The number of hours completed ranged from 4 to 34 hours with a mean of 17 hours per family. Of the two families who did not meet the 10 hour criterion, one was only one hour short. The other found it difficult to participate for a variety of reasons. All parents were new to NYCACS Bronx this year, as it was the school's first year of operation. Most were greatly appreciative of the extra help, having never been offered anything like it before. Participation in home consultation and clinic hours is voluntary—no action is taken against a family or their child should they turn down the assistance. Parents are still expected to be engaged in their child's learning. The burden is then on the staff to find other ways to make that happen. It is also hoped that the momentum will build, as more parents take fuller advantage of the hands-on support and share their successful experiences with each other. NYCACS Bronx staff will work to find additional ways of engaging families in instruction-focused visits and consultation so that they are able to help their child generalize classroom learning to home and community.

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: NYCACS Program Effectiveness Survey

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

METHOD

NYCACS Bronx conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consisted of 18 statements applicable specifically to NYCACS. Statements were scored using a Likert scale of 1 to 4, where 1 means Strongly Disagree and 4 means Strongly Agree. Comments and open-ended questions were solicited as well. The survey was distributed anonymously using the Survey Monkey Platform. It was made available in English and Spanish and could be completed online or by hand.

RESULTS and EVALUATION

NYCACS Bronx received the highest rating on overall satisfaction with the program with a response rate of 100% satisfaction, exceeding the target of 85%. 11 of 11 families, or 100%, completed the survey, exceeding the target of 75%. (One family has 2 children in the school and completed one survey; a second family is a split household and both parents were given surveys.)

NYCACS Program Effectiveness Survey

Response Rate 2017-2018

Number of Responses	Number of Families	Response Rate
12	11	100%

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NYCACS Program Effectiveness Survey

Parent Satisfaction on Key Survey Results 2017-2018

Item	Percent Satisfied
"Overall, the school program is effective."	100%

NYCACS Bronx parents indicated strong satisfaction with their child's program as evidenced by the 100% 'Strongly Agree' response to the summary statement, "Overall, the school program is effective." The weighted average across the 18 assessment questions was a very positive 3.9 out of a possible 4.

ADDITIONAL EVIDENCE AND COMMENTS

The 2017-2018 Parent Effectiveness Survey was expanded this year to request more open ended responses, including the following: "Please list important skills your child has learned at NYCACS this year"; "Please list the strengths of the school and leadership team"; "Please list ways in which the school and/or leadership team could better support you"; and "Do you or your child have any stories you would like to share." Comments reinforced findings from this and other surveys, as well as capturing excellent stories and testimonials.

Measure 3: Parent Observation Form

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

METHOD

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

RESULTS AND EVALUATION

Of the 91 NYCACS School Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

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NYCAC School Observation Survey Results Following Instruction-Focused Visits/Parent Training Sessions 2017-2018

Item	Surveys Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	91	100% Yes

ADDITIONAL EVIDENCE AND COMMENTS

The observation forms are particularly valuable in providing immediate feedback following instruction-focused visits/training sessions. The forms are straight forward and give parents a voice in the continued development and shaping of instruction. Reviews by Clinical Supervisors and the Head of School help ensure that any concerns are promptly considered and addressed.

Measure 4: NYC DOE Learning Environment Survey

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

METHOD

The NYC DOE Learning Environment Survey is distributed to all parents/guardians of NYCACS students and anonymously elicits parent/guardian responses to a variety of statements designed to measure parent satisfaction across 3 domains: Effective School Leadership; Strong Family Community Ties; and Trust. The survey can be completed by hand or online and is available in multiple languages as needed. By design, the survey's questions are general in nature, so as to pertain to schools citywide. The survey was distributed to 11 families (one family has two students in the school.)

RESULTS AND EVALUATION

PARENTS/GUARDIANS expressed exceptionally high satisfaction with NYCACS across domains. All families completed the survey for a participation rate of 100%.

NYC DOE Learning Environment Survey

Parent Satisfaction Survey Response Rate 2017-2018

Number of Responses	Number of Families	Response Rate
11	11	100%

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NYC DOE Learning Environment Survey

Parent Satisfaction on Key Survey Results 2017-2018

Item	Percent of Respondents Satisfied
Effective School Leadership	100%
Strong Family Community Ties	99%
Trust	100%

Parents/guardians consistently rated NYCACS Bronx at the highest levels of satisfaction across domains. The levels of satisfaction consistently surpass those reported for District 75 schools (self-contained classrooms for students with significant disabilities), the school's comparison group. A question on this year's survey asked parents to rank improvements they would most like their school to make. The results, below, suggest parents would like to see more offerings found in traditional schools serving a more typical population. NYCACS maximizes its instructional time in order to address the highly significant needs of its students. The school's enrichment offerings--piano instruction, baseball—are specially designed to meet the needs of students with autism within an enrichment context. The school also assists parents in identifying appropriate afterschool and leisure programs in their community. The desire for a safer school environment will hopefully be satisfied by NYCACS Bronx's move to its new co-located site at PS X198.

