



## **2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## 2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Susan Michaelson, Compliance Specialist, prepared this 2017-18 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.**

### **Narrative description of the school:**

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

Opened in 2005, the school was initially authorized by the NYC Department of Education Chancellor to serve 28 students with severe to moderate degrees of autism ages 5-12 years in an ungraded setting. The school received full five-year Charter renewals in 2010 and 2015. Total size and ages served were adjusted as part of each renewal application. The school now operates as one of two schools under the SUNY CSI authorized NYC Autism Charter Schools Education Corporation along with its newly opened sister school, NYCACS Bronx, and currently serves 33 students with autism ages 5-21. The school will expand to serve 40 students in 2018-2019.

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

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

The NYCACS East Harlem curriculum is aligned with and cross-walked to the New York State Next Generation Alternate Learning Standards 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

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

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

The approved NYCACS East Harlem Accountability Plan identifies, 7 Goals and 27 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														32	32
2014-15														32	32
2015-16														32	32
2016-17														32	32
2017-18														33	33

### Measure 1: Retention

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

### METHOD

NYCACS East Harlem student enrollment and retention is tracked by the school and by the Committee on Special Education. Enrollment is stable, with student departures occurring primarily when the CSE with

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school and parent input determines that a less or more restrictive placement is recommended or if the family leaves New York City.

### RESULTS AND EVALUATION

The NYCACS East Harlem student retention rate for 2017-2018 was 88%, approaching the city target of 90%. However, the standard calculation is misleading in that it does not account for changes in placement made by the Committee on Special Education (CSE) for students needing a less or more restrictive educational placement.

Student Retention Rate 2017-2018			
2015-2016 Enrollment	Number of Students Who Left in 2015-2016	Number of Students Who Returned in 2016-2017	Retention Rate 2016-2017 Re-enrollment ÷ (2015-2016 Enrollment – Students Left)
36	4	28	88%

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

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

### ADDITIONAL EVIDENCE AND COMMENTS

Year	Retention Rate
2015-16	88%
2016-17	97%
2017-18	88%

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### Measure 2: Attendance

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

### METHOD

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

### RESULTS AND EVALUATION

**NYCACS East Harlem 2017-2018 10-month attendance rate was 95.5%.**

Student Attendance Rate 2017-2018

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
<b>Ungraded</b>	<b>95.5%</b>

### EVALUATION

NYCACS East Harlem met the target 95% attendance rate. NYCACS East Harlem Teachers and Clinical Supervisors work closely with parents and students to monitor and improve attendance. Attendance is reviewed with parents at monthly clinic meetings, giving staff an opportunity to identify and address issues students and/or families may have surrounding attendance. Home visits are also used to establish and help parents and students implement evening and morning routines to facilitate the transition from home to school. Challenging behaviors that interfere with getting to school are also addressed.

### ADDITIONAL EVIDENCE AND COMMENTS

Year	Average Daily Attendance Rate
2015-16	96%
2016-17	94%*
2017-18	96%

\*Note: The NYCACS East Harlem 2016-2017 attendance rate was impacted by the fact that one student aging out of the school system spent a significant portion of his last 2 months at an adult

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service placement on a trial basis. While the days off site facilitated the student's transition process, it negatively impacted his attendance rate.

### ESSA

#### Measure 1: ESSA Accountability Standing

Under the state's ESSA accountability system, NYCACS East Harlem will continue to be identified as in good standing.

### METHOD

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

### RESULTS AND EVALUATION

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

### ADDITIONAL EVIDENCE AND COMMENTS

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

Accountability Status by Year

Year	Status
2015-16	In Good Standing
2016-17	In Good Standing
2017-18	In Good 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. **100% or 33/33 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	21	24	87.50%
Student 2	20	21	95.24%
Student 3	18	18	100.00%
Student 4	14	14	100.00%
Student 5	14	14	100.00%
Student 6	15	15	100.00%
Student 7	20	20	100.00%
Student 8	22	22	100.00%
Student 9	15	16	93.75%
Student 10	25	27	92.59%
Student 11	22	23	95.65%
Student 12	26	28	92.86%
Student 13	35	37	94.59%
Student 14	35	35	100.00%
Student 15	20	20	100.00%
Student 16	20	20	100.00%
Student 17	26	26	100.00%
Student 18	20	22	90.90%
Student 19	23	24	95.83%
Student 20	18	18	100.00%
Student 21	23	25	92.00%
Student 22	26	26	100.00%
Student 23	24	26	92.31%
Student 24	19	20	95.00%
Student 25	35	39	89.74%



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Student 26	28	30	93.33%
Student 27	20	21	95.24%
Student 28	25	25	100.00%
Student 29	41	45	91.11%
Student 30	39	39	100.00%
Student 31	37	37	100.00%
Student 32	34	35	97.14%
Student 33	24	25	96.00%

### 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. Teachers understand the importance of these objectives for each student, and monitor progress through weekly data collection via the Thread Learning application. NYCACS East Harlem has shown consistently high scores in this area as a result. While not evidenced during the 2017-2018 school year, 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.

