



2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Julie Fisher

433 E 100 St
New York, NY 10029

212.860.2580

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Trustee's Name	Board Position
Mitchell Baum	Operations Committee
Elaine Florio	Development Committee
Ashley Garrett	Vice President, Secretary, Executive Committee, Development Committee Chair, Operations Committee Chair
Benjamin Hartman	Finance Committee
Hannah Hoch	Operations Committee
Ilene Lainer	Governance Committee
Naeema Livingston	Operations Committee
Paul O'Neill	Executive Committee, Governance Committee Chair
Christine Sandler	Finance Committee, Development Committee
Carol Santiago	President, Executive Committee Chair, Governance Committee
Mark Saretsky	Finance Committee
Alvin Shih	Operations Committee
Alysia Steinmann	Executive Committee, Finance Committee Chair

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

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

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

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

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

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS Bronx students are assessed primarily by examining the percentage of objectives mastered on each student's IEP, and through assessments that are designed specifically for this population and conducted annually. As per their IEP recommendations, NYCACS Bronx students do not take the statewide ELA, math, and science exams given to their typically developing age-matched peers. Instead, once they meet grade three age equivalence, they 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.

Instead, the approved NYCACS Bronx Accountability Plan identifies seven goals and 29 measures specifically designed to assess the school's success in meeting the needs of its students with severe to moderate degrees of autism. Progress toward each of those goals and measures for the 2019-20 school year is set forth below. While NYCACS Bronx experienced a disruption to in-person instruction due to COVID-19, the majority of goals—described in more detail below—have been reported on and achieved.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

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

PROMOTION POLICY

Not applicable.

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

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

Measure 1: Progress on IEP Objectives

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

METHOD

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

RESULTS AND EVALUATION

The table below contains a line for each student and highlights the total number of IEP objectives determined in the annual review, the number of completed IEP objectives, and the percentage mastery generated. **20%, or 6/30 students, mastered a minimum of 85% of their annual IEP objectives¹.** NYCACS Bronx was on track for students to meet 85% of IEP objectives, as of March 2020. However, due to a disruption to in-person instruction following school closures resulting from COVID-19, certain objectives become more challenging to track and target, such as Community Based Instruction (CBI). It is important to note that, despite the disruption, the majority of students still mastered a high percentage of their IEP objectives. Additionally, NYCACS Bronx came close to meeting the target, as 43%, or 13/30 students, mastered at least 80% of IEP objectives, 60%, or 18/30 students, mastered at least 75% of IEP objectives, and 67% or 20/30 students mastered at least 70% of IEP objectives.

Student IEP Objective Mastery 2019-2020			
Students	Completed IEP Objectives	Total IEP Objectives	Percent of IEP Objectives Complete
Student 1	17	23	73.91%
Student 2	21	25	84.00%

¹ Two students were excluded from this analysis: one who left the school in December 2019, and another that joined in December 2019.

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 3	21	23	91.30%
Student 4	22	27	81.48%
Student 5	8	24	33.33%
Student 6	9	28	32.14%
Student 7	9	22	40.91%
Student 8	18	28	64.29%
Student 9	21	25	84.00%
Student 10	20	26	76.92%
Student 11	17	27	62.96%
Student 12	23	27	85.19%
Student 13	18	24	75.00%
Student 14	13	20	65.00%
Student 15	22	27	81.48%
Student 16	19	24	79.17%
Student 17	22	26	84.62%
Student 18	15	28	53.57%
Student 19	10	21	47.62%
Student 20	18	24	75.00%
Student 21	17	23	73.91%
Student 22	17	20	85.00%
Student 23	15	21	71.43%
Student 24	18	23	78.26%
Student 25	9	22	40.91%
Student 26	17	20	85.00%
Student 27	19	21	90.48%
Student 28	17	19	89.47%
Student 29	17	21	80.95%
Student 30	20	25	80.00%

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 electronic data collection via the Thread Learning application.

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Annual Assessments

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

METHOD

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

RESULTS AND EVALUATION

These assessments require specific materials and cannot readily be conducted remotely, particularly given the profile of students served at NYCACS. At NYCACS Bronx, VB-MAPP testing typically occurs in the spring. As a result of school closure on March 13, 2020 due to COVID-19, testing was cancelled. Therefore, this goal cannot be reported on.

