



2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Lauren Iannuccilli, Compliance Consultant, prepared this 2020-21 Accountability Progress Report on behalf of the school's Board of Trustees:

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

SCHOOL OVERVIEW

The NYC Autism Charter School 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 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

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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 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 six 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, in addition to a fiscal soundness goal and ESSA goal. Progress toward each of those goals and measures for the 2020-21 school year is set forth below. While NYCACS Bronx experienced significant disruptions to in-person instruction due to COVID-19 this school year, many of the school’s accountability goals—described in more detail below—have been reported on and achieved.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
2017-18														12	12
2018-19														20	20
2019-20														32	32
2020-21														29	29

PROMOTION POLICY

Not applicable.

GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

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

Measure 1: Progress on IEP Objectives

Annually, at least 75% of NYCACS Bronx 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. **14%, or 4/28 students, mastered a minimum of 85% of their annual IEP objectives¹.** This is well below the target for this measure, but likely due to several factors: 1) the significant and ongoing disruptions to in-person instruction resulting from COVID-19 (35 school-wide closure days at NYCACS Bronx (unlike NYCACS East Harlem which had only one short closure) due to cases within the co-located schools), 2) the fact that, in the first quarter of the school year, over 50% of families opted to keep their children learning remotely, and 3) the fact that many objectives needed to be paused due to difficulties around implementation and tracking. It is important to note that, despite the disruption, a large number of students still mastered a high percentage of their IEP objectives. An additional 10/28 students mastered at least 65% of IEP objectives.

¹ Two students were excluded from this analysis: one who joined in January 2021 and another who joined in June 2021

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Student IEP Objective Mastery 2020-21			
Students	Completed IEP Objectives	Total IEP Objectives	Percent of IEP Objectives Complete
Student 1	10	27	37%
Student 2	13	22	59%
Student 3	18	26	69%
Student 4	10	27	37%
Student 5	10	27	37%
Student 6	16	27	67%
Student 7	23	31	74%
Student 8	9	29	31%
Student 9	15	23	65%
Student 10	20	23	87%
Student 11	11	25	44%
Student 12	15	21	71%
Student 13	20	29	69%
Student 14	22	30	73%
Student 15	16	25	64%
Student 16	15	26	58%
Student 17	16	28	57%
Student 18	16	21	76%
Student 19	12	22	55%
Student 20	10	25	40%
Student 21	8	20	40%
Student 22	20	22	91%
Student 23	18	20	90%
Student 24	8	15	53%
Student 25	13	21	62%
Student 26	15	19	79%
Student 27	17	18	94%
Student 28	10	15	67%

ADDITIONAL EVIDENCE AND COMMENTS

IEP objective selection is based upon: 1) results from annual assessments (VB-MAPP and/or AFLS), 2) evidence of past learning history and rate of acquisition, and 3) input from parents. Teachers understand the importance of these objectives for each student, and monitor progress through weekly electronic data collection via the Thread Learning application.

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Measure 2: Annual Assessments

Annually, at least 75% of NYCACS Bronx 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. As assessments were not administered in the 2019-20 school year due to COVID-19, scores are compared between the 2018-19 and 2020-21 school years.

RESULTS AND EVALUATION

The table below contains a line for each student and highlights their 2018-19 assessment score (no testing in 2019-20 due to COVID-19), the current year 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. 25/27, or 93% of students, increased annual assessment scores by the number of points stipulated within the accountability measure.

Student Assessment Score Comparison 2020-21				
Students	2018-19 Total Score	2020-21 Total Score	Score Difference	Met Improvement Criteria? (VBMAPP minimum of 3 point increase across two domains)
Student 1	154.5	167.5	13	Yes
Student 2	95	130	35	Yes
Student 3	151.5	153.5	2	No
Student 4	131	144	13	Yes
Student 5	156.5	162.5	6	Yes
Student 6	98.5	142.5	44	Yes
Student 7	158.5	169.5	11	Yes
Student 8	115	157.5	42.5	Yes

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Student 9	75.5	112	36.5	Yes
Student 10	100.5	149	48.5	Yes
Student 11 ²	NA	NA	NA	NA
Student 12	150	156	6	Yes
Student 13	154.5	167.5	13	Yes
Student 14	152.5	156	3.5	Yes
Student 15	147	157.5	10.5	Yes
Student 16	149	166.5	17.5	Yes
Student 17	143.5	165.5	22	Yes
Student 18	28.5	95	66.5	Yes
Student 19	160	162.5	2.5	No
Student 20	55.5	98.5	43	Yes
Student 21	86.5	90	3.5	Yes
Student 22	74.5	102.5	28	Yes
Student 23	71.5	94	22.5	Yes
Student 24	29.5	40	10.5	Yes
Student 25	9.5	35.5	26	Yes
Student 26	76	113.5	37.5	Yes
Student 27	55.5	101.5	46	Yes
Student 28	8.5	28	19.5	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

One of the positive outcomes of remote instruction that stemmed from NYCACS Bronx missing one year of assessments is that members of the leadership team created an adapted version of the assessment that allows for remote implementation (with some materials and all scoring sheets available electronically). As a result, every student enrolled for at least six months was able to be tested, regardless of instructional status (remote or in-person).