#### 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 33/33 students demonstrated progress on a minimum of 85% of Non-IEP skill acquisition programs.**

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### 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	18	18	100.00%
Student 2	12	12	100.00%
Student 3	14	14	100.00%
Student 4	13	13	100.00%
Student 5	11	11	100.00%
Student 6	14	14	100.00%
Student 7	14	14	100.00%
Student 8	12	12	100.00%
Student 9	8	8	100.00%
Student 10	13	13	100.00%
Student 11	10	10	100.00%
Student 12	11	11	100.00%
Student 13	10	10	100.00%
Student 14	16	16	100.00%
Student 15	15	15	100.00%
Student 16	8	8	100.00%
Student 17	5	5	100.00%
Student 18	7	7	100.00%
Student 19	14	14	100.00%
Student 20	10	10	100.00%
Student 21	13	13	100.00%
Student 22	6	6	100.00%
Student 23	10	10	100.00%
Student 24	14	14	100.00%
Student 25	3	3	100.00%
Student 26	5	5	100.00%
Student 27	8	8	100.00%
Student 28	9	9	100.00%
Student 29	6	6	100.00%
Student 30	7	7	100.00%
Student 31	7	7	100.00%
Student 32	10	10	100.00%
Student 33	9	9	100.00%

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### 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 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 East Harlem – 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 East Harlem. 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. By age 13, the assessment tool used for each student has shifted from the VB-MAPP to the AFLS. Scores are compared for each student year to year, and a determination is made as to whether there has been an increase that meets or surpasses the criteria set within the assessment accountability measure.

### RESULTS AND EVALUATION

The table below contains a line for each student and highlights the previous year's or initial assessment score, the current year's or final assessment score, the difference between the two, and an indication of whether or not there was progress that met or exceeded the criteria set forth in the assessment accountability measure. **33/33 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 115.5	VBMAPP 119	3.5	Yes
Student 2	VBMAPP 90.5	VBMAPP 166	75.5	Yes
Student 3	VBMAPP 69	VBMAPP 153	84	Yes
Student 4	VBMAPP 52	VBMAPP 74	22	Yes
Student 5	VBMAPP 91.5	VBMAPP 108.5	17	Yes
Student 6	VBMAPP 151	VBMAPP 162	11	Yes
Student 7	VBMAPP 134	VBMAPP 147.5	13.5	Yes
Student 8	VBMAPP 70	VBMAPP 137.5	67.5	Yes
Student 9	VBMAPP 121	VBMAPP 127.5	6.5	Yes
Student 10	VBMAPP 112.5	VBMAPP 125.5	13	Yes
Student 11	VBMAPP 111.5	VBMAPP 120.5	9	Yes
Student 12	VBMAPP 118.5	VBMAPP 132	13.5	Yes
Student 13	AFLS 235	AFLS 279	44	Yes
Student 14	AFLS 1503	AFLS 1933	430	Yes
Student 15	AFLS 1503	AFLS 1611	108	Yes
Student 16	AFLS 960	AFLS 1114	154	Yes
Student 17	AFLS 1268	AFLS 1402	134	Yes
Student 18	AFLS 1283	AFLS 1358	75	Yes
Student 19	AFLS 962	AFLS 990	28	Yes
Student 20	AFLS 797	AFLS 860	63	Yes
Student 21	AFLS 1171	AFLS 1224	53	Yes
Student 22	AFLS 685	AFLS 734	49	Yes
Student 23	AFLS 131	AFLS 177	46	Yes
Student 24	AFLS 307	AFLS 410	103	Yes
Student 25	AFLS 3272	AFLS 3420	148	Yes
Student 26	AFLS 1952	AFLS 2266	314	Yes
Student 27	AFLS 2651	AFLS 2810	159	Yes
Student 28	AFLS 1846	AFLS 1875	29	Yes
Student 29	AFLS 2080	AFLS 2140	60	Yes
Student 30	AFLS 2066	AFLS 2090	24	Yes
Student 31	AFLS 1629	AFLS 1666	37	Yes
Student 32	AFLS 888	AFLS 970	82	Yes
Student 33	AFLS 1015	AFLS 1243	228	Yes

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### ADDITIONAL EVIDENCE AND COMMENTS

Annual assessments not only document progress, but allow for teachers to identify ongoing areas for growth and development. They are conducted within a 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 looks at whether each student who demonstrated readiness criteria in the previous year did, in fact, participate in inclusion during the current year.