Measure 3: Group Instruction

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

METHOD

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The table includes data regarding participation in group instruction in the 2019-20 school year. Despite traditional in-person instruction ending on March 13, 2020 due to the shift to virtual instruction, **31 of 32—or 97%—of students participated in group instruction throughout the school year.**

Student Participation in Group Instruction 2019-2020	
Student Name	Yes/No
Student 1	Yes
Student 2	Yes
Student 3	Yes
Student 4	Yes
Student 5	Yes
Student 6	Yes
Student 7	Yes
Student 8	Yes
Student 9	Yes
Student 10	Yes
Student 11	Yes
Student 12	Yes
Student 13	Yes
Student 14	Yes
Student 15	Yes
Student 16	Yes
Student 17	Yes
Student 18	Yes
Student 19	Yes
Student 20	No
Student 21	Yes
Student 22	Yes
Student 23	Yes
Student 24	Yes
Student 25	Yes
Student 26	Yes
Student 27	Yes
Student 28	Yes
Student 29	Yes
Student 30	Yes

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 31	Yes
Student 32	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 4: IEP Goals

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

METHOD

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

RESULTS AND EVALUATION

The table below includes data indicating whether a given student has had at least three IEP objectives focused on self-care, life skills, and/or increased independence. **NYCACS Bronx met this goal for 32 of 32, or 100%, of its students. On average, students had seven such objectives included on their IEPs, far exceeding the goal.**

Student IEP Objectives 2019-2020		
Students	Total IEP Objectives Falling Within Target Categories	Met Goal? Yes/No
Student 1	4	Yes
Student 2	3	Yes
Student 3	3	Yes
Student 4	5	Yes
Student 5	10	Yes
Student 6	11	Yes

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 5: Student Inclusion in a Less Restrictive Environment

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

METHOD

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

RESULTS AND EVALUATION

At NYCACS Bronx, three students qualified for inclusion based on VB-MAPP testing data. One student participated in an inclusion art class two hours per week. Two additional students were scheduled to begin their inclusion assignment in March 2020, but unfortunately were not able to participate because of school closure due to COVID-19. Both of these students went on to graduate at the end of Summer 2020.

Student Inclusion Participation 2019-20		
Students	Inclusion Setting	Hours Per Week
Student 1	First Grade Art Class	2
Student 2	Unable to participate due to COVID-19	
Student 3	Unable to participate due to COVID-19	

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 6: Movement to less restrictive environments

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

METHOD

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

RESULTS AND EVALUATION

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. **In the current five-year period, two students have transitioned to less restrictive educational settings.** Given that this goal spans the entire five-year charter period, the school is well-positioned to meet it.

Students Transitioning to Less Restrictive Educational Settings Full Time		
Students	Date of Transition	Educational Setting
Student 2	June 2019	Mohegan Elementary School General Education Classroom
Student 3	December 2019	Thiells Elementary

ADDITIONAL EVIDENCE AND COMMENTS

As referenced in Measure 4 above, most graduates move from NYCACS Bronx to a less restrictive specialized environment, such as an ASD Horizon classroom or an 8:1:1 or 12:1:1 District 75 classroom. NYCACS Bronx looks to create partnerships and consistent pipelines to such settings so that transitions, and the process leading up to them, can be as successful as possible. The two graduates listed in the table above moved to specialized classrooms in schools outside of NYC.

SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

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

Measure 1: Reduction of Challenging Behavior

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

METHOD

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

RESULTS AND EVALUATION

The table below contains a row for each student Behavior Intervention Plan (BIP). Some students have multiple BIPs, addressing different forms of challenging behavior simultaneously. Each BIP indicates mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan contrasted with the most recent month. The final column indicates if a reduction in behavior has been demonstrated. **Five students had BIPs in place for at least six months. All five showed a decrease in rates of targeted challenging behavior across all Behavior Intervention Plans, with the exception of one of two plans designed for one of the five students (89%).**