Of note also are the areas where parents found no need for improvement—leadership, communication, quality teaching and class size—all areas where NYCACS Bronx excels.

- Stronger enrichment programs (e.g. afterschool programs, clubs, teams) 56%
- Safer school environment 22%
- Stronger arts programs 11%
- More hands-on learning 10%
- More challenging courses 0%
- Stronger school leadership 0%
- Better communication with parents/guardians 0%
- Higher quality teaching 0%
- Smaller class size 0%

ADDITIONAL EVIDENCE AND COMMENTS

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

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SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

Measure	Outcome
Annually, 85% of parents/guardians whose children are 12 years or younger will participate in 10 hours of individualized parent training focused on school, home, and/or community learning.	Mastery Approached (83%)
85% of parents/guardians will rate the NYCACS education program as effective in the annual Program Effectiveness Survey. The school will obtain a response rate of 75%.	Mastered
Of those surveys completed by parents after instruction-focused visits/parent training sessions, at least 85% will indicate overall satisfaction with the quality of education provided to their child.	Mastered
Annually, parents/guardians will express satisfaction with the school's program based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Mastered

ACTION PLAN

NYC Autism Charter School Bronx demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the community, looking for ways to enrich satisfaction and engage parents who traditionally may have found it difficult to participate.

GOAL 5: STAFF PROFICIENCY AND SATISFACTION

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

Measure 1: Staff understanding of training concepts

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

METHOD

NYCACS Bronx teachers and instructors complete an intensive training program designed to enable them effectively to identify and meet the instructional and behavior management needs of special education students on the severe to moderate end of the autism spectrum, and to assist families in implementing

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appropriate strategies at home and in the community. Training combines small group presentations as well as online training modules developed by Rethink Autism, each bracketed by pre- and post-tests to ensure the content is learned. Training components include the following: Understanding Autism; Principles of Applied Behavior Analysis; Relationship Building; Discrete Trial Instruction; Response Chains; Data Collection; Prompting; Stimulus Control; Shaping; Incidental Teaching; Generalization and Maintenance; Describing Behaviors; Common Interventions; and Functional Assessment of Problem Behavior. An overall pre-test score and post-test score are calculated across components. An overall post-test of at least 80% is required.

RESULTS AND EVALUATION

The table below provides the pre- and post-test scores compiled for 5 staff members and indicates whether they met the criteria of at least 80% mastery. **100% of staff, or 5 of 5, surpassed the 80% post-test criterion with an average post-test score of 96%.**

Staff Training Pre- and Post-Test Measures 2017-2018			
Staff Member	Overall Pre-Test Score	Overall Post-Test Score	Criteria Met?
Staff Member 1	58	92	Yes
Staff Member 2	59	95	Yes
Staff Member 3	80	96	Yes
Staff Member 4	82	99	Yes
Staff Member 5	86	100	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: Key Learning Points

Of staff in attendance, 90% will provide satisfactory written summaries of key learning points for targeted staff development meetings held over the course of the school year.

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METHOD

NYCACS Bronx teachers and instructors are asked to complete brief written summaries of key learning points at the conclusion of topic specific staff development meetings held throughout the year. The summaries are scored from 1 to 3 using a Likert scale, where 3 means learning points are of a High Quality, 2 means learning points are of a Good Quality, and 1 means learning points Lack Quality. A satisfactory score (3 or 2) requires that 3 of 3 learning points are in direct relation to the topic and at least 2/3 learning points are accurate based on the information presented.