² Student 11 did not take an assessment in 2018-19.

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Measure 3: Group Instruction

Annually, 100% of NYCACS Bronx 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.

RESULTS AND EVALUATION

The table includes data regarding participation in group instruction in the 2020-21 school year. Despite challenges associated with COVID-19, **20 of 28 – or 71% - of students participated in group instruction** throughout the school year.

Student Participation in Group Instruction 2020-21	
Student Name	Yes/No
Student 1	No
Student 2	Yes
Student 3	Yes
Student 4	Yes
Student 5	No
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	No

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Student 20	No
Student 21	Yes
Student 22	No
Student 23	Yes
Student 24	No
Student 25	No
Student 26	Yes
Student 27	Yes
Student 28	No

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.

Measure 4: IEP Goals

Annually, 100% of NYCACS Bronx 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 28 of 28, or 100%, of its students. On average, students had five such objectives on their IEPs, exceeding the goal.**

Student IEP Objectives 2019-2020		
Students	Total IEP Objectives Falling Within Target Categories	Met Goal? Yes/No
Student 1	6	Yes
Student 2	4	Yes
Student 3	4	Yes
Student 4	7	Yes

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Student 5	6	Yes
Student 6	4	Yes
Student 7	7	Yes
Student 8	4	Yes
Student 9	4	Yes
Student 10	6	Yes
Student 11	5	Yes
Student 12	5	Yes
Student 13	8	Yes
Student 14	6	Yes
Student 15	5	Yes
Student 16	7	Yes
Student 17	7	Yes
Student 18	5	Yes
Student 19	3	Yes
Student 20	5	Yes
Student 21	6	Yes
Student 22	4	Yes
Student 23	7	Yes
Student 24	4	Yes
Student 25	6	Yes
Student 26	5	Yes
Student 27	4	Yes
Student 28	4	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 exceeded the goal with an average of five such objectives. The intentional value placed on these skill areas serves as a means to achieve the best outcomes possible for students. NYCACS Bronx worked and will continue to work closely with families to ensure that these skill areas are addressed despite limitations resulting from COVID-19.

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Measure 5: Student Inclusion in a Less Restrictive Environment

100% of students who have attended NYCACS Bronx 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

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

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS Bronx anticipates additional students qualifying for and participating in inclusion during the upcoming school year.

Measure 6: Movement to less restrictive environments

In any five-year period, NYCACS Bronx 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.

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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, four students have transitioned to less restrictive educational settings. With the additional two students transitioning in August 2020, NYCACS Bronx has now surpassed the 5% goal with four of 32, or 13%, of students moving to less restrictive educational settings.**

Students Transitioning to Less Restrictive Educational Settings Full Time		
Students	Date of Transition	Educational Setting
Student 1	June 2019	Mohegan Elementary School General Education Classroom
Student 2	December 2019	Thiells Elementary
Student 3	August 2020	WHIN Music Charter School
Student 4	August 2020	Success Academy Bronx 3

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. Two graduates listed in the table above moved to specialized classrooms in schools outside of NYC and two moved to other charter schools in NYC.

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SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

Measures not met under Goal 1 were largely influenced by COVID-19. Details and specifics for each Measure are found above.

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

ACTION PLAN

NYCACS Bronx mastered three of five reportable measures set forth under Goal #1. All goals that were not yet mastered were the result of challenges encountered as part of the shift to remote instruction due to COVID-19. Given the year ahead, NYCACS Bronx will focus on making up for learning loss as students return to in-person instruction and on finding innovative ways to provide them with as many pertinent learning opportunities as possible across the areas outlined above.

GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

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

Measure 1: Reduction of Challenging Behavior

Annually, 100% of NYCACS Bronx 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). Each BIP indicates mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan contrasted with the most recent month. The final column indicates if a reduction in behavior has been demonstrated. **Only one student had BIPs in place for at least six months. The student demonstrated a decrease in rates of targeted challenging behavior across two of three BIPs (67%).**

Reduction in Challenging Behavior 2020-21			
Students	Mean Previous BIP or Baseline	Mean Current BIP	Reduction Demonstrated? Yes/No
Student 1			
<i>BIP 1</i>	17%	2.35%	Yes
<i>BIP2</i>	15%	10%	Yes
<i>BIP 3</i>	5%	8.75%	No

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. In terms of this reporting cycle, the impact of COVID can be seen. For this student, for example, safety and distancing protocols have limited use of some antecedent management and response strategies that may have been more effective. On the positive side, three students who had BIPs pre-COVID had those plans discontinued due to reduced levels of challenging behavior. One possible reason for this reduction is the school's close work training and supporting parents which allowed for more consistent follow through and use of meaningful contingencies.