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Reduction in Challenging Behavior 2019-20			
Students	Mean Previous BIP or Baseline	Mean Current BIP	Reduction Demonstrated? Yes/No
Student 1			
<i>BIP 1</i>	11.35% (BL)	4.70%	Yes
<i>BIP2</i>	3.87% (BLs)	0.10%	Yes
Student 2			
<i>BIP 1</i>	6.8% (BL)	1.50%	Yes
<i>BIP 2</i>	N/A	0.40%	
Student 3			
<i>BIP1</i>	5.0% (BL)	7.25%	No
<i>BIP 2</i>	3.00%	0.30%	Yes
Student 4			
<i>BIP 1</i>	15.60%	3.55	Yes
Student 5			
<i>BIP1</i>	3.00%	1.60%	Yes
<i>BIP 2</i>	49	1	Yes
<i>BIP 3</i>	6	2	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Improvement in Barriers Section

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

METHOD

For students without BIPs, NYCACS assess using the VB-MAPP assessment. NYCACS Bronx aims for 100% improvement in the barriers section on this assessment.

RESULTS AND EVALUATION

These assessments require specific materials and cannot readily be conducted remotely, particularly given the profile of students served at NYCACS. At NYCACS Bronx, VB-MAPP testing typically occurs in the spring. As a result of school closure on March 13, 2020 due to COVID-19, testing was cancelled. Therefore, this goal cannot be reported on.

SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

Measure	Outcome
1. Annually, 100% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least six months will show a reduction in challenging behavior—either in terms of frequency, magnitude, or both. Data will be collected on all student BIPs daily. Progress will be defined as movement in the desired direction from previous BIPs and/or baseline measures (i.e., a reduction in rates of targeted behavior). Progress will be assessed across every BIP, even if more than one is associated with an individual student.	Not Met
2. For those students without BIPs who are assessed using the VB-MAPP assessment, 100% will show improvement in the barriers section.	N/A

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

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

GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

Measure 1: HRC Positive Assessment of Behavior Intervention Plans

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

METHOD

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

RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed. The final column indicates whether the HRC responded positively to 80% or more of the assessment items. Unfortunately, due to COVID-19, one of the two HRC meetings had to be canceled. Therefore, the table

NYC Autism Charter School Bronx 2019-2020 Accountability Plan Progress Report Page 17 of 51

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

below reflects data from the HRC’s first meeting. **The Human Rights Committee observed an 80% positive response for three out of three, or 100% of BIPs reviewed.**

Human Rights Committee Responses to Reviewed BIP Plans 2019-20			
Student BIP	Number of Assessment Items Requested	Number of Assessment Items with Human Rights Committee Positive Response	80% Positive Response? Yes/ No
Student 1	10	11	Yes
Student 2	11	11	Yes
Student 3	10	11	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: HRC Evidence of Parental Consent

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

METHOD

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

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

Parental Consent for BIP Plans 2019-20	
Student BIP	Parental Consent? Yes/No
Student 1	Yes
Student 2	Yes
Student 3	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

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

ACTION PLAN

Given the forms of challenging behavior demonstrated by some of the students served— including self-injury, aggression, property destruction— NYCACS Bronx must focus on ensuring the safety of students and staff at all times. Given the school's primary focus is on antecedent management strategies (arranging a

NYC Autism Charter School Bronx 2019-2020 Accountability Plan Progress Report Page 19 of 51

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

student's schedule, environment, reinforcement system, etc., to minimize the occurrence of challenging behavior), there are times that staff must respond to incidents of such behavior, and times when those responses may be restrictive in nature in order to ensure the safety of all. Building in BIP reviews by a Human Rights Committee (in addition to parental consent at every step of the BIP process and ongoing dialogue with parents as rates of challenging behavior are monitored) ensures students are protected. While NYCACS Bronx is committed to continuing this important practice, the school will continue to think about feasibility issues in the 2020-2021 school year, given the restrictions in place as a result of COVID-19.

GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

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

Measure 1: Individualized Parent Training

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

METHOD

The NYCACS Bronx 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 Bronx 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 Bronx personnel and/or visits by parents to NYCACS Bronx 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.

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall, 9/32—or 28%—of parents/guardians met the required number of training hours as determined by their child’s age. The number of hours ranged from 3 to 19. However, this chart does not reflect data from January 2020 through March 16, 2020, due to inability to collect hard copies of records that remain in the school building but were inaccessible because of COVID-19 closure. All home visit and clinic meeting hours were disrupted as a result of the school closure due to COVID-19.