RESULTS AND EVALUATION

The table below summarizes the percentage of staff in attendance at targeted staff development meetings with satisfactory Learning Points (score of 3 or 2). **Overall, 99% of staff in attendance provided satisfactory written summaries of key learning points, surpassing the target of 90% for the measure.**

Staff Development Key Learning Points 2017-2018		
Staff Development Topic	Number of Staff in Attendance	% of Staff with Satisfactory Learning Points
Functions of Behavior and Fading BIPs	10	100%
Token Economies- Article Review	11	100%
Sexuality and Individuals with Autism	10	100%
Errorless Teaching- Article Review	9	89%
Teaching Play Skills- Part 1	12	100%
Teaching Play Skills- Part 2	12	100%
Increasing Peer Interactions- Webinar	12	100%
Dimensions of Reinforcement- Article Review	10	100%
Functions of Behavior and Fading BIPs	10	100%
Token Economies- Article Review	11	100%

ADDITIONAL EVIDENCE AND COMMENTS

The Learning Point Summary requirement has proven an effective tool in maximizing the learning potential for meetings that occur at the end of a long day of teaching. The scoring rubric provides scoring consistency and reinforce the importance of the meetings for training purposes.

Measure 3: Performance Proficiency Standards

100% of staff invited to return the following year will show proficiency in teaching techniques and satisfactory execution of job requirements on the NYCACS performance evaluation rubric.

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METHOD

NYCACS utilizes a comprehensive, data-driven assessment of teacher and instructor performance to assess proficiency in teaching techniques and satisfactory execution of job requirements. An initial 3-month and comprehensive annual performance evaluation are conducted for all teachers and instructors. Data regarding each staff's performance of pivotal teaching skills is collected. The evaluations employ objective measures, including the following: frequency of behavior-specific praise; levels of engagement and on-task behavior of both students and staff; ability to implement a variety of teaching strategies; ability to follow and implement a written behavior intervention plan; and ability to use and understand behavioral terminology. Data are collected on clearly defined areas (e.g., discrete trial instruction, incidental teaching, professionalism with colleagues, organization) that are further broken down into many discrete instructional skills (e.g. within discrete trial instruction, subcomponents include ensuring attending prior to presenting instruction, providing effective prompts, delivering appropriate levels of reinforcement). Points are assigned to each area according to a Likert Rating Scale ranging from Ineffective, to Developing, to Effective, to Highly Effective. Proficiency is defined as a rating of effective or above. To be invited to return the following year, staff must obtain a performance rating Effective or Highly Effective.

RESULTS AND EVALUATION

The table below verifies that 12 of 12, or 100%, of staff invited to return in 2018-2019 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

Performance Proficiency Standards Met by Staff 2017-2018	
Staff Member	Performance Evaluation Rating Proficient (Yes/No)
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	Yes
Staff Member 8	Yes
Staff Member 9	Yes
Staff Member 10	Yes
Staff Member 11	Yes
Staff Member 12	Yes

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ADDITIONAL EVIDENCE AND COMMENTS

The NYCACS Performance Evaluation rubric is both comprehensive and objective. Beginning at the 3-month evaluation, it provides a blueprint for individualized staff training and supervision. Areas to be strengthened are identified early and targeted for additional training and support. In the few cases where proficiency is not demonstrated after concerted effort, the decision not to continue employment is typically a mutual one.

Measure 4: Teacher Survey

Measure 1: Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed by the NYC DOE. The school will obtain a 75% participation rate on the survey.

METHOD

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

RESULTS AND EVALUATION

NYCACS Teachers rated NYCACS highly in 5 of the 6 domains assessed—Collaborative Teaching, Supportive Environment, Effective School Leadership, Strong Family and Community Ties, and Trust. The school met the target of 75% domain 1, Rigorous Instruction. Participation rate was 100%, with 12 of 12 teachers and instructors responding.

NYCACS Bronx met the target of 75% in 1 domain and exceeded the target in 5 domains. It surpassed its comparison group, District 75 schools (self-contained special education programs for students with significant disabilities) in the same 5 of 6 categories. The school just met the target for Rigorous Instruction (75%), largely due to the focus on items that are directly impacted by the nature of our students' autism diagnosis: as an example, under "Quality of Student Discussion," teachers were asked the degree to which "students build on each other's ideas during class discussion," "students use data or text references to support their ideas," or "students provide constructive feedback to their peers and teachers." Also related directly to their students' disabilities and contributing to a lower rating were questions in the "Supportive Environment" domain that dealt with students' ability to "follow class rules," "pay attention when they are supposed to," or "behave well in class even when the teacher isn't watching."