### RESULTS AND EVALUATION

The table below contains a line for each student who demonstrated inclusion readiness by the end of the 2016-2017 school year and documents whether and where they were included during the 2017-2018 school year. It also accounts for the amount of time spent in that less restrictive environment. **1/1 or 100% of students who met pre-requisites participated in inclusion within a less restrictive environment.**

Students Included in Less Restrictive Educational Environments 2017-2018

Students	Prerequisites Met in 2016-17?	Inclusion Setting in 2017-18	Amount of Time
Student 1	Yes	Second Grade at PS50	4 hours/week throughout the school year

### ADDITIONAL EVIDENCE AND COMMENTS

We are in the process of refining readiness criteria so as to give staff more clarity and ensure that students are set up for success. Additionally, while we have had great inclusive experiences with local schools (e.g., DREAM Charter School, PS50), these are often not the schools into which our students graduate. More often, our students move from NYCACS East Harlem to a less restrictive specialized environment such as an ASD Horizon classroom or an 8:1:1 or 12:1:1 District 75 classroom. We are looking to build relationships with such settings (ideally creating consistent pipelines for our graduates and personnel that become familiar with us and our students) so that students can be included in the environments into which they may ultimately transition.

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### 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

The table below contains a line for each student who transitioned full time to a less restrictive educational setting within the current five-year charter period. **Two students (6%) transitioned to less restrictive educational settings between 2016-2018, the first two years of the 5-year period.**

Students Transitioning to Less Restrictive Educational Settings Full Time		
Students	Date of Transition	Educational Setting
Student 1	December, 2016	ASD Horizon Program
Student 2	August, 2017	Inclusion Program at P138M

#### ADDITIONAL EVIDENCE AND COMMENTS

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

### Measure 6: Progress within the area of community based instruction (ages 13 and up)

Annually, at least 85% of students aged 13 and over will improve by at least 1 point on an assessment of skills targeted in the community.

#### METHOD

All students aged 13 and over participate in some form of instruction within the community outside of school. This is referred to as Community Based Instruction (CBI). The amount of time spent engaged in CBI increases as students get older. Starting at age 13, students begin by learning to travel and shop in the community (grocery shopping dovetails with cooking instruction that takes place in the school's Life Skills Center). They also participate in a community fitness class at a local gym (currently Asphalt Green). Starting at age 16, students begin to participate in work internships at various organizations and businesses in the community. Students typically rotate to a new work internship site every year.

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### RESULTS AND EVALUATION

The table below contains a line for each student who participated in Community Based Instruction (CBI). Each line identifies (yes or no) whether or not a student improved by at least one point in each of the areas assessed through the NYCACS CBI assessment data sheet. These include: navigation/travel skills, production skills, and social skills. **All students over the age of 13 (17/17 or 100%) showed improvement of at least 1 point on each area of the three pronged community skills assessment.**

#### Students aged 13 and up showing progress in Community Based Instruction 2017-2018

Students	At least 1 point gain: Navigation/Travel Skills	At least 1 point gain: Production Skills	At least 1 point gain: Social Skills
Student 1	Yes	Yes	Yes
Student 2	Yes	Yes	Yes
Student 3	Yes	Yes	Yes
Student 4	Yes	Yes	Yes
Student 5	Yes	Yes	Yes
Student 6	Yes	Yes	Yes
Student 7	Yes	Yes	Yes
Student 8	Yes	Yes	Yes
Student 9	Yes	Yes	Yes
Student 10	Yes	Yes	Yes
Student 11	Yes	Yes	Yes
Student 12	Yes	Yes	Yes
Student 13	Yes	Yes	Yes
Student 14	Yes	Yes	Yes
Student 15	Yes	Yes	Yes
Student 15	Yes	Yes	Yes
Student 17	Yes	Yes	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

Community Based Instruction becomes increasingly important as students grow older. Moving into the 2018-2019 school year we are creating a better defined “upper school” (ages 13 and older) that will allow for increasing amounts of CBI as students age up. As part of this change, we will be looking for additional ways in which to track progress and account for all of the innovative work that we do with students to prepare them for adulthood.

#### Measure 7: New Community Partners

Within a five year period, the school will engage with a minimum of two new community partners focused on leisure/recreation or work readiness.