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

Parent Training Hours 2019-2020					
Students	Student Age	Clinic/School Observation Hours (JO)	Home Consultation Hours (CS)	Total Hours of Parent Training	Met Target? Yes/No
Student 1	Under 12	5	4.32	9.32	No
Student 2	Under 12	2	3.58	5.58	No
Student 3	Under 12	5	9.53	14.53	Yes
Student 4	Under 12	2	3.13	5.13	No
Student 5	Under 12	6	3.218	9.218	No
Student 6	Under 12	6	6.67	12.67	Yes
Student 7	Under 12	1	10.95	11.95	Yes
Student 8	Under 12	8	10.57	18.57	Yes
Student 9	Under 12	2	6.18	8.18	No
Student 10	Under 12	4	2.5	6.5	No
Student 11	Under 12	4	1.16	5.16	No
Student 12	Under 12	3	3.5	6.5	No
Student 13	Under 12	6	4	10	Yes
Student 14	Under 12	5	2.94	7.94	No
Student 15	Under 12	2	2.75	4.75	No
Student 16	Under 12	3	2	5	No
Student 17	Under 12	2	1.67	3.67	No
Student 18	Under 12	6	2.77	8.77	No
Student 19	Under 12	4	2.58	6.58	No
Student 20	Under 12	3	4.53	7.53	No
Student 21	Under 12	5	4.25	9.25	No
Student 22	Under 12	7	4.5	11.5	Yes

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 23	Under 12	5	5	10	Yes
Student 24	Under 12	6	2.75	8.75	No
Student 25	Under 12	5	2.33	7.33	No
Student 26	Under 12	5	7.17	12.17	Yes
Student 27	Under 12	5	2.83	7.83	No
Student 28	Under 12	5	3.25	8.25	No
Student 29	Under 12	1	1.83	2.83	No
Student 30	Under 12	2	5.5	7.5	No
Student 31	Under 12	5	8.12	13.12	Yes
Student 32	Under 12	4	4.58	8.58	No

ADDITIONAL EVIDENCE AND COMMENTS

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

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

Measure 2: NYCACS Program Effectiveness Survey

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

METHOD

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

RESULTS and EVALUATION

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to COVID-19, the response rate on the Program Effectiveness Survey was much lower than expected. The response rate in the 19-20 school year was 29%.

NYCACS Program Effectiveness Survey

Response Rate 2018-2019

Number of Responses	Number of Families	Response Rate
12	32	29%

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

NYCACS Program Effectiveness Survey

Parent Satisfaction on Key Survey Results 2017-2018

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

ADDITIONAL EVIDENCE AND COMMENTS

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

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Parent Observation Form

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

METHOD

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

RESULTS AND EVALUATION

Of the 135 NYCACS Bronx School Observation Forms completed, 99% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

NYCACS School Observation Survey Results Following Instruction-Focused Visits/Parent Training Sessions 2019-20		
Item	Surveys Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	135	99% Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

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

RESULTS AND EVALUATION

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

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

Number of Responses	Number of Families	Response Rate
XX	36	X%

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

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

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACs students. These measures combined reflect an exceptionally high level of parent satisfaction with the education their children receive. It is unclear when results from the 2019-2020 school year will be made available.

Measure 5: Parent Alumni Survey

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

METHOD

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

Measure 6: Parent Alumni Survey

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

METHOD

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

ACTION PLAN

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

GOAL 5: STAFF PROFICIENCY AND SATISFACTION

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

Measure 1: Staff understanding of training concepts

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

METHOD

NYCACS Bronx teachers and instructors complete an intensive training program designed to enable them to effectively identify and meet the instructional and behavior management needs of special education students on the severe to moderate end of the autism spectrum, and to assist families in implementing appropriate strategies at home and in the community. Training combines small group presentations as well as online training modules developed by Rethink Autism, each culminating in post-tests to ensure the content is learned. Training components include the following: Understanding Autism; Principles of Applied Behavior Analysis; Relationship Building; Discrete Trial Instruction; Response Chains; Data Collection; Prompting; Stimulus Control; Shaping; Incidental Teaching; Generalization and Maintenance; Describing Behaviors; Common Interventions; and Functional Assessment of Problem Behavior. An overall post-test score is calculated across components with a criterion of at least 80% required for mastery.