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NYC DOE Learning Environment Survey Teacher Satisfaction Survey Response Rate 2017-2018

Number of Responses	Number of Instructional Staff	Response Rate
12	12	100%

NYC DOE Learning Environment Survey Teacher Satisfaction on Key Survey Results 2017-2018

Item	Percent of Respondents Satisfied
Rigorous Instruction	75%
Collaborative Teachers	95%
Supportive Environment	82%
Effective School Leadership	98%
Strong Family Community Ties	97%
Trust	100%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey's has value as a generic measure of teacher satisfaction in areas held in common with schools across the city. It does NYCACS a disservice, however, when assessing performance that is directly impacted by our students' disabilities. The highly positive scores in the domains of Effective School Leadership, Strong Family Community Ties, and Trust, taken together with the equally positive scores from parents in these same domains as reported in Goal 4 Measure 2, reinforce the conclusion that NYCACS Bronx is a highly positive environment in which to work as a professional and learn as a student.

Measure 5: BCBA Supervision

NYCACS will provide one hour per month of group and/or individual supervision for staff seeking Board Certification in Behavior Analysis (BCBA).

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METHOD

The Board Certification in Behavior Analysis is a graduate level certification in behavior analysis. Certification requires the completion of a graduate degree in a related field, the completion of a defined period of supervised practical experience, and passing the BCBA certification exam. NYCACS offers experienced staff who are working toward their BCBA credential qualifying supervision hours by a board certified NYCACS staff member. Hours of supervision are documented according to the requirements of the Behavior Analysis Certification board.

RESULTS AND EVALUATION

Two staff members working towards BCBA certification successfully completed 1 hour/month of BCBA supervision from a qualified supervisor. The NYCACS instructional program is strongly enhanced by the expertise brought by its Board Certified Behavior Analysts, who in 2017-2018 numbered 3. To the extent that the school is able to support staff who are working towards their BCBA, both the program and staff retention are stronger.

BCBA Supervision 2017-2018	
Staff Member (Supervisee)	Completed 1 hr./mo. BCBA Supervision?
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

SUMMARY OF GOAL 5: STAFF PROFICIENCY AND SATISFACTION

Measure	Outcome
Pre- and post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.	Mastered
Of staff in attendance, 90% will provide satisfactory written summaries of key learning points.	Mastered

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100% of staff invited to return the following year, will show proficiency in teaching techniques.	Mastered
Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Mastered
NYCACS will provide one hour per month of group and/or individual supervision for staff seeking Board Certification in Behavior Analysis (BCBA).	Mastered

ACTION PLAN

NYCACS will continue its highly successful staff development, supervisory and evaluation practices and continue to seek ways to enhance the satisfaction and well-being of its staff.

GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

GOAL 6: Community and Professional Outreach

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

Measure 1: Professional Observation Visits

A minimum of 10 professional observation visits across the East Harlem and Bronx sites will be conducted each year in which professionals from outside NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction.

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METHOD

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

RESULTS AND EVALUATION

NYCACS hosted a total of 16 professional observation visits across both NYCACS East Harlem and NYCACS Bronx sites, as listed below.

Professional Observations 2017-2018	
Visitor	Purpose
Curemark	Tour
Next for Autism, Inc.	Grant Site Visit
M108	Peer Mentoring Partner
Walton Family Foundation	Grant Site Visit
Project Sunshine	Tour Potential Collaboration
NYC Special Education Collaborative	Tour and Knowledge Sharing
Community Roots Charter School	Tour Observe Best Practices
NYC DOE Division of Special Education	Tour Observe Best Practices
Kennedy Child Study Center (Autism Service Provider)	Tour Potential Collaboration
The Creative Kitchen	Cooking Programming
The Center for Discovery (Autism Services Provider)	Tour Observe Best Practices
P138M	Tour Potential Collaboration
Job Path (Adult Services Provider, student focused visits)	Potential Supported Employment Placement
Rockmelon (Autism Provider, Australia)	Tour Observe Best Practices
Junior League Community Volunteer	Tour Observe Best Practices
41 st Police Precinct Auxiliary Unit	Tour Observe Best Practices

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ADDITIONAL EVIDENCE AND COMMENTS

In addition to the above outreach visits, NYCACS hosted students from three college and universities needing to complete classroom observation requirements for their degree programs.

Measure 2: Student Interns

During non-expansion years, a minimum of 8 student interns will be placed within NYCACS classrooms each year. If applicable, pre- and post-test scores will show understanding of concepts. (Not Applicable during NYCACS Bronx year 1.)

Not applicable during NYCACS Bronx Year 1 given that it was an expansion year.

Measure 3: Peer Mentors

During non-expansion years, a minimum of 4 peer mentors will participate in the Peer Mentoring Program

Not applicable during NYCACS Bronx Year 1 given that it was an expansion year.

Measure 4: Autism Awareness

NYCACS will conduct a minimum of 5 autism awareness outreach efforts across the East Harlem and Bronx sites, reaching at least 100 people annually.