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### METHOD

As referenced above, students aged 13 and over attend a community fitness class and those aged 16 and over participate in work internships each year. New community partner relationships are developed and maintained by the school's Director of Transition and Community Outreach in order to allow for such opportunities.

### RESULTS AND EVALUATION

The table below lists all current Community Partners. New partners added this charter period are highlighted in yellow. **This goal was met last year with the addition of DREAM Data Entry and Snackworks as Community Partners. An additional partner, Two Forks Restaurant, was just added this summer (technically part of next year's reporting, but included since this is a 5-year goal).**

Community Partners 2017-18 (Newly Added Highlighted in Yellow)

Community Partner	Type
Asphalt Green	Fitness
Dave's Gourmet	Work
DREAM Data Entry	Work
DREAM Facilities	Work
El Museo del Barrio	Work
Facebook	Work
Fairway Market	Work
Shake Shack	Work
Snackworks	Work
TechKids Unlimited	Work
Two Forks	Work
White Castle	Work

### ADDITIONAL EVIDENCE AND COMMENTS

The more community partners, the more experiences and opportunities our students have access to. When they agree to partner with us, organizations are expected to be engaged in a way that goes beyond just opening their doors. Each site is asked to have a point person on staff who acts as our student's supervisor. Directions and expectations come from him or her, with an NYCACS East Harlem staff member there to provide support to our student – not direction. Despite having met this goal, the NYCACS Director of Transition and Community Outreach will continue to work on establishing even more partnerships moving forward.

#### Measure 8: Work Internship site satisfaction

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



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### METHOD

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

### RESULTS AND EVALUATION

The table below contains a line for each work internship site and an indication of the site personnel’s response to the final survey question referenced in the method section above. **7/7 organizations whose staff supervised NYCACS East Harlem students responded to the survey. 100% indicated that they would host NYCACS East Harlem students again.** At an eighth site (Fairway Market), on-site supervision was provided by NYCACS East Harlem staff. Additionally, at a ninth site (TechKids Unlimited), the student placed there was not supported by NYCACS staff. Therefore, a survey was not administered to either.

Community Partner Experience Rating 2017-18

Organization List	Positive Report?
Dave’s Gourmet	Yes
DREAM (Facilities and Data Entry)	Yes
El Museo del Barrio	Yes
Facebook	Yes
Fairway	N/A due to lack of on-site supervision
Shake Shack	Yes
Snackworks	Yes
TechKids Unlimited	N/A due to lack of on-site support from NYCACS
White Castle	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

Fairway Market was one of our first work internship sites many years ago when we began the program. Since that time, management has changed and, while they have agreed to continue to allow our students to practice work skills there, they are not able to provide an on-site supervisor. This is not optimal, but having access to a large chain supermarket is still valuable and affords our students many learning opportunities that would be difficult to recreate elsewhere within the local community. We will continue to work with that site in an effort to build in on-site supervision and/or identify an alternate option. Additionally, TechKids Unlimited was a unique of partnership for us. That setting is designed to train and support individuals on the autism spectrum and, as a result, our student who was placed there did not require support from NYCACS East Harlem staff. While our survey in it’s current form could not readily be administered given those differences, a modified survey will be developed in order to obtain feedback

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from a range of partnerships. As an aside, the student placed at TechKids Unlimited has subsequently transitioned to a less restrictive educational setting full time – an excellent outcome.

### 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
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.	Mastered
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.	Mastered
Annually, at least 85% of students over the age of 13 will improve by at least 1 point on an assessment of skills targeted in the community (i.e., outside the school).	Mastered
Within a 5 year period, the school will engage with a minimum of 2 new Community Partners focused on leisure/recreation or work readiness.	Mastered
Annually, a minimum of 75% of staff within organizations hosting NYCACS students in work internships will report that the experience was positive.	Mastered

### ACTION PLAN

NYCACS East Harlem mastered all of the measures set forth under Goal #1. In advance of next year's accountability goal submission, NYCACS will review each measure to determine if adjustments can be made that allow for increased stretch. Additionally, the school will attempt to identify additional measures that help better reflect the breadth of student progress as well as all of the innovative work and individualized instruction taking place at the school.