RESULTS AND EVALUATION

The table below provides the average post-test scores compiled for 12 staff members and indicates whether they met the criteria of at least 80% mastery. **100% of staff or 12 of 12 staff members surpassed the 80% post-test criterion, with an average post-test score of 97%.**

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: Key Learning Points

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

METHOD

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The table below summarizes the percentage of staff rating information from staff development meetings as valuable. **Overall and on average, 100% of staff in attendance rated the information as valuable, surpassing the target of 80% for the measure.**

Staff Development Ratings 2019-20			
Meeting Date	Topic	% of Staff Rating Information as Valuable	80% Criteria Met? Yes/No
11/13/19	Teaching Intraverbals	100	Yes
11/20/19	Dyad and Group Instruction	100	Yes
1/22/20	ASD In Minority Populations	100	Yes
5/28/20	Providing ABA Services During a Pandemic	100	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Performance Proficiency Standards

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

METHOD

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

RESULTS AND EVALUATION

The table below verifies that 25 of 25, or 100%, of staff invited to return in 2019-2020 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

Staff Proficiency Ratings 2019-20	
Staff Member	Proficiency Shown? Yes/No
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes
Staff Member 5	Yes

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Member 6	Yes
Staff Member 7	Yes
Staff Member 8	Yes
Staff Member 9	Yes
Staff Member 10	Yes
Staff Member 11	Yes
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	Yes
Staff Member 19	Yes
Staff Member 20	Yes
Staff Member 21	Yes
Staff Member 22	Yes
Staff Member 23	Yes
Staff Member 24	Yes
Staff Member 25	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 4: Teacher Survey

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The NYC DOE Learning Environment Survey is distributed to all NYCACS Bronx 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 Bronx has not yet received the results from the 19-20 NYC DOE Learning Environment Survey. Therefore, results for this measure cannot be reported.

**NYC DOE Learning Environment Survey
Teacher Satisfaction Survey Response Rate 2019-20**

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

**NYC DOE Learning Environment Survey
Teacher Satisfaction on Key Survey Results 2019-20**

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

Measure 5: ABA Certification

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

Eighteen of 35 or 51% of staff members were working toward their ABS or SPED certification in the 2019-20 school year, exceeding the goal. The NYCACS instructional program is strongly enhanced by the expertise brought by its Board Certified Behavior Analysts. To the extent that the school is able to support staff who are working towards their BCBA, both the program and staff retention are stronger.

Staff Certification 2019-20	
Staff Member	Working Toward ABA or SPED Certification? Yes/No
Staff Member 1	No
Staff Member 2	Yes - BCBA
Staff Member 3	No
Staff Member 4	Yes - SPED
Staff Member 5	Yes - SPED
Staff Member 6	No
Staff Member 7	No
Staff Member 8	No
Staff Member 9	No
Staff Member 10	Yes - BCBA
Staff Member 11	Yes - BCBA
Staff Member 12	Yes - SPED
Staff Member 13	Yes - BCBA
Staff Member 14	No
Staff Member 15	No
Staff Member 16	Yes - SPED
Staff Member 17	Yes - SPED
Staff Member 18	Yes - SPED

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Member 19	Yes - BCBA
Staff Member 20	Yes - BCBA
Staff Member 21	No
Staff Member 22	No
Staff Member 23	No
Staff Member 24	Yes - SPED
Staff Member 25	No
Staff Member 26	No
Staff Member 27	Yes - BCBA
Staff Member 28	No
Staff Member 29	No
Staff Member 30	Yes - BCBA
Staff Member 31	No
Staff Member 32	Yes - BCBA
Staff Member 33	No
Staff Member 34	Yes - BCBA
Staff Member 35	Yes - BCBA

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 6: Tuition Assistance

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

METHOD

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

RESULTS AND EVALUATION

Sixteen of 35 or 46% staff members participated in the tuition assistance program, exceeding the goal of 30%.