Measure 2: Improvement in Barriers Section

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

METHOD

For many students without BIPs, NYCACS assesses progress in the realm of behavior reduction using the VB-MAPP assessment. NYCACS Bronx aims for 100% improvement in the barriers section on this assessment. As assessments were not administered in the 2019-20 school year due to COVID-19, scores are compared between the 2018-19 and 2020-21 school years.

RESULTS AND EVALUATION

The table below contains a line for each student without BIPs who was in person for at least six months during the 2020-21 school year. Each row contains their 2018-19 VB-MAPP assessment score in the barriers section, the current year assessment score in the barriers section, the difference between the two, and an indication of whether or not there was improvement. **10 of 12, or 83% of students, demonstrated improvement in the VB-MAPP barriers section.**

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Improvement in VB-MAPP Barriers Section 2020-21			
Students	Baseline Barriers Score	Final Barriers Score	Improvement in VB-MAPP Barriers Section? Yes/No
Student 1	26	29	No
Student 2	31	30	Yes
Student 3	17	10	Yes
Student 4	21	16	Yes
Student 5	23	20	Yes
Student 6	22	19	Yes
Student 7	23	18	Yes
Student 8	19	19	No
Student 9	43	40	Yes
Student 10	85	74	Yes
Student 11	47	35	Yes
Student 12	63	21	Yes

ADDITIONAL EVIDENCE AND COMMENTS

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

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SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

Measure	Outcome
<p>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.</p>	<p>Not Met</p>
<p>2. For those students without BIPs who are assessed using the VB-MAPP assessment, 100% will show improvement in the barriers section.</p>	<p>Not Met</p>

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 and effective for students and staff, particularly given some of the ongoing safety protocols in place for the coming year.

GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

Measure 1: HRC Positive Assessment of Behavior Intervention Plans

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

METHOD

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

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE AND COMMENTS

The purpose of the Human Rights Committee is to ensure that NYCACS 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. NYCACS looks forward to reconvening the HRC next school year.

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Measure 2: HRC Evidence of Parental Consent

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

METHOD

As described in Measure 1 above, in a typical school year, NYCACS convenes a Human Rights Committee (HRC) two times per year that consists of individuals from a variety of fields: a doctor, an attorney, an educator from another school, a journalist, and the parent of a child with autism who does not attend NYCACS. Over the year, all Behavior Intervention Plans (BIPs) with any restrictive component (e.g., time out, response cost) are reviewed by the HRC. For each, a history of challenging behavior is provided, as well as results from assessments, baseline data, and a rationale for the current BIP. Details of the BIP are reviewed along with data collected to date. HRC members are given the opportunity to discuss and seek clarification on any aspects of the plan. Then they are asked a series of questions. The number of yes responses to the question, "Is there evidence of parental consent?" is divided by the total number of plans reviewed to determine a percentage of plans with parental consent.

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE AND COMMENTS

See Additional Evidence and Comments section from Measure 1 above.

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SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

Both measures contained within Goal #3 were not reportable this year due to COVID-19.

Measure	Outcome
1. A Human Rights Committee will positively respond to at least 80% of assessment items requested for each Behavior Intervention Plan reviewed. Any negative responses will be followed by immediate and documented modifications.	Not Reportable
2. Evidence of parental consent will be demonstrated for 100% of plans reviewed.	Not Reportable

ACTION PLAN

Given the forms of challenging behavior demonstrated by some of the students served– including self-injury, aggression, property destruction – NYCACS Bronx must focus on ensuring the safety of students and staff at all times. The school’s primary focus is and has always been on using antecedent management strategies whenever possible (arranging a student’s schedule, environment, reinforcement system, etc.) in order to minimize the occurrence of challenging behavior. However, there are times when instances of extreme and dangerous behavior occur which require responses that may be restrictive in nature in order to ensure the safety of all. Building in BIP reviews by a Human Rights Committee (in addition to parental consent at every step of the BIP process and ongoing dialogue with parents as rates of challenging behavior are monitored) ensures students are protected. While COVID-19 prevented the HRC from meeting during the 2020-2021 school year, NYCACS Bronx is committed to continuing this important practice during the upcoming 2021-2022 school year.

GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

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

Measure 1: Individualized Parent Training

Annually, 85% of NYCACS Bronx 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.

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.

Overall, 26 of 28 – or 93% - of parents/guardians met the required number of training hours as determined by their child’s age. The number of hours ranged from 6.83 to 34.44.