## 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. **6 students had BIPs in place for at least 6 months, and all 6 (100%) showed a decrease in rates of targeted challenging behavior across all Behavior Intervention Plans (14 total).**

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	12% (5%-29%)	2.9% (0%-9%)	Yes
Student 2	8.9% (1%-26%)	.75% (0-4)	Yes
Student 3 – BIP A	12.6% (5%-22%)	1.6% (0%-6%)	Yes
Student 3 – BIP B	12.1(0%-28%)	.63%(0%-3%)	Yes

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Student 4 – BIP A	1.22 (0-7)	.04 (0-1)	Yes
Student 4 – BIP B	1.06 (0-7)	0	Yes
Student 4 – BIP C	1.45 (0-4)	0	Yes
Student 4 – BIP D	101.50 (0-791)	13.6 (4-38)	Yes
Student 5 – BIP A	1.7% (0%-26%)	.68% (0%-5%)	Yes
Student 5 – BIP B	7.4 (0-29)	5.01 (0-34)	Yes
Student 5 – BIP C	1.8 (0-6)	.31 (0-2)	Yes
Student 6 – BIP A	87% (no range)	33% (9-34%)	Yes
Student 6 – BIP B	1.7 (0-7)	1 (0-6)	Yes
Student 6 – BIP C	4.1% (0%-9%)	3.8% (0-10)	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

Many NYCACS East Harlem students exhibit different forms of challenging behavior at different times during their enrollment as a result of their diagnosis. The school has never suspended or expelled a student since opening 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 2017-18		
HRC Meeting Date	Students Reviewed	Did committee respond with "yes" to 80% of line items?
11/27/17	Student 1	Yes
11/27/17	Student 2	Yes
5/14/18	Student 3	Yes

## 2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 2017-18		
HRC Meeting Date	Students Reviewed	Was there evidence of parental consent?
11/27/17	Student 1	Yes
11/27/17	Student 2	Yes
5/14/18	Student 3	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

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

## 2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 East Harlem educational program and judge it to be effective in achieving these goals.**

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### Measure 1: Individualized Parent Training

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

### METHOD

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

### RESULTS AND EVALUATION

The table below contains a row for each student and indicates the number of home hours conducted, the number of clinic hours in which a parent/guardian participated, and the total number of hours of such training activities. **For 88% or 29/33 students, parents/guardians participated in the required number of training hours (dependent upon a student's age – see below).**

Parent Instruction-Focused Hours 2017-2018			
Students	Home Hours	Clinic Hours	Total Hours
<b>Students 12 Yrs. &amp; Under</b>			<b>Target 10 Hours</b>
Student 1	9.25	8	17.25
Student 2	3.25	7	10.25
Student 3	9	7	16
Student 4	8.25	6	14.25
Student 5	8.25	6	14.25
Student 6	7.5	6	13.5
Student 7	5	6	11
Student 8	4	3	7



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Student 9	3	7	10
Student 10	8.25	6	14.25
Student 11	1	6	7
Student 12	4.5	6	10.5
Student 13	1	8	9
Student 14	0	8	8
<b>Students 13 Yrs. &amp; Over</b>			<b>Target 5 Hours</b>
Student 15	2	9	11
Student 16	2.5	9	11.5
Student 17	5	1	6
Student 18	2	9	11
Student 19	11	9	21
Student 20	4.5	9	13.5
Student 21	0	7	7
Student 22	0	9	9
Student 23	2	8	10
Student 24	3	5	8
Student 25	10.5	8	18.5
Student 26	5	9	14
Student 27	5	7	12
Student 28	5	9	14
Student 29	7	8	15
Student 30	5	6	11
Student 31	4.5	9	13.5
Student 32	8	8	16
Student 33	7	9	16

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Overall, 29/33 or 88% of parents/guardians met the required number of training hours as determined by their child's age, surpassing the goal of 85%. Meeting the target of 10 hours for the parents of younger students proved a challenge, with 10 of 14 families meeting criterion. The number of hours ranged from 7 to 17 hours with a mean of 12 hours per family. The target of 5 hours for the parents of older students was more readily met, with 19 of 19 or 100% meeting criterion. The number of hours ranged from 6-21 with a mean of 13 hours per family.

Historically, parents were allowed to opt out of home visits, as was the case for the parents of the 4 younger students who did not meet criterion. This measure was revised in the May 2018 final Accountability Plan. Going forward, parents may choose not to participate in home visits, but staff are still expected to find alternate ways of engaging parents in the requisite number of training hours.

### 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 East Harlem education program as effective in the annual NYCACS Program Effectiveness Survey. The school will obtain a 75% participation rate.**

### METHOD

NYCACS East Harlem conducted an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey 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 East Harlem received the highest rating on overall satisfaction with the program with a satisfaction rate of 100%. The response rate of 84%, exceeding the target of 75%, but was not as high as has historically been the case with this survey.**

NYCACS Program Effectiveness Survey  
Response Rate 2017-2018

Number of Responses	Number of Families	Response Rate
26	31	84%

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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 East Harlem 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 3.77 out of a possible 4. The response rate of 84%, while surpassing the criterion of 75%, was lower than has historically been the case with this survey and reflects difficulties the school encountered in using the Survey Monkey platform, rather than parent disinclination to respond. The school will undertake additional follow-up in person and by phone next year.