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Participating in Tuition Assistance 2019-20	
Staff Member	Participation in Tuition Assistance? Yes/No
Staff Member 1	No
Staff Member 2	Yes
Staff Member 3	No
Staff Member 4	Yes
Staff Member 5	No
Staff Member 6	No
Staff Member 7	No
Staff Member 8	No
Staff Member 9	No
Staff Member 10	Yes
Staff Member 11	No
Staff Member 12	Yes
Staff Member 13	No
Staff Member 14	Yes
Staff Member 15	No
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	No
Staff Member 19	Yes
Staff Member 20	No
Staff Member 21	No
Staff Member 22	Yes
Staff Member 23	No
Staff Member 24	No
Staff Member 25	No
Staff Member 26	Yes
Staff Member 27	Yes
Staff Member 28	Yes
Staff Member 29	No
Staff Member 30	No
Staff Member 31	No
Staff Member 32	Yes
Staff Member 33	Yes
Staff Member 34	Yes
Staff Member 35	Yes

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 7: Alumni Satisfaction

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

METHOD

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

SUMMARY OF GOAL 5: STAFF PROFFICIENCY AND SATISFACTION

Measure	Outcome
1. Annually, post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy for each staff member.	Met
2. Annually, an average of 80% of staff surveyed will indicate that they acquired valuable information as a result of attending staff development meetings.	Met
3. Of instructional staff invited to return for the upcoming school year, 100% will show proficiency in teaching techniques and satisfactory execution of job requirements as assessed through the NYCACS performance evaluation rubric. Evaluations are comprised of information gathered across the school year as part of regular supervision (varied formats include in vivo observation, video review, and written feedback), and aggregated annually for each staff member.	Met

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

<p>4. Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the applicable surveyed domains. The school will obtain a 75% participation rate on the survey.</p>	<p>N/A</p>
<p>5. Annually, at least 10% of instructional staff across both sites will be working toward certification in Applied Behavior Analysis (with supervision hours provided by NYCACS licensed staff) or certification in Special Education.</p>	<p>Met</p>
<p>6. Annually, at least 30% of staff will take advantage of the NYCACS tuition assistance program to further their education in a relevant field.</p>	<p>Met</p>
<p>7. Of staff who are no longer employed by NYCACS and who complete a biennial alumni survey, 90% will report having learned valuable skills during their time at NYCACS that support their current work.</p>	<p>N/A</p>

ACTION PLAN

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

GOAL 6: Community and Professional Outreach

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

Measure 1: Open Houses and Professional Observations

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

METHOD

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

RESULTS AND EVALUATION

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

Open House/Professional Development 2019-20			
Date	Number of Attendees	Name/Organization	Purpose
10/23/19	6	Hassenfeld Children's Hospital at NYU Langone	Learn about NYCACS and best practices for educating children with ASD
11/14/19	4	Garden Academy - Dr. Lauren Grow (ED), Dr. Danielle Gureghian	Learn about our Preparation of students and families for transition to adulthood

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

		(CD), Allison Neaman (BS), Taylor (Teacher)	
11/21/19	7	Uncommon Charter School	Best practices for educating students with autism
11/12/19	9	Open House	
12/17/19	9	Open House	
1/13/20	2	Kennedy Children's Center	Observe best practice strategies
12/18/29	9	Bronx Open House	
1/15/20	17	Bronx Open House	
1/28/20	15	EH Open House	
1/24/20	1	Dream Charter School	Classroom observation
1/30/20	1	Manhattan Psychology Group	Tour and observation of classroom practices
1/28/20	2	Equality Charter School	Tour, classroom observation, discussion of best practices
2/4/20	16	EH Open House	
2/12/20	1	Anna Lonergan	Tour and potential volunteer
2/12/20	11	Bronx Open House	
3/5/20	7	Denmark Education Team	Observe best practices
4/1/20	28	NYC DOE OT's	Follow up from training- observe best practices
3/20/20	7	KIPP Charter School	Observation of best practices- life skills

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 2: Student Interns

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

RESULTS AND EVALUATION

The 2019-20 school year was an expansion year for NYC Autism Bronx. Therefore, this goal is not applicable.

Measure 3: Peer Mentors

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

METHOD

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

RESULTS AND EVALUATION

The 2019-20 school year was an expansion year for NYC Autism Bronx. Therefore, this goal is not applicable.