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. One of the positive outcomes of COVID-19 was that access to and direct communication with parents increased substantially, leading to increased opportunities for training as well. This was due to the fact that 1) parents were home, and 2) they often had to be involved in their child's education, sometimes directly as the person to deliver instructions,

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reinforcement, and error correction. As a result, our relationships with parents (already quite strong) grew even stronger and our ability to guide, support, and train improved.

Parent Training Hours 2020-21					
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	6.00	4.00	10.00	Yes
Student 2	Under 12	6.17	4.08	10.25	Yes
Student 3	Under 12	6.00	5.12	11.12	Yes
Student 4	Under 12	4.33	10.50	14.83	Yes
Student 5	Under 12	5.75	7.58	13.33	Yes
Student 6	Under 12	3.67	7.25	10.92	Yes
Student 7	Under 12	4.17	8.01	12.18	Yes
Student 8	Under 12	7.00	3.75	10.75	Yes
Student 9	Under 12	7.00	3.75	10.75	Yes
Student 10	Under 12	11.00	2.50	13.50	Yes
Student 11	Under 12	8.92	2.08	11.00	Yes
Student 12	Under 12	7.50	2.25	10.00	Yes
Student 13	Under 12	7.08	2.92	10.00	Yes
Student 14	Under 12	8.25	2.50	10.75	Yes
Student 15	Under 12	8.01	2.17	10.18	Yes
Student 16	Under 12	8.00	2.08	10.08	Yes
Student 17	Under 12	7.30	3.40	10.70	Yes
Student 18	Under 12	7.80	2.91	10.71	Yes
Student 19	Under 12	4.58	2.25	6.83	No
Student 20	Under 12	8.33	3.75	12.08	Yes
Student 21	Under 12	8.00	2.25	10.25	Yes
Student 22	Under 12	11.58	14.40	25.98	Yes
Student 23	Under 12	7.58	4.50	12.08	Yes
Student 24	Under 12	6.36	1.25	7.61	No
Student 25	Under 12	6.50	3.58	10.08	Yes
Student 26	Under 12	8.25	3.66	11.91	Yes
Student 27	Under 12	4.33	8.83	13.16	Yes
Student 28	Under 12	10.16	24.28	34.44	Yes

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ADDITIONAL EVIDENCE AND COMMENTS

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

While COVID-19 presented challenges to in-person hours, NYCACS Bronx staff found that parents were very open to virtual home consultation hours, leading to numerous benefits (referenced above). This finding will inform the structure of what parental training looks like moving forward.

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 22 statements applicable specifically to NYCACS. Statements were scored using a Likert scale of 1 to 4, where 1 means Strongly Disagree and 4 means Strongly Agree. Comments and open-ended questions were solicited as well. The survey was distributed anonymously using the Survey Monkey platform. It was made available in English and Spanish.

RESULTS and EVALUATION

Despite COVID-19, 82% of families responded to the NYCACS Program Effectiveness Survey, exceeding the response rate target of 75%.

NYCACS Program Effectiveness Survey Response Rate 2020-21		
Number of Responses	Number of Families	Response Rate
23	28	82%

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96% of NYCACS Bronx parents indicated strong satisfaction with their child’s program, indicating either agree or strongly agree in response to the question “Overall, the school program is effective.” This exceeds the target of 85%.

NYCACS Program Effectiveness Survey Parent Satisfaction on Key Survey Results 2020-21	
Item	Percent Satisfied
“Overall, the school program is effective.”	96%

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:

- “The school operates like a family unit. The leadership team is always searching for ways to improve and always includes parent input.”
- “We have received valuable information through the clinics and watching how they interact with our son in the classroom. We love the support and the individualized instruction because it caters to his exact needs.”
- “Anything that he needs, his teachers are right there working hand in hand with me. From his iPad for remote instruction, all the way down to sending us materials for school sessions.”
- They make sure to communicate with us constantly and update us on everything that’s going on with our little guy on a real time basis and respond to any questions promptly.”

Measure 3: Parent Observation Form

Of the NYCACS Observation Forms completed by NYCACS Bronx 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

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with the quality of education observed. Open-ended questions solicit further feedback on successes, concerns, and recommendations. Observation Forms are then reviewed and signed by the Clinical Supervisor and Head of School. Translation support is provided where needed.

RESULTS AND EVALUATION

Of the 130 NYCACS Bronx Observation Forms completed, 100% expressed overall satisfaction with the quality of education observed, surpassing the goal of 85% satisfaction.

NYCACS School Observation Forms Results Following Instruction-Focused Visits/Parent Training Sessions 2020-21		
Item	Forms Completed	Percent Satisfied
"Overall, did you feel the quality of education was satisfactory? (Yes/No)	130	100% Yes

ADDITIONAL EVIDENCE AND COMMENTS

The observation forms are valuable in providing immediate feedback following instruction-focused visits/training sessions. The forms are straightforward and give parents a voice in the continued development and shaping of instruction. As a result of COVID-19 and our remote-only access to parents (even for in-person students), surveys were moved to an electronic platform. Results now go directly to the Head of School (rather than a paper/pencil form given to classroom staff) so that each parent/caregiver can now be as comfortable as possible sharing both good and critical feedback about their child's classroom staff. The Head of School will, as always, ensure that any concerns are promptly considered and addressed.