### 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 and, for community-based observations, the Director of Transition and Community Outreach. Translation support is provided where needed.

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### RESULTS AND EVALUATION

**Of the 211 NYCACS East Harlem School Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.**

NYCACS School Observation Survey Results Following Instruction-Focused Visits/Parent Training Sessions 2017-2018		
Item	Surveys Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	211	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 East Harlem students and anonymously solicits 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 31 families, two of which have two students in the school.

### RESULTS AND EVALUATION

**Parents/Guardians expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 97%, representing all families but one.**

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### NYC DOE Learning Environment Survey Parent Satisfaction Survey Response Rate 2017-2018

Number of Responses	Number of Families	Response Rate
30	31	97%

### 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 East Harlem at the highest levels of satisfaction across domains. The scores and participation rates are consistent with previous years. 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 new 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 East Harlem maximizes its instructional time in order to address the highly significant needs of its students. The school's enrichment offerings--piano instruction, baseball, and fitness training—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. Of note also are the areas where parents found no need for improvement—leadership, communication, quality teaching and class size—all areas where NYCACS East Harlem excels:

- Stronger enrichment programs (e.g. afterschool programs, clubs, teams) 63%
- Stronger arts programs 17%
- More challenging courses 13%
- More hands-on learning 4%
- Safer school environment 4%
- 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

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NYCACS students. These measures combined reflect an exceptionally high level of parent satisfaction with the program their students receive.

### Measure 5: Preparation for Adulthood

**Annually, 85% of parents/guardians of students over the age of 15 years (who have not already successfully completed transition readiness tasks) will participate in at least one preparatory action related to preparing for their children's adulthood.**

### METHOD

NYCACS East Harlem works with parents/guardians and their adolescent children to plan and initiate preparatory actions related to adulthood. It is anticipated that NYCACS East Harlem students will continue to need specialized support as adults after leaving the education system the school year they turn 21. While preliminary planning begins at an earlier age, the Director of Transition and Community Outreach works with families of students over 15 years to identify and begin implementing specific transition readiness tasks appropriate to their child. Transition workshops provide parents with an overview of options and timelines. Workshops are supplemented by the school's "NYC Transition Handbook: Planning Today for your Child's Tomorrow" and Parent Transition Planning Task worksheets identifying steps and resources. A log is maintained of actions taken by each family and is used by the Director of Transition and Community Outreach to facilitate planning and implementation of transition tasks.

### RESULTS AND EVALUATION

**85% or 11 of 13 families with students over the age of 15 years participated in at least one preparatory action related to preparing for their child's adulthood.** Parents took a total of 23 actions, as itemized below:

- Attended Workshop: 10
- Toured Transitional Program: 2
- Enrolled in Benefits Program: 2
- Initiated Guardianship Process: 4
- Enrolled in Adult Services Program: 3
- Established Funding Stream: 3

The transition tasks taken on by NYCACS East Harlem families represent significant steps in a complex and challenging process. Of note, NYCACS presented three well received workshops on transition topics: Identifying and Accessing Adult Services (15 parents); AHRC Afterschool and Camp Opportunities (5 Parents); and Upcoming Changes to the Adult Service Systems (16 parents). Transition planning is an increasing priority at NYCACS East Harlem as the school's adolescent population approaches adulthood. The school actively works to support families in the process and to facilitate networking between families so that strategies and information are shared.

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### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS East Harlem conducted an informal survey of NYCACS East Harlem parents in July 2017 to help identify parents' priorities and concerns for their students. Of the 14 respondents (44% response rate) 92% ranked either living independently and/or who would take care of their child after their death as their primary concern. When asked whether they thought their child would be able to live independently, only 2 parents said yes. These findings confirm the critical importance of the transition planning NYCACS does with its families and the need for community and government agencies to better address the sparsity of appropriate adult services for our population.

#### Measure 6: Parent Alumni Survey

**85% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.**

### METHOD

NYCACS conducted a Parent Alumni Survey of 17 families whose students have left the school. The survey collected data on current school placement and living situation, and solicited overall parent feedback on their satisfaction while at NYCACS, the most important skills learned, and ways in which NYCACS could have done better to support both child and family. Using a 4-point scaled response from Strongly Disagree to Strongly Agree, the parents were asked to respond to the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment."