METHOD

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

RESULTS AND EVALUATION

NYCACS conducted 15 Autism Awareness sessions across the East Harlem and Bronx sites reaching an audience of 250. NYCACS Autism Awareness outreach efforts reach a broad range of audiences and address autism in general, as well as topics of specific relevance to the particular attendees.

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Topic	Audience	Attendees
Challenging Behavior	Weill-Cornell Hospital - Interdisciplinary Teams	28
Intro to Autism & Working Together	Bus Personnel, OPT Personnel (East Harlem)	11
Setting Up for Success - Medical Exams	NY Pres Pediatric Outpatient Clinic Staff: Doctors/Nurses/SW/Techs/Registrars	16
Intro to Autism, Diagnoses, and Effective Practices to Address Challenging Behavior	Kindercare: Early Intervention Therapists, Pre-K Educators, and Supervisors	28
Understanding Autism	New View Baptist Church Congregation	50
Understanding Autism & Interactive Classroom Experiences	Dream Charter School Middle School Students (session 1)	8
Interactive Classroom Experiences	Dream Charter School Middle School Students (session 2)	"
Leadership Coalition on Special Education Workshop: Individualized Curriculum	School Leaders and Professionals	15
Understanding Autism	Aim Academy Students	35
Inclusive Practices	DREAM/Real Kids Staff	27
Intro to Autism & NYCACS	X116 Co-located Campus/Teachers (session 1)	10
Including Students with Different Abilities	X116 Co-located Campus/Teachers (session 2)	"
Introduction to Autism- Peer Mentor Presentation	Introduction to Autism- Peer Mentor Presentation IS217	4
Intro to Autism and Early Detection	Lutheran Social Services of New York	7
OPT Staff and Bus Personnel	Autism Intro/School Tour (Bronx)	11

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS Autism Awareness efforts contribute as well to NYCACS student recruitment efforts. The Lottery Open Houses and Information Sessions also have the effect of raising autism awareness.

Measure 5: Conference Presentation

NYC Autism Charter Schools staff will present annually at a minimum of one local, national, or international conference sharing research and/or best practices to educate students with autism.

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METHOD

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

RESULTS AND EVALUATION

NYC Autism Charter Schools' Director of Transition and Community Outreach was a panel presenter at the New York State Applied Behavior Analysis Conference, speaking on Transition Planning for Young Adults with Autism, and reaching an audience of approximately 75 professionals.

ADDITIONAL EVIDENCE AND COMMENTS

Invitations to present at professional conferences are highly competitive. NYCACS is proud of its track record of annual presentations at major ABA conferences.

SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

Measure	Outcome
A minimum of 10 professional observation visits across the East Harlem and Bronx sites will be conducted each year in which professionals from outside NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction.	Mastered
During non-expansion years, a minimum of 8 student interns or 1 per class will be placed within NYCACS classrooms each year. If applicable, pre- and post-test scores will show understanding of concepts.	Not Applicable Year 1
During non-expansion years, a minimum of 4 peer mentors will participate in the Peer Mentoring program.	Not Applicable Year 1
NYCACS will conduct a minimum of 5 autism awareness outreach efforts across the East Harlem and Bronx sites, reaching an audience of at least 100 people annually.	Mastered
NYCACS staff across the East Harlem and Bronx sites will present annually at a minimum of one local, national, or international conference sharing research and/or best practices in educating students with autism.	Mastered

ACTION PLAN

NYC Autism Charter Schools' commitment to outreach to professionals, communities and parents has been part of its mission since the school's founding in 2005 and will remain so. As both the East Harlem and Bronx schools expand in 2018-2019 and the Bronx expands again in 2019-2020, we are conscious of the need to focus our professional attention on maintaining the high caliber of programming for which we are known. Consequently, the NYC Autism Charter Schools will not operate full internship or peer mentoring programs during these periods. We will, however, continue all other outreach and awareness efforts, as the momentum is great and the enrichment in both directions is invaluable.

GOAL 7: FISCAL SOUNDNESS

Goal 7: Fiscal Soundness

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

METHOD

NYCACS Bronx has established and continuously monitors all necessary internal financial control practices and procedures necessary to operate in a fiscally sound and compliant manner. Separation of responsibilities and oversight by the NYCACS Board of Trustees and its Finance Committee are ongoing. The annual independent financial audit for the fiscal year ending June 2018 is currently underway and will be submitted together with all additional required documentation by November 1, 2018.

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.