Measure 4: NYC DOE Learning Environment Survey

Annually, NYCACS Bronx 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.

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RESULTS AND EVALUATION

Parents/guardians expressed exceptionally high satisfaction with NYCACS Bronx across domains and at a participation rate of 95%, representing 18 families. This exceeds the target of a 75% participation rate.

NYC DOE Learning Environment Survey Response Rate 2018-19		
Number of Responses	Number of Families	Response Rate
18	19	95%

Across the three delineated areas - Effective School Leadership, Strong Family Community Ties, and Trust, 99 to 100% of parents responded positively.

NYC DOE Learning Environment Survey Parent Satisfaction on Key Results 2018-19	
Item	Percent of Respondents Satisfied
Effective School Leadership	100%
Strong Family Community Ties	99%
Trust	100%

ADDITIONAL EVIDENCE AND COMMENTS

The NYC DOE Learning Environment Survey holds value as a generic measure of parent satisfaction in areas held in common with schools across the city. It is best appreciated in conjunction with the NYCACS- specific surveys that measure satisfaction in areas related to the unique educational program provided to NYCACS students. These measures combined reflect an exceptionally high level of parent satisfaction with the education their children receive. As of July 2021, NYCACS Bronx has not yet reviewed the NYC DOE Learning Environment Survey results from 2019-20. According to the NYC Department of Education website, due to COVID-19, scores are not available for any schools for the 2019-20 school year.

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 5: Parent Alumni Survey

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

METHOD

During the 2020-21 school year, NYCACS conducted a Parent Alumni Survey of 17 families whose children transitioned out of NYC Autism Charter Schools. In almost all cases, these transitions were either to less restrictive environments, to more restrictive environments (i.e., residential care facilities), or to the adult service support system at age 21. The survey collects data on current school placement and living situation. It also solicits overall parent feedback on their satisfaction while at NYCACS, the most important skills learned, and ways in which NYCACS could have done better to support both child and family. Using a 4-point scaled response from Strongly Disagree to Strongly Agree, the survey asks parents to respond to the statement, “While at NYCACS, I felt that my child was part of a positive and supportive environment.” Surveys are disseminated biannually and results represent alumni from both schools – NYCACS Bronx and NYCACS East Harlem.

RESULTS AND EVALUATION

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

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

ADDITIONAL EVIDENCE AND COMMENTS

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

2018-2019 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 6: Parent Alumni Survey

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

METHOD

See Method description under Measure 5 above.

RESULTS AND EVALUATION

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

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

ADDITIONAL EVIDENCE AND COMMENTS

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

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.	Met
2. Annually, 85% of parents/guardians will rate the NYCACS education program as effective in the annual Program Effectiveness Survey. The school will obtain a 75% participation rate.	Met
3. After every instruction focused visit at school, home, or in the community across the year, at least 85% of parents/guardians will indicate overall satisfaction with the quality of education provided to their child.	Met
4. Annually, parents/guardians will express satisfaction with the school’s program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the domains surveyed as designated by the NYC DOE. The school will obtain a 75% participation rate on the survey.	Met
5. 100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a less restrictive educational setting (LRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.	Met
6. 100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a more restrictive educational setting (MRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.	Met

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. The strong levels of participation and satisfaction is a testament to an even further strengthening of ties to families during the pandemic. NYCACS Bronx looks forward to utilizing the new ways of communicating with and involving families, brought on by COVID-19, into the future.

GOAL 5: STAFF PROFICIENCY AND SATISFACTION

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

Measure 1: Staff understanding of training concepts

Annually, post-test measures of NYCACS Bronx 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 8 staff members and indicates whether they met the criteria of at least 80% mastery. **100% of NYCACS Bronx staff, or 8 of 8, surpassed the 80% post-test criterion, with an average post-test score of 98%.**

Post-test Training Scores 2020-21		
Staff Member	Post-Test Score Average	Criteria Met? Yes/No
Staff Member 1	97	Yes
Staff Member 2	97	Yes
Staff Member 3	98	Yes
Staff Member 4	98	Yes
Staff Member 5	99	Yes
Staff Member 6	97	Yes
Staff Member 7	99	Yes
Staff Member 8	98	Yes

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ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: Key Learning Points

Annually, an average of 80% of NYCACS Bronx 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 at the conclusion of topic specific staff development meetings held throughout the year. Part of this summary includes a question indicating whether they have acquired valuable information as a result of attending the development meeting.