### RESULTS AND EVALUATION

**90% of respondents or 9 of 10, indicated that they "Strongly Agree" with the statement, "While at NYCACS, I felt that my child was part of a positive and supportive environment." 10% or 1 respondent indicated "Agree", and 1 skipped the question. Eleven of 17 families, or 65%, responded to the survey.** The survey reached families whose child left NYCACS East Harlem to go to less restrictive placements, more restrictive placements, or who graduated at age 21. Current ages of the students ranged from 10-22 with 50% now 15 years and up. A number of open ended questions provided added depth to the survey. In response to the question about the "most important skills your child learned while at NYCACS," comments clustered around basic life skills, communication, and behavior regulation. In response to, "What could NYCACS have done better to support you and your child?" parents wrote, "Nothing," or asked for longer school hours, more support at home, more vigorous academics for students likely to move to less restrictive placements, and in 1 case, better communication having to do with the appropriateness of the placement for their student. Responses to, "What could NYCACS do to better support alumni?" parents asked for more support with job placement and placement services beyond age 21 and more social outreach. Additional comments about the NYCACS experience were laudatory and appreciative of the school experience and all that their child gained while in attendance.

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### ADDITIONAL EVIDENCE AND COMMENTS

The survey outreach to alumni was limited due to the small number of families in the pool and the differences in the children who have left, one from another. Nonetheless, the response rate was good for this type of survey and the findings are consistent with findings from the other surveys discussed in Goal 4: Parent Engagement and Satisfaction. Taken together, they reflect a high level of parent satisfaction with NYCACS East Harlem and the significant challenges of meeting all the needs of our students, particularly as they age and begin to move toward adulthood and life in the community.

### 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. 85% of parents/guardians whose children are 13 years or older will participate in a minimum of 5 hours.	Mastered
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
Annually, 85% of parents/guardians of students over the age of 15 (who have not already successfully completed transition readiness tasks) will participate in at least one action related to preparing for their children's adulthood.	Mastered
85% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at the NYC Autism Charter Schools and the impact it had on their children.	Mastered

### ACTION PLAN

NYCACS East Harlem demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the broader community to enrich satisfaction



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and to better identify, prepare for, and transition its adolescent students to (and ready their families for) post-school adult services.

### 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 East Harlem 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 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 12 staff members and indicates whether they met the criteria of at least 80% mastery. Data for one staff member who satisfactorily completed the training was subsequently lost due to a computer error and are not included in the calculation of percentage of staff meeting criteria on post-test measures. Her subsequent performance data and reviews, however, indicated that she obtained mastery of the training material. **100% of staff or 12 of 12 surpassed the 80% post-test criterion with an average post-test score of 97.4%.**

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### Staff Training Pre- and Post-Test Measures 2017-2018

Staff Member	Overall Pre-Test Score	Overall Post-Test Score	Criteria Met?
Staff Member 1	65	96	Yes
Staff Member 2	78	100	Yes
Staff Member 3	79	99	Yes
Staff Member 4	82	99	Yes
Staff Member 5	71	98	Yes
Staff Member 6	61	98	Yes
Staff Member 7	79	98	Yes
Staff Member 8	63	95	Yes
Staff Member 9	49	90	Yes
Staff Member 10	N/A*	N/A*	Yes*
Staff Member 11	67	100	Yes
Staff Member 12	79	88	Yes
Staff Member 13	81	98	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

The training summarized above represents only one component of the training program for new and experienced staff. All didactic training is accompanied by observation and practice of skills in the classroom 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.**

### METHOD

NYCACS East Harlem 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

## 2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below summarizes the percentage of staff in attendance at targeted staff development meetings with satisfactory Learning Points (score of 3 or 2). (The attendance sheet for one of the guest presentations was not available.) **Overall, 95.7% 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
Dyad and Group Instruction	13	92%
Challenging Behavior Part One	15	100%
Fading Behavior Plans	17	100%
Token Economies	12	100%
Article Review - Errorless Teaching	25	86%
Using PowerPoint as a Teaching Tool	29	88%
Increasing Peer Interaction	25	91%
Guest Presenter: Genetics of Autism	N/A	100%
Learning About Our School - Open House Presentation	25	100%
Guest Presenter: History of Autism	29	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 was added to provide consistency and to 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.**

### 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 are collected. The evaluations employ objective measures, including the following: frequency of behavior-specific praise; levels of engagement and on-task behavior of both students and staff; ability to implement a variety of teaching strategies;