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Autism Awareness

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

METHOD

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

RESULTS AND EVALUATION

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

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 5: Conference Presentation

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

METHOD

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

RESULTS AND EVALUATION

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

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

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 6: Training for Other Schools

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

METHOD

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

RESULTS AND EVALUATION

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ADDITIONAL EVIDENCE AND COMMENTS

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

Measure	Outcome
<p>1. NYC Autism Charter Schools will conduct minimum of 10 open houses or professional observations each year across both sites, during which parents and professionals from outside of NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction in their classrooms, shared space, or community based instruction sites.</p>	Met
<p>2. During non-expansion years, a minimum of two student interns will be placed within NYCACS classrooms each year, at each school. Interns will be provided both didactic and hands-on training related to autism and how the principles of applied behavior analysis are used to educate students with autism.</p>	N/A
<p>3. During non-expansion years, a minimum of four peer mentors will participate in a Peer Mentor program. Peers will be provided with didactic instruction, an opportunity to observe instruction, and hands-on training to learn how to interact effectively with NYCACS students. Pre- and post-test measures and/or written summaries of their experience will show understanding of concepts and of the disorder.</p>	N/A
<p>4. NYC Autism Charter Schools will conduct a minimum of five autism awareness outreach efforts across both sites, reaching at least 100 people annually. These efforts will be aimed at increasing awareness of autism and providing a basic understanding of its complexities.</p>	Met
<p>5. Staff from one or both of the NYC Autism Charter Schools will present annually at a minimum of one local, national or international conference, sharing research and/or best practice strategies around educating students with autism.</p>	Met
<p>6. Staff from one or both of the NYC Autism Charter Schools will provide training in the areas of challenging behavior and/or effective inclusion practices to personnel at two or more schools.</p>	Met

ACTION PLAN

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

GOAL 7: FISCAL SOUNDNESS

Goal 7: Fiscal Soundness

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

METHOD

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

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.

GOAL 8: ESSA

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 8: Absolute Measure

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

METHOD

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

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE

NYCACS Bronx has been in Good Standing each year since its inception in 2016.

Accountability Status by Year

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

APPENDIX A: OPTIONAL GOALS

Optional Goal 1: Retention

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

METHOD

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

RESULTS

The NYCACS Bronx student retention rate for 2019-2020 was 95%, exceeding the target of 90%.

2019-20 Student Retention Rate

2018-19 Enrollment	Number of Students Who Graduated in 2018-19	Number of Students Who Returned in 2019-20	Retention Rate 2019-20 Re-enrollment ÷ (2018-19 Enrollment – Graduates)
20	0	19	95

EVALUATION

The NYCACS Bronx student retention rate for 2019-2020 was 95%, exceeding the target of 90%. NYCACS Bronx sets as an accountability goal moving 5% of its students in a five-year period to less restrictive placements. While these students contribute to a lower retention rate, their departure is a success and contributes to meeting that goal. Additionally, there may be situations in which a student's behavioral challenges become extremely difficult for families to manage at home. In such cases, a family (with support from the Committee on Special Education) may decide to place their child in a residential facility that provides 24/7 care (a more restrictive environment or MRE). The school helps to support such transitions when deemed clinically appropriate (all MRE transitions to date have been considered such). The list below indicates the number of students who departed in the given year and the number of those who moved to less restrictive (LRE) or more restrictive (MRE) placements:

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

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	N/A
2016-17	N/A
2017-18	N/A
2018-19	92%
2019-2020	95%

Optional Goal 2: Attendance

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

METHOD

NYCACS Bronx tracks attendance through the NYC DOE ATS system.

RESULTS

NYCACS Bronx's 2019-2020 10-month attendance rate was 93.4%, coming close to the target.

2019-20 Student Attendance

Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Ungraded	93.4%

EVALUATION

NYCACS came close to meeting the target 95% attendance rate, at 93%. NYCACS Bronx teachers and clinical supervisors work closely with parents and students to monitor and improve attendance. Attendance is reviewed with parents at monthly clinic meetings, giving staff an opportunity to identify and address issues students and/or families may have surrounding attendance. Home visits are also used to establish and help parents and students implement evening and morning routines to facilitate the transition from home to school. Challenging behaviors that interfere with getting to school are also addressed. COVID-19 presented a new set of challenges as far as attendance goes, but NYCACS has worked

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

tirelessly over the last few months to ensure all families are well-equipped with internet connectivity and computers to accommodate the shift to remote instruction in the 2020-2021 school year.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	94%
2017-18	95.5%
2018-19	95.5%
2019-20	93.4%