RESULTS AND EVALUATION

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

Staff Development Ratings 2020-21			
Meeting Date	Topic	% of Staff Rating Information as Valuable	80% Criteria Met? Yes/No
11/17/20	Preference Assessments 1	100%	Yes
12/1/20	Center for Autism and Related Disorders (Michael Alessandri) – Early Detection of Autism	100%	Yes
12/15/20	Preference Assessments 2	100%	Yes
1/7/21	Article Review: Reducing Disease Transmission	100%	Yes
2/2/21	Secondary Targets	100%	Yes
3/2/21	Stimulus Control (Group A)	100%	Yes
3/16/21	Antecedent Management (Group B)	100%	Yes
4/7/21	Stimulus Control (Group B)	100%	Yes
4/20/21	Stimulus Control Part 2 (Group A)	100%	Yes
6/1/21	Prompt Problem Solving	100%	Yes

ADDITIONAL EVIDENCE AND COMMENTS

While the structure of staff development meetings changed on March 13, 2020 when the school year shifted to remote instruction, professional learning has continued remotely ever since. This transition has allowed for staff from both schools to blend together and benefit from each other's comments and questions. Additionally, PD has been leveled, with different tracks for different levels of staff expertise. NYCACS Bronx will continue to work to ensure that virtual professional development is high quality and functional.

Measure 3: Performance Proficiency Standards

Of NYCACS Bronx 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 18 of 18, or 100%, of NYCACS Bronx staff invited to return in 2020-2021 demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

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Staff Proficiency Ratings 2020-21	
Staff Member	Proficiency Shown? Yes/No
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	Yes
Staff Member 8	Yes
Staff Member 9	Yes
Staff Member 10	Yes
Staff Member 11	Yes
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	Yes

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.

2020-2021 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 4: Teacher Survey

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

METHOD

The NYC DOE Learning Environment Survey is distributed to all NYCACS 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

Teachers expressed exceptionally high satisfaction with NYCACS Bronx across domains and at a participation rate of 100%, representing 19 instructional staff. This exceeds the target of a 75% participation rate.

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

Across all six domains, more than 75% of teacher expressed satisfaction, exceeding the goal. **Outside of Rigorous Instruction, 95% or more of teachers responded positively to each domain.**

NYC DOE Learning Environment Survey Teacher Satisfaction on Key Survey Results 2018-19	
Domain	Percent of Respondents Satisfied
Rigorous Instruction	76%
Collaborative Teachers	95%
Supportive Environment	95%
Effective School Leadership	98%
Strong Family Community Ties	99%
Trust	99%

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 5: ABA Certification

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

METHOD

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

RESULTS AND EVALUATION

Nine of 27, or 33%, of NYCACS Bronx staff members were working toward their ABS or SPED certification in the 2020-21 school year, exceeding the goal. The NYCACS instructional program is strongly enhanced by the expertise brought by its Board Certified Behavior Analysts. To the extent that the school is able to support staff who are working towards their BCBA, both the program and staff retention are stronger. Additionally, 44% of NYCACS East Harlem staff members were working toward certification.

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

ADDITIONAL EVIDENCE AND COMMENTS

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

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Measure 6: Tuition Assistance

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

METHOD

NYCACS prides itself on offering a tuition assistance program to help staff members further their education in a relevant field. This not only benefits NYCACS, but also the broader autism community as it provides staff with critical skills they will take with them and use in all of the settings in which they ultimately work. As such, NYCACS set a goal of at least 30% of staff taking advantage of this program.

RESULTS AND EVALUATION

12 of 29, or 41%, of NYCACS Bronx staff members participated in the tuition assistance program, exceeding the goal of 30%. Additionally, 37% of NYCACS East Harlem staff members participated in tuition assistance.

Staff Participating in Tuition Assistance 2020-21	
Staff Member	Participation in Tuition Assistance? Yes/No
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	No
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	No
Staff Member 8	No
Staff Member 9	No
Staff Member 10	No
Staff Member 11	No
Staff Member 12	Yes
Staff Member 13	No
Staff Member 14	Yes
Staff Member 15	No
Staff Member 16	No
Staff Member 17	No
Staff Member 18	Yes

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Staff Member 19	No
Staff Member 20	No
Staff Member 21	No
Staff Member 22	No
Staff Member 23	Yes
Staff Member 24	Yes
Staff Member 25	No
Staff Member 26	No
Staff Member 27	No
Staff Member 28	Yes
Staff Member 29	Yes

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 and benefits the broader autism community.

Measure 7: Alumni Satisfaction

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

METHOD

During the 2020-21 school year, NYCACS conducted a Staff Alumni Survey with 16 individuals responding to questions related to their time at NYCACS Bronx or NYCACS East Harlem, current employment status, how NYCACS influenced their career path, and what they took away from their time at NYCACS. Using a Yes or No response, the survey asks alumni staff to respond to the statement, "During my time at NYCACS, I learned valuable skills that support my current work."