## 2017-2018 ACCOUNTABILITY PLAN PROGRESS REPORT

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 25 of 25, 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	Employment ended 5/17
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	Yes
Staff Member 19	Yes
Staff Member 20	Yes
Staff Member 21	Yes
Staff Member 22	Employment ended 6/18
Staff Member 23	Employment ended 6/18
Staff Member 24	Yes
Staff Member 25	Yes
Staff Member 26	Yes

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Staff Member 27	Employment ended 6/18
Staff Member 28	Yes
Staff Member 29	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

The NYCACS Performance Evaluation rubric is both comprehensive and objective. Beginning at the 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

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

### RESULTS AND EVALUATION

**NYCACS East Harlem Teachers rated NYCACS East Harlem highly in 5 of the 6 domains assessed— Collaborative Teaching, Supportive Environment, Effective School Leadership, Strong Family and Community Ties, and Trust. Participation rate was 100%, with 29 of 29 teachers and instructors responding.**

NYCACS East Harlem exceeded the target of 75% and surpassed its comparison group, District 75 schools (self-contained special education programs for students with significant disabilities) in 5 of the 6 categories. The school did not meet the target for Rigorous Instruction (scoring 72%), largely due to the focus on items that are directly impacted by the nature of our students' autism: as an example, under "Quality of Student Discussion," teachers were asked the degree to which "students build on each

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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.”

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

Number of Responses	Number of Instructional Staff	Response Rate
29	29	100%

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

Item	Percent of Respondents Satisfied
Rigorous Instruction	72%
Collaborative Teachers	94%
Supportive Environment	93%
Effective School Leadership	98%
Strong Family Community Ties	100%
Trust	98%

## 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 East Harlem 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 5. 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		
Class #	Staff Member (Supervisee)	Completed 1 hr./mo. BCBA Supervision?
Class 1	Staff Member 1	Yes
Class 5	Staff Member 2	Yes

### ADDITIONAL EVIDENCE AND COMMENTS

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

### SUMMARY OF GOAL 5: STAFF PROFFICIENCY 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
100% of staff invited to return the following year, will show proficiency in teaching techniques.	Mastered

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<p>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.</p>	<p>Domain 1 - Target Approached</p> <p>Domains 2 through 6 – Target Mastered</p> <p>Participation Target Mastered</p>
<p>NYCACS will provide one hour per month of group and/or individual supervision for staff seeking Board Certification in Behavior Analysis (BCBA).</p>	<p>Mastered</p>

### ACTION PLAN

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

## 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 <sup>st</sup> 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.**

### METHOD

Student interns from surrounding colleges and universities are placed at NYCACS East Harlem for either a series of observations or a hands-on 8-week training and practice period. NYCACS has formed working relationships with the sending institutions. Student interns are interviewed and are expected to meet all professional standards. The 8-week internship placements are competitive and highly sought after. In addition, NYCACS East Harlem hosts Child and Adolescent Psychiatry Fellows from Weill-Cornell Hospital seeking to gain a better understanding of autism and the impact of non-medication intervention.

### RESULTS AND EVALUATION

**A total of 10 interns were placed at NYCACS East Harlem**, 2 from Sarah Lawrence College, 1 from Teachers College Columbia University, 1 from Cabrini University, and 6 from Weill-Cornell Hospital. Assessment of understanding of autism concepts was handled by the sending institutions.

### ADDITIONAL EVIDENCE AND COMMENTS

NYCACS is pleased to offer student interns an opportunity to observe and work with students on the autism spectrum. For many of the college and university student interns, it is their first exposure to children with autism and to applied behavior analysis. NYCACS at times is fortunate to be able to hire former interns when they complete their programs. The opportunity to work with and learn from the professionals from Weill-Cornell Hospital is an added bonus for the school.

#### Measure 3: Peer Mentors

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

### METHOD

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

### RESULTS AND EVALUATION

5 students (one from MESA Charter High School who came on three separate occasions throughout the year, and 4 from M108 in East Harlem who came twice a week over a 4 month period) participated in the Peer Mentoring Program. The experience was highly rewarding for the mentors as well as their NYCACS peers. The program leads to a greater sense of responsibility among the mentors and cultivates a level of sensitivity and acceptance of students with autism.

### ADDITIONAL EVIDENCE AND COMMENTS

The Peer Mentoring Program is a ground-breaking program, developed by NYCACS in 2006 and since replicated nationally.

#### 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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Autism Awareness Presentations 2017-2018		
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, Diagnosis, 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.	Mastered
During non-expansion years, a minimum of 4 peer mentors will participate in the Peer Mentoring program.	Mastered
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

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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 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.