RESULTS AND EVALUATION

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

ADDITIONAL EVIDENCE AND COMMENTS

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

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

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SUMMARY OF GOAL 5: STAFF PROFICIENCY AND SATISFACTION

Measure	Outcome
1. Annually, post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy for each staff member.	Met
2. Annually, an average of 80% of staff surveyed will indicate that they acquired valuable information as a result of attending staff development meetings.	Met
3. Of instructional staff invited to return for the upcoming school year, 100% will show proficiency in teaching techniques and satisfactory execution of job requirements as assessed through the NYCACS performance evaluation rubric. Evaluations are comprised of information gathered across the school year as part of regular supervision (varied formats include in vivo observation, video review, and written feedback), and aggregated annually for each staff member.	Met
4. Annually, teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the applicable surveyed domains. The school will obtain a 75% participation rate on the survey.	Met
5. Annually, at least 10% of instructional staff across both sites will be working toward certification in Applied Behavior Analysis (with supervision hours provided by NYCACS licensed staff) or certification in Special Education.	Met
6. Annually, at least 30% of staff will take advantage of the NYCACS tuition assistance program to further their education in a relevant field.	Met
7. Of staff who are no longer employed by NYCACS and who complete a biennial alumni survey, 90% will report having learned valuable skills during their time at NYCACS that support their current work.	Met

ACTION PLAN

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

GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

GOAL 6: NYCACS will share practices with the broader community (including personnel, students, participants, and employees at other schools, organizations, and businesses) and raise awareness about autism and autism education. This is done through internships, training, observations, workshops, peer mentoring, conference presentations, and more.

Measure 1: Open Houses and Professional Observations

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

METHOD

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

RESULTS AND EVALUATION

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

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Open Houses 2020-21		
Date	Number of Attendees	Purpose
3/20/21	2	Information session to answer questions related to NYCACS' program.
3/21/21 - 5/26/21	133 (122 parents and 11 professionals)	Open House Video to share information about NYCACS.
3/30/21	2	Information session to answer questions related to NYCACS' program.

ADDITIONAL EVIDENCE AND COMMENTS

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

Measure 2: Student Interns

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

METHOD

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

RESULTS AND EVALUATION

Due to limitations on people allowed access to buildings and classrooms resulting from COVID-19, the traditional, in-person internship program was suspended for the year. NYCACS hopes to be able to bring interns in person to both NYCACS Bronx and NYCACS East Harlem at some point during the 2021-2022 school year. However, NYCACS was able to create an adapted and somewhat abbreviated, virtual internship

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experience for 15 interns, including one student from Sarah Lawrence College and 14 fellows from Weill Cornell Medical College.

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS is pleased to offer student interns the opportunity to observe and work with students on the autism spectrum. For many of the college and university student interns, it is their first exposure to children with autism and to applied behavior analysis. NYCACS is, at times, fortunate to be able to hire former interns when they complete their programs. The opportunity to work with and learn from the professionals from Weill Cornell Medical College is an added bonus for the school, particularly given the overlay of other conditions and significant behavioral issues that may arise during adolescence. NYCACS hopes to resume the traditional internship program in the 2021-2022 school year.

Measure 3: Peer Mentors

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

METHOD

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

RESULTS AND EVALUATION

While this year was meant to be the school's first full year at capacity, NYCACS Bronx did not implement a peer mentoring program due to restrictions resulting from COVID-19.

ADDITIONAL EVIDENCE AND COMMENTS

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

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Measure 4: Autism Awareness

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

METHOD

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

RESULTS AND EVALUATION

Despite COVID-19, **NYCACS conducted two Autism Awareness sessions reaching 215 people across NYCACS Bronx and NYCACS East Harlem, partially meeting the goal.** NYCACS Autism Awareness outreach efforts reach a broad range of audiences and address autism in general as well as topics of specific relevance to the particular attendees.

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

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS autism awareness efforts are beneficial not only to the students and families of NYCACS, but to the broader autism community. The more educated the general public is about autism, the more likely individuals on the autism spectrum will be treated with respect and compassion, and the more opportunities they may be offered moving forward. These efforts have a secondary benefit of contributing to NYCACS student recruitment efforts. The school's lottery open houses and information sessions (not listed in the table above) also have the effect of raising autism awareness. Due to COVID-19, the number of events was more limited than desired; however, NYCACS hopes to increase outreach efforts during the 2021-2022 school year.

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Measure 5: Conference Presentation

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

METHOD

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

RESULTS AND EVALUATION

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

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

ADDITIONAL EVIDENCE AND COMMENTS

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

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Measure 6: Training for Other Schools

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

METHOD

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

RESULTS AND EVALUATION

Staff at both NYCACS Bronx and NYCACS East Harlem provided training on four separate occasions, two with specific schools and two through the New York City Charter School Center, surpassing the goal. These trainings reached 120 individuals across five different school sites.

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

ADDITIONAL EVIDENCE AND COMMENTS

NYCACS prides itself on providing support and training to other schools and has built a formal goal around sharing best practices to signal how the school communities value and prioritize sharing best practices. NYCACS looks forward to furthering these efforts during the 2021-2022 school year.

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SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

Measure	Outcome
1. NYC Autism Charter Schools will conduct minimum of 10 open houses or professional observations each year across both sites, during which parents and professionals from outside of NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction in their classrooms, shared space, or community based instruction sites.	Not Met
2. During non-expansion years, a minimum of two student interns will be placed within NYCACS classrooms each year, at each school. Interns will be provided both didactic and hands-on training related to autism and how the principles of applied behavior analysis are used to educate students with autism.	Not Reportable
3. During non-expansion years, a minimum of four peer mentors will participate in a Peer Mentor program. Peers will be provided with didactic instruction, an opportunity to observe instruction, and hands-on training to learn how to interact effectively with NYCACS students. Pre- and post-test measures and/or written summaries of their experience will show understanding of concepts and of the disorder.	Not Reportable
4. NYC Autism Charter Schools will conduct a minimum of five autism awareness outreach efforts across both sites, reaching at least 100 people annually. These efforts will be aimed at increasing awareness of autism and providing a basic understanding of its complexities.	Partially Met
5. Staff from one or both of the NYC Autism Charter Schools will present annually at a minimum of one local, national or international conference, sharing research and/or best practice strategies around educating students with autism.	Met
6. Staff from one or both of the NYC Autism Charter Schools will provide training in the areas of challenging behavior and/or effective inclusion practices to personnel at two or more schools.	Met

ACTION PLAN

NYCACS’s commitment to outreach to professionals, communities, and parents has been part of its mission since the school’s founding in 2005 and will remain so. Given the significant and ongoing impact of COVID-19, efforts in this area have been and may continue to be somewhat limited. As NYCACS Bronx enters the 2021-2022 school year, the school will remain focused on maintaining the high caliber of programming for which it is known while also seeking opportunities to disseminate information and share practices.

GOAL 7: FISCAL SOUNDNESS

Goal 7: Fiscal Soundness

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

METHOD

NYCACS has established and continuously monitors all necessary internal financial control practices and procedures necessary to operate in a fiscally sound and compliant manner. Separation of responsibilities and oversight by the NYCACS Board of Trustees and its Finance Committee are ongoing. The annual independent financial audit for the fiscal year ending June 2021 is currently underway and will be submitted together with all additional required documentation by November 3, 2021.

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.

GOAL 8: ESSA

Goal 8: Absolute Measure

Under the state's ESSA accountability system, NYCACS Bronx 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

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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 2020-21 ESSA goal remains unchanged due to the COVID-19 school closure. The 2020-21 accountability status based on 2019-20 results and can be found by navigating to the school report card available [here](#). 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
2017-18	In Good Standing
2018-19	In Good Standing
2019-20	In Good Standing
2020-21	In Good Standing

APPENDIX A: OPTIONAL GOALS

Optional Goal 1: Retention

Each year, 90 percent of all NYCACS Bronx 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 2020-2021 was 87%, falling just short of the 90% target.

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2020-21 Student Retention Rate			
2019-20 Enrollment	Number of Students Who Graduated in 2019-20	Number of Students Who Returned in 2020-21	Retention Rate 2020-21 Re-enrollment ÷ (2019-20 Enrollment – Graduates)
31	4	27	87%

EVALUATION

The NYCACS Bronx student retention rate for 2019-2020 was 87%, falling just short of the 90% target. However, NYCACS Bronx sets as an accountability goal of moving 5% of its students to less restrictive placements within a five-year period. 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
2020-2021	2	2	0

ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	N/A
2016-17	N/A
2017-18	N/A
2018-19	92%
2019-20	95%
2020-21	87%

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Optional Goal 2: Attendance

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

METHOD

NYCACS Bronx tracks attendance through the ES BOCES data system.

RESULTS

NYCACS Bronx's 2020-2021 10-month attendance rate was 90.3%, coming close to the target.

2020-21 Student Attendance	
Grade	Average Daily Attendance Rate
1	[%]
2	[%]
3	[%]
4	[%]
5	[%]
6	[%]
7	[%]
8	[%]
Ungraded	90.3%

EVALUATION

NYCACS Bronx came close to meeting the target 95% attendance rate at 90.3% for the 2020-2021 school year. 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 and remote instruction presented a new set of challenges as far as attendance goes, but NYCACS Bronx has worked tirelessly with families to support their children and troubleshoot any challenges or needs.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	94%
2017-18	95.5%
2018-19	95.5%
2019-20	93.4%
2020-21	90